



H.F. STEVENS MIDDLE
SCHOOL

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

The mission of H.F. Stevens is to provide a high-quality education in a safe and nurturing environment while preparing students to be productive citizens.

Vision

We are building a culture of excellence that transforms lives.

Campus Values

Show up on time.

Open my mind.

Always be kind.

Remain on my grind.



Comprehensive Needs Assessment

Needs Assessment Overview

Overall Summary

H.F. Stevens Middle School demonstrates significant strengths in staff stability, extracurricular engagement, family involvement, and academic growth in targeted areas. Key priorities moving forward include closing achievement gaps in Science, History, and Mathematics; aligning curriculum and assessment with STAAR standards; enhancing teacher induction supports; strengthening behavior management and campus culture; and addressing equity in technology access and security.

The CNA findings will inform the 2025–2026 Campus Improvement Plan, ensuring that resources, strategies, and professional development are aligned to address identified needs and advance the school’s commitment to excellence.

Demographics

Demographics Summary

Majority of students (80.9% free and reduced-price lunch) qualify as economically disadvantaged. African American and Hispanic students are the largest demographic groups.

Demographics Strengths

Strengths: Reasonable class sizes (28:1), strong balance of veteran and new teachers, reduced teacher turnover.

Focus: Support for economically disadvantaged students and students identifying as two or more races.

Student Achievement

Student Achievement Summary

6th grade ELAR meets and masters performed higher than the district overall data. 8th grade MATH approaches, meets and master is higher than district and does not meet is lower than the district overall data. Students like EB's, females and other ethnicity are showing growth progress via in class support and participation.

Areas of Growth:

- Reading: 5% improvement over 2022–2023 in grades 6 and 7.
- Math: 3% improvement in grade 7, flat or declining in 8th grade.
- TELPAS: 35% of ELs gained one proficiency level.
-

Student Achievement Strengths

Algebra 1 and ELAR (Reading)

Focus Area(s): History and Science. Students' performance in core and non-core subjects may impact STAAR performance.

- Strengthen Math interventions and monitoring.
- Increase cultural responsiveness and representation in instruction.
- Expand supports for EL writing and SPED accommodations.
- Align all instructional programs more tightly t
- STAAR standards.

Campus Culture and Climate

Campus Culture and Climate Summary

The school demonstrates several strengths, including a diverse campus, strong extracurricular offerings that encourage student engagement, and high academic expectations. However, there are key areas needing improvement. These include enhancing communication among faculty, staff, and students; fostering more professional collaboration; and consistently modeling behavioral expectations like S.O.A.R. Data indicates that disrespect is a leading behavioral issue, pointing to a need for better classroom and school-wide management, as well as stronger relationships between students and staff. Additionally, concerns such as student vaping and lack of shared information about behavior-prone students highlight the need for improved internal communication and proactive intervention strategies.

Campus Culture and Climate Strengths

Strengths:

- It is the extracurricular activities that encourage students to want to come to school. Other tools that allow students to keep out of trouble
- We have a diverse campus
- Have high expectations for students

Focus Area(s):

- Faculty language - how teacher communicate with them give them instructions
- How staff members talk with one another
- Model expectations: S.O.A.R.
- More professional collaborations/interactions
- Data shows most of the behaviors/discipline is disrespect - Need better classroom/school management. Build better relationships with students
- There is vaping happening in the school. Information isn't shared regarding which students we need to be aware of in regards

to behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

H.F. Stevens employs 47 fully certified teachers and paraprofessionals who meet requirements with either 30 training hours or appropriate certification. The campus has an increasing number of staff members with five or more years of experience and maintains a high teacher retention rate year over year. Administrators actively recruit talent by attending at least two job fairs annually, including the district-sponsored Journey Fair.

While current onboarding and mentoring systems provide support, opportunities exist to strengthen these programs. Enhancements should include a more structured mentor program led by veteran teachers, with hands-on guidance for standard operating procedures, classroom management, and instructional strategies. Recommendations include creating a two-week “survival kit” for new teachers, scheduled mentor visits during off periods, and increased administrative support to ensure staff receive needed assistance, even when they do not request it directly.

