



**CROWLEY
MIDDLE SCHOOL**

**2025-26 CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

At Crowley Middle School our mission is to foster an environment where all can persevere through challenges by applying critical thinking skills to solve complex problems effectively.

Vision

Crowley Middle School cultivates independent scholars within a supportive campus culture, ensuring academic and social-emotional excellence, and preparing students for high school, college, and careers.

Campus Values

Respect: Promoting an environment where students, teachers, and staff treat each other with consideration and kindness. This includes respecting diverse perspectives and backgrounds.

Responsibility: Encouraging students to take ownership of their actions and learning. This involves being accountable for their behavior, completing assignments, and contributing positively to the school community.

Kindness: Fostering a culture of empathy and compassion where students support and help one another, creating a caring and inclusive school environment.

Perseverance: Instilling a mindset of resilience and determination, encouraging students to overcome challenges, learn from mistakes, and strive for continuous improvement in their academic and personal growth.



Comprehensive Needs Assessment

Needs Assessment Overview

Strengths

1. **High Level of Student Support Need and Potential for Impact**

With a large proportion of students who are economically disadvantaged, at risk, or in special populations (ESL, special ed), the school has both challenges and opportunities. Schools that do well in this context often yield strong outcomes when effective support structures are in place. The lower student-to-teacher ratio helps here.

2. **Relatively Favorable Student-Teacher Ratio**

At ~12.3:1, this is lower than many schools, which allows for more individualized instruction and potentially better support for struggling learners.

3. **Teacher Compensation above State Average Base Salary**

The average base salary being above the Texas state average for teachers (for regular duties) can help with recruiting and retaining teachers.

4. **Diversity**

The student body is quite diverse racially/ethnically. This can offer rich learning environments and cultural perspectives, and also signal inclusive community.

5. **Innovative Partnership with Paul Quinn College**

The newly announced Texas Innovation Partnership is a big potential lever. With community engagement, and strategies tailored to local needs, this could help transform student experience, preparing students for college, career, and other post-secondary paths.

6. **Strong Parent / Community Engagement Emphasis**

There are indications that the school places value on parent/family engagement; also it offers tools like school improvement plans, parent-school compact, etc. The commitment to transparency through quantitative + qualitative feedback in its quality reports is positive.

Opportunities

While you didn't ask directly for weaknesses, understanding these is often necessary to appreciate where strengths are more meaningful. Some challenges:

- Academic performance is low: the school is rated F overall, and proficiency in math especially is low.
- Teacher average experience (~7 years) is lower than both district (~8.9 years) and state (~11.1 years) averages. This could imply less veteran leadership or expertise.
- High levels of at-risk and economically disadvantaged students mean there is a substantial need for support services, interventions, and resources.

Demographics

	Membership			
	Campus			
Student Information	Count	Percent	District	State
Total Students	821	100.0%	16,976	5,530,499
Students by Grade				
Grade 6	257	31.3%	6.7%	7.3%
Grade 7	250	30.5%	6.7%	7.4%
Grade 8	314	38.2%	7.7%	7.4%
Ethnic Distribution				
African American	488	59.4%	50.9%	12.8%
Hispanic	229	27.9%	32.7%	53.5%
White	35	4.3%	8.3%	24.4%
American Indian	4	0.5%	0.4%	0.3%
Asian	20	2.4%	2.8%	5.6%
Pacific Islander	1	0.1%	0.2%	0.2%
Two or More Races	44	5.4%	4.6%	3.3%
Sex				
Female	378	46.0%	48.9%	48.9%

Male	443	54.0%	51.1%	51.1%
Other Student Cohorts				
Economically Disadvantaged	692	84.3%	75.9%	60.5%
Non-Educationally Disadvantaged	129	15.7%	24.1%	39.5%
Section 504 Students	50	6.1%	6.6%	6.8%
EB Students/EL	136	16.6%	18.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	50	4.8%	3.0%	2.1%
Students w/ Dyslexia	53	6.5%	6.1%	6.4%
Foster Care	0	0.0%	0.2%	0.2%
Homeless	1	0.1%	0.8%	1.4%
Immigrant	2	0.2%	0.2%	3.5%
Migrant	0	0.0%	0.0%	0.2%
Title I	821	100.0%	100.0%	66.6%
Military Connected	4	0.5%	0.9%	4.1%
At-Risk	532	64.8%	62.6%	53.5%
Students by Instructional Program				
Bilingual/ESL Education	132	16.1%	17.9%	24.3%
Career and Technical Education	-	-	-	-
Career and Technical Education (9-12 grades only)	-	-	-	-
Gifted and Talented Education	81	9.9%	9.8%	8.7%
Special Education	114	13.9%	13.5%	15.3%
Students with Disabilities by Type of Primary Disability				
Total Students with Disabilities	114			
Students with Intellectual Disabilities	80	70.2%	48.5%	48.3%
Students with Physical Disabilities	5	4.4%	16.5%	17.0%
Students with Autism	11	9.6%	19.9%	16.8%
Students with Behavioral Disabilities	18	15.8%	13.9%	16.3%

Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.6%
Mobility (2023-24)				
Total Mobile Students	230	22.2%	19.2%	16.4%
African American	159	15.3%	11.2%	3.3%
Hispanic	43	4.1%	4.8%	8.9%
White	16	1.5%	1.8%	2.9%
American Indian	1	0.1%	0.1%	0.1%
Asian	0	0.0%	0.3%	0.5%
Pacific Islander	1	0.1%	0.0%	0.0%
Two or More Races	10	1.0%	1.0%	0.6%
Special Ed Students who are Mobile	34	21.4%	19.5%	17.3%
Count and Percent of EB Students/EL who are Mobile	10	6.4%	11.7%	17.9%
Count and Percent of Econ Dis Students who are Mobile	173	19.5%	17.8%	19.0%
Student Attrition (2023-24)				
Total Student Attrition	139	24.4%	25.6%	18.0%

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	0.0%	0.6%	0.4%
Grade 7	0.4%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.1%	0.4%	2.1%	0.6%	0.5%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Grade 6	14.5	17.9	19.8
Secondary			
English/Language Arts	14.4	14.2	16.4
Foreign Languages	17.6	16.9	18.9
Mathematics	14.3	17.2	17.8
Science	16.5	17.7	18.9
Social Studies	20.8	18.7	18.9

Demographics Strengths

- Approaches: Afr Am 50%, Hispanic 43%, White 58%, Asian 95%, Two+ 50% (campus overall 48–50% across reports).
- Meets: Afr Am 27%, Hispanic 20%, White 34%, Asian 68%, Two+ 26%.
- Masters: Afr Am 8%, Hispanic 4%, White 12%, Asian 48%, Two+ 6%.
- Programmatic context: Eco Dis ~84%; EL Progress met campus target (strength).

Student Achievement

Student Achievement Summary

Student Achievement Summary (2025 data)

- All Tests (2,059 total): Approaches 50%, Meets 27%, Masters 8%; Component score 28 (low).
- By Subject
 - RLA (n=750): Approaches 62%, Meets 36.5%, Masters 12.7%.
 - Math (n=750): Approaches 40.4%, Meets 19.1%, Masters 4.7%.
 - Science (n=281): Approaches 53.0%, Meets 31.0%, Masters 4.6%.
 - Social Studies (n=278): Approaches 41.7%, Meets 16.9%, Masters 5.8%.

- Growth (RLA & Math combined): Academic Growth score 51 (Annual Growth points 697.5 / 1,421 tests; Accelerated Learning score 20).
- Relative Performance: % Eco Dis 84.3%; STAAR scaled score 59.
- Closing the Gaps: Composite shows ELP Status MET (100%); other CG components under target; Student Success Status very low (1/16 points earned in its section).
- Distinctions: No Distinction Earned (RLA, Math, Science, Social Studies indicators did not reach top quartile).
- Identification: Targeted Support & Improvement due to a lack of improved performance

Student Achievement Strengths

- RLA is comparatively strongest: 36.5% Meets, 12.7% Masters; better depth of learning than other subjects.
- Science Approaches above 50% with 31% Meets indicating teachable momentum in 8th grade science.
- ELP Status 100% met: EL students are progressing in language acquisition.
- Exited TSI: meaningful upward movement from prior identification.

Campus Culture and Climate

Campus Culture and Climate Summary

- **Attendance rate: 91.6% (Q2)**—below the level typically needed to sustain strong growth and pass rates campus-wide (drag on CG and Student Success components).
- **No Distinctions** and **low Student Success** signal campus-wide need for consistent daily attendance, behavior systems that protect instructional minutes, and strong Tier 1 routines.

Campus Culture and Climate Strengths

- **Upward trajectory** evidenced by **exiting TSI**.
- **ELP success** is a bright spot to leverage for content-area gains (co-teaching, language objectives, sheltered strategies across content).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- **Math & Social Studies** show the largest rigor gaps at Meets/Masters—pointing to needs in **content-specific pedagogy, task rigor, and assessment alignment**.
- **RLA** shows stronger execution; leverage these teachers for **peer coaching / lab classrooms**.
- **Intervention systems** (acceleration) need staffing/time/design upgrades to improve the Accelerated Learning score.

Staff Quality, Recruitment, and Retention Strengths

- Demonstrated **growth** suggests staff adaptability and openness to coaching.
- **RLA team capacity** (relative strength) can anchor campus-led PD and coaching cycles.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- **Tier 1 alignment:** Gaps between taught tasks and STAAR-aligned rigor—especially Math problem solving, reasoning, and multi-step applications; SS analytical writing & evidence use.
- **CFAs/Unit Assessments:** Current assessments aren't consistently producing **actionable item-level re-teach plans**; acceleration periods not translating into Meets/Masters gains.
- **Student Talk & Writing:** Low Masters in most areas signals limited opportunities for **academic discourse, writing from sources, and justification of reasoning**.
- **Data Use:** Closing the Gaps outcomes indicate **inconsistent subgroup conferencing & goal-setting**, and insufficient **high-frequency checks for understanding**.

Curriculum, Instruction, and Assessment Strengths

- **RLA structures** for comprehension/writing appear stronger and can be modeled across content.
- **Science** has a workable base of Approaches and Meets to build Masters through labs + CER writing.
- **ELP systems** (LPAC progress monitoring, language objectives) are functioning; replicate across content.

Parent and Community Engagement

Parent and Community Engagement Summary

Summary

- **T3 Parent Engagement Recognition**

CMS has been recognized by **T3** for outstanding parent engagement. A Facebook post states, “*CMS Receives T3 Parent Engagement Recognition!*”

- **Parent Panels / Events**

CMS hosts parent-oriented events.

- **Parent Involvement Data in Campus Report**

The CMS 2023-24 campus PDF includes a “Parent and Student Engagement Opportunities” section, with demographic percentages (e.g. ~65% Black, ~26% Hispanic for one parent survey section) and mentions “parent partnerships” and engagement goals.

Parent and Community Engagement Strengths

- **External Recognition / Validation**

Earning T3 recognition for parent engagement suggests that CMS’s efforts in involving parents are visible and deemed exemplary by external observers.

- **Active Programming / Parent Panels**

The existence of a “Parent Panel” event implies that the campus organizes structured opportunities for parent voice and dialogue, not just passive communication.

- **Teacher Commitment to Partnerships**

The teacher testimonial underscores that at least some faculty view parents as true partners in the educational and emotional well-being of students. That kind of ethos is a cultural strength.

- **Monitoring & Reporting Engagement Metrics**

Incorporating engagement data (e.g. percentages, participation) into the campus report shows that CMS tracks parent involvement, which is a key step in improving it.

School Context and Organization

School Context and Organization Summary

Basic Information

Item	Detail
Grades served	6-8
Enrollment (2024-2025)	864 students
Location / Address	3800 W. Risinger Rd., Fort Worth, TX 76123
District	Crowley ISD
Principal / Leadership	Principal is Dwight Perry
Student-teacher ratio	About 12.3 students per teacher

Demographics & Risk Factors

Item	Detail
Race / Ethnicity	African American 60.6%, Hispanic 27.8%, White 5%, Asian 2.1%, other/multiracial making up rest.
Economically Disadvantaged Students	85.4%
At-risk Students	74.2% (students meeting criteria for risk of dropout or academic failure)
Bilingual / ESL	15.7%
Gifted & Talented	6.9%
Special Education	15.4%

Staffing & Teachers

Item	Detail
Average teacher experience	7 years

Teacher salaries	Average base \$67,722 for regular duties per latest data cited; higher than Texas state average for teacher base salary in some comparisons.
Number of teachers	70 full-time equivalent teachers

Academic Performance & Accountability

Item	Detail
State accountability rating (2024-25)	F overall for the campus; low in “Student Achievement” and “School Progress”, somewhat better in “Closing the Gaps” (graded C)
Proficiency levels (recent data)	21% proficient in math; 41% proficient in reading per Niche summary

Other Organizational / Programmatic Notes

- Offers Gifted & Talented, Bilingual/ESL, special education programs.
- Low student-teacher ratio relative to district/state (12.3:1) suggests smaller class sizes or more staffing per student.
- Part of the “Texas Innovation Partnership” with Paul Quinn College, planned to enhance innovation and excellence across all four Crowley ISD middle schools. The partnership includes a five-year contract for eventual daily operations.

School Context and Organization Strengths

- **Favorable Student-Teacher Ratio**

With ~12.3 students per teacher, CMS is well positioned (relative to many schools) to provide more individualized attention.

- **Leadership Structure Clearly Defined**

The campus site transparently publishes the names and roles of the principal, assistant principals, counselors, registrar, and office staff. That helps with accountability and accessibility.