Additionally, professional development should be more district-specific, technology-focused, and tailored to the needs of new teachers. Feedback from end-of-year surveys can be used to guide improvements in onboarding, mentoring, and professional learning opportunities.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Most teachers have 5+ years experience
- Tenured teachers willing to help new teachers
- Actionable feedback/coaching from administrators
- Use of student, parent, and teacher survey to help guide the next year

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- 1) Curriculum isn't necessarily aligned to the TEKS across the board [specifically, math]. Regarding RLA/SS, there was a lot of inconsistency in what/how things should be disseminated to the students. Apparently, there are gaps in Science as well.
- 2) Not across the board. RLA, Science & Math were not sequenced in a manner that helped students prepare to be successful on the STAAR/Benchmark exams.
- 3) "Data" suggests how/when teachers need to make adjustments to the process to better help the students.
- 4) TRTW/QuickWrites/Turn & Talk/DBQs/
- 5) Yes.
- 6) Align exit tickets and bellringers to the CCMR curriculum.
- 7) Engaging instruction creates a positive learning climate.
- 8) The lack of materials forces the teachers to be creative and makes implementing a unified, viable curriculum to all students more difficult
- 9) Methods through which we offer intervention, acceleration, and re-teach: SOAR period (Advisory). May and December Credit Recovery. 21st Century. Saturday School, Eagle Academy tutoring, STAAR Bootcamp.
- 10) The alignment needs to be addressed in some subjects/grades because some benchmarks aren't aligned to the state standards.
- 11) Assessments are aligned based on the TEKS.
- 12) Student data is used in goal-setting conversations and reviewed as additional data is received.

Curriculum, Instruction, and Assessment Strengths

The teachers on this campus do a great job filling in the gaps created by imperfect or incomplete curriculum.

Core teachers utilize micro-teaching to fine tune lessons. This occurs about once per month.

Parent and Community Engagement

Parent and Community Engagement Summary

Families attend events such as the Eagle Showcase, Movie Night, Victory Mayfest, game nights, sports events, dance recitals, band events, choir events, theater production, open house, coffee with the counselors, muffins with mom, and All Pro Dads .

-Teachers sponsor students to help students succeed.

Parent and Community Engagement Strengths

Strengths: large Hispanic family involvement, larger numbers of family engagement at school events, parents are calling, emailing, and coming to the campus for class visits.

Focus Area(s):

Skyward How To Class during Back to School Season (how to access grades, email teachers, ect.) possibly group sessions 20 min at a time

Build Up PTO

Community Sponsorship/Funding

Social Media + Newsletter frequently updated to get the word out!

Volunteer Community Team Building Activities

Vendor Approval Process needs to be more streamlined

Employment fair/on the spot hiring sessions at Mayfest or another event to help parents get hired at good companies

School Context and Organization

School Context and Organization Summary

When it comes to the master schedule, we might need a bit more flexibility when it comes to moving students around, especially when moving from grade to grade. Previous year teachers can share insight into which students work well with which students. Also think about grouping teachers together for PLC for elective classes. We would need to expand what goes on in plc this year, such as raising the level of professionalism. Make sure that teachers are being professional, such as being on time, talking to students in a professional manner, using mentor language, being firm but showing empathy. Teachers need to be CPI certified.

School Context and Organization Strengths

We have great hallway management, teachers have bought into the systems here at HFS. HFS feels different, its a family here.

Technology

Technology Summary

We have a solid mix of devices—Chromebooks, projectors, docking stations, even specialty gear—but patchy Wi-Fi, aging routers, and too few power/network ports are holding things back. Students handle personal devices easily but often struggle with Google Classroom and Canvas; many teachers still feel unsure despite COVID-era training. Technology is built into every subject via virtual textbooks, data tools, and learning platforms, yet access and usability vary widely across the school. Security is a concern: student account breaches happen regularly, and there’s no formal plan to prevent or respond to data leaks or situations like when students steal each other’s passwords.

Technology Strengths

Strengths

- A range of hardware/software lets teachers pick the right tool for each lesson .
- Google Classroom and Canvas keep lesson delivery and grading organized .
- COVID-era PD introduced many teachers to useful apps and workflows .

Opportunities

- Unreliable Wi-Fi disrupts instruction .
- Teachers and students aren’t uniformly comfortable or proficient with required platforms .
- Support limitations: Paraprofessionals often lack devices.
- Broken or malfunctioning hardware creates definite barriers to effective instruction
- Student data may be at risk
- Students may not have the same access to technology at home as they do at school

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: Assessment data, student permission forms for field trips, interest survey and Zello completion rates

Strategy 1 Details	Reviews			
Strategy 1: 100% of HFS students will participate in one or more of the following real-world academic experiences: profession-based field trips and learning experiences, career day, guest teachers, industry and university-based field trips. Expected Result/Impact: Students will have the opportunity to explore multiple and diverse careers, students will be able to make informed decisions about their post-secondary career, connects abstract ideas to a real-world application, can further a student's interest in a topic or content, subject-based inquiry and exploration will deepen the students' interest. Funding needs: funding for buses and possibly meals for students Staff Responsible for Monitoring: All administrators, counselors (CCMR), CTE teachers,	Formative			Summative
	Nov	Feb	May	July
	%	%	%	

Strategy 2 Details	Reviews			
Strategy 2: 100% of HFS seventh graders will participate in career exploration assessments (which will include inventories on values, interest, personality, career interest, aptitude, skills, and abilities).	Formative			Summative
	Nov	Feb	May	July
	%	%	%	