- **Tracking & Transparently Reporting Data**

The use of campus reports that incorporate demographic, engagement, and academic data indicates an orientation toward evidence and transparency (though some of this is via district site, but tied to the campus).

- **Recognition & External Visibility**

The fact that CMS is publicly acknowledged for parent engagement (T3 recognition) implies it is active and visible in its efforts. That visibility helps reinforce organizational legitimacy.

- **Diverse Student Body**

From the demographic breakdown (Black, Hispanic, White, multiracial), CMS serves a diverse student population, which can be a strength for building inclusive culture and multiple perspectives.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- CCMR Outcomes
- PSAT data
- Observation Survey results
- NWEA MAP reading and math assessment data

Student Data: Student Groups

- Dyslexia data
- EB information

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: Redesign the curriculum to align with HQIM and implement high quality tier 1 instruction. Expected Result/Impact: If we focus on the quality of tier 1 instruction, then our students will grow academically and be better prepared for the real world. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, TDSIs, and All administrators.	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Create goal setting trackers for staff and students. Expected Result/Impact: If every staff member and student knows what their targets are, then the campus will be able to track progress toward their goals. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, TDSIs, and All administrators.	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Consistent implementation of PLC's. Expected Result/Impact: If we consistently implement PLCs with fidelity, we will meet our campus growth target of increasing Domain 2A to B. Staff Responsible for Monitoring Executive Principal, Academic Excellence Principal, TDSIs, and Team Leads	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: All administration and instructional leadership staff will conduct a minimum of 5 walkthroughs a week. Expected Result/Impact: If we conduct a minimum of 5 walkthroughs a week, then we will be able to coach our educators on high quality teaching and ensure that the planning in PLCs will be implemented in the classroom. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, TDSIs, and All administrators.	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:

Strategy 1 Details		Reviews			
Strategy 1: Create opportunities for students to be exposed to various college experiences. Expected Result/Impact: If we expose our students to various college experiences, then they will be better informed on the importance of being CCMR ready earlier in their high school career. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, TDSIs, and Campus Administrator.		Formative			Summative
		Nov	Feb	May	July

Strategy 2 Details		Reviews			
Strategy 2: Conduct a career day where various careers are highlighted. Expected Result/Impact: If we expose our students to various college experiences, then they will be better informed on the importance of being CCMR ready earlier in their high school career. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors and Principal of Campus Administration.		Formative			Summative
		Nov	Feb	May	July
		%			

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: Campus will host various academic nights dedicated to informing parents about the status of our academic progress. Expected Result/Impact: If our parents are properly informed, they will be more inclined to partner with us in assisting us with our school improvement initiatives. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors and Principal of Campus Administration.	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Engage parents in goal setting with their students. Expected Result/Impact: If we engaged our parents in the goal setting, our students will grow in their knowledge of their academic, attendance, and behavior goals. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.	%			

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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 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: Conduct events to welcome parents and community members into the building. Expected Result/Impact: If we reengage our community partners, then we will increase the opportunities to receive feedback and increase our partnership. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, Student support specialist, All Administrators, and Principal of Campus Administration.	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: Engage our families in our food pantry. Expected Result/Impact: If we meet the needs of our community, we will develop a stronger bond with our families that are school dependent. Staff Responsible for Monitoring: SEL counselor, Counselors, Executive Principal.	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3 – Empowered Staff

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Develop personalized professional development for all staff members centered around data and campus trends. Expected Result/Impact: If we develop a system of support for our educators, they will be better equipped to ensure that high quality tier 1 instruction is being delivered daily. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure that PLCs foster a sense of belonging, consistency, and coherence (core teachers only). Expected Result/Impact: If we develop a system of support for our educators, they will be better equipped to ensure that high quality tier 1 instruction is being delivered daily.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.				
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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: Engage all new staff to CMS with monthly support and engagement professional development. Expected Result/Impact: If we develop a system of support for our educators, they will be better equipped to ensure that high quality tier 1 instruction is being delivered daily. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Create a pipeline for leadership on the campus.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: If there are opportunities for staff to be developed, then they are likely to return to commit to the work at the campus. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, TDSIs, and All administrators.				

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: Changes the logistics of the campus (arrival, dismissal, hallways movement, staff allocation,...) Expected Result/Impact: If we foster a safe, secure environment, our students and families will feel safe and will be more receptive to coming to school. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.	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: Development of a school wide system for supporting positive behaviors on campus. Expected Result/Impact: If we create a positive sense of belonging, then students will be more likely to positively contribute to the overall campus culture. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement a house system to build school wide culture. Expected Result/Impact: If we create a positive sense of belonging, then students will be more likely to positively contribute to the overall campus culture. Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.	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: Creating learning walk dates to welcome our families back into the building to conduct walkthroughs and provide feedback. Expected Result/Impact: If our family members are allowed back into the building, they will be able to see the internal operations of the campus.	Formative			Summative
	Nov	Feb	May	July
	%			

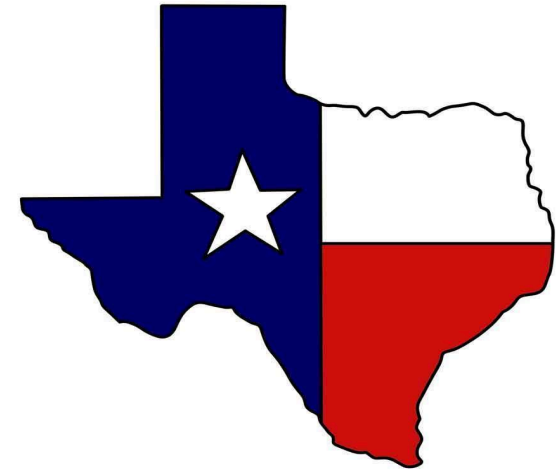
Staff Responsible for Monitoring: Executive Principal, Academic Excellence Principal, Counselors, All Administrators, and Principal of Campus Administration.				
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement Wellness Wednesdays. This is an opportunity to take one Wednesday a month and have our staff participate in staff wellness activities. Expected Result/Impact: If we foster an environment where staff feel supported, then they will contribute to the overall culture of the campus. Staff Responsible for Monitoring Executive Principal, Academic Excellence Principal, SEL Counselors, All Administrators, and Principal of Campus Administration.	Formative			Summative
	Nov	Feb	May	July
	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Rock Magis	Principal of Campus Administration (1 FTE)	
Tyretha Smith	Principal of Academic Excellence (1 FTE)	
Karen Lopez	Principal of Student Success and Leadership (1 FTE)	
Ernest Quintanilla	Principal of Student Activities and Special Services (1 FTE)	
Jessica Watkins	Counselor of Social and Emotional Learning (1 FTE)	
Equanda Loyd	Counselor of Academic Success (1 FTE)	
Chimree Mitchell	Counselor of CCMR (1 FTE)	
Tedrick Thurmond	Student Support Specialist (1 FTE)	
Bethany Sennet	ELAR TDSI (1 FTE)	
Tiffany Smith	SS TDSI (0.5 FTE)	
Daryll Gentry	Math TDSI (1 FTE)	
Alicia Gilley	Science TDSI (1 FTE)	
Dwight Perry	Executive Principal (1 FTE)	

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. **ELAR:** The percentage of students achieving “meets grade level standards or above” in RLA (**36.5%**) is below the state average (**53%**).
2. **Math:** The percentage of students achieving “meets grade level standards or above” in Math (**19.1%**) is below the state average (**42%**).
3. **Science:** The percentage of students achieving “meets grade level standards or above” in Science (**31.0%**) is below the state average (**37%**).
4. **Social Studies:** The percentage of students achieving “meets grade level standards or above” in Social Studies (**16.9%**) is below the state average (**30%**).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

- 2.1: Campus Improvement Plan developed with appropriate stakeholders
- 2.2: Regular monitoring and revision
- 2.3: Available to parents and community in an understandable format and language
- 2.4: Opportunities for all children to meet State standards
- 2.5: Increased learning time and well-rounded education
- 2.6: Address needs for all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

- 3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

- 3.2: Offer flexible number of parent involvement meetings

Campus Improvement Plan Committee		Meeting Date : _____
Name	Position	
	Principal – Chairperson	
	Counselor	
	Teacher	
	Teacher	
	Teacher	
	Assistant Principal	
	Parent	
	Parent	
	Parent	
	Community Member	
	Community Member	
	District Representative	

Goal 1: THRIVING STUDENTS: All CISD students will be equipped 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.

Financial Need - Student Travel to Higher Educational Institutions - \$1,200

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

Financial Need - All in learning - \$4,600; Instructional Materials for Advisory Period - \$7,500;

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

Financial Need

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.

Financial Need - Hosting Academic Parent Engagement Nights Focused on Literacy and Numeracy - \$2,500;

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

Financial Need - CMS will host career day - \$1,200;

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

Financial Need

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.

Financial Need - Tutoring and extra duty pay for teachers enhancing their instructional practices - \$5,400

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

Financial Need

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

Financial Need

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.

Financial Need

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

Financial Need - Counselors programing for well-being for staff and students - \$4,231;

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

Financial Need

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

Financial Need