Expected Result/Impact: Through assessments, students will have a better idea of their career interest and will be able to research possible career interests and corresponding education requirements. Staff Responsible for Monitoring: Dr. Robins, CCE Teachers, CCMR counselor				
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Strategy 3 Details	Reviews			
Strategy 3: Use Xello to administer an interests and values survey to at least 90% of students in grades 7–8 by February 1, 2026, and compile the results to inform counseling conversations. By February 27, 2026, update the district’s course selection guide so that 100% of listed courses include clearly stated standards, prerequisites, and expectations. Post a minimum of 10 informational updates on district social media and online platforms between January and February 2026 to reach and inform parents . Expected Result/Impact: Students and parents will be able to choose courses that align to their future goals and high school endorsement pathways. Staff Responsible for Monitoring: Administration and counselors	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: PLC agendas, PLC facilitator notes, walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: PLC Alignment: By May 2026 ensure that 100% of core content PLCs implement practice-based PLCs to rehearse lessons, create appropriate resources, address misconceptions and re-teach opportunities, analyze student work, and make data-informed professional decisions. We will also offer differentiated professional development to increase teacher capacity, content knowledge, and pedagogy. Expected Result/Impact: We will ensure that all students have equitable access to a viable curriculum for each course offered. Funding needs: funding for professional development from non-CISD vendors, funding for conference attendance for lead teachers, administrator of academic excellence, and/or TDSIs. Staff Responsible for Monitoring Administrators, counselors	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: By March 2026, 100% of historically under-resourced student groups will be enrolled in advanced and enrichment courses (Pre-AP, STEM, JCC, and fine arts). Expected Result/Impact: Students in these groups will be able to earn high school credit which will give them a greater range of choices when they enter high school. Staff Responsible for Monitoring: Principal, AP of Academic Excellence	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: By May 2026, conduct a minimum of 25 campus equity walkthroughs (classroom and hallway) using an equity-focused observation tool to monitor student engagement, participation, and inclusion, with findings documented and shared quarterly with the leadership team. Expected Result/Impact: We will be able to eliminate or greatly reduce disruptions that interfere with instruction. Staff Responsible for Monitoring: 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: Field trip participant lists and itineraries, student question sheets from events

Strategy 1 Details	Reviews			
Strategy 1: Maximize our partnership with Paul Quinn College to expose our students to post-secondary opportunities, a college-ready culture, and familiarity with college admissions, collegiate norms, and expectations. Expected Result/Impact: Creation of college-going culture will lead to earlier college planning and preparation, This will lead to more students planning to attend college.	Formative			Summative
	Nov	Feb	May	July

Staff Responsible for Monitoring: CCMR Counselor, SSL Administrator				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Host a career day in May for all H.F. Stevens students. Expected Result/Impact: Students will learn about varied careers including required training, duties, and average salary which will allow them to be exposed to possible career choices. Students can use this information to make informed decisions about high school endorsements and pathways. Staff Responsible for Monitoring: Assistant principal secretary, counselors, Career Day committee	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Host college week in November for all H.F. Stevens students. Expected Result/Impact: Students will learn about the college experience including admissions information, pre-requisites, financial aid, cost of attendance figures, degree types, etc. Staff Responsible for Monitoring	%			

CCMR counselor, College Week committee				
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Goal 2 – Engaged Community

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

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

Evaluation Data Sources: Parent sign-in sheets for events, parent feedback surveys

Strategy 1 Details	Reviews			
Strategy 1: HFS Staff will create and host a minimum of 10 events for the school community including academic, CCMR and SEL focused events. Expected Result/Impact: There will be more community buy-in to HFS student success. Students will feel a sense of pride and belonging at HFS. There will be more attendance during school hours and raise graduation rates. Staff Responsible for Monitoring: Family Engagement Committee, SSL administrator	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: HFS will start a PTO chapter and encourage participation from at least 50% of families and teachers.. Expected Result/Impact: PTO member families will have the opportunity to work with the school staff to enhance the school community while supporting students and staff.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: HFS PTO committee				
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Strategy 3 Details	Reviews			
Strategy 3: By October 2025 HFS will provide a community food market to provide for families in need. Expected Result/Impact: Students will not be distracted from learning because of hunger or other situations that they cannot control. Staff Responsible for Monitoring: SEL Counselor, Family Engagement Committee	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: Field trip participation lists, event itineraries, guest-speaker notes and participation lists

Strategy 1 Details	Reviews			
Strategy 1: By September 9, 2025, H.F. Stevens, in partnership with the Paul Quinn College, will implement a weekly mentoring program that serves at least 15% of our student body. HFS faculty and staff will provide structured mentoring lessons each week.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Students will feel an increased sense of belonging to HFS. This will foster a positive school climate. Parents will have an ally to advocate for their students. Staff Responsible for Monitoring: SSL administrator, SEL counselor				
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Strategy 2 Details	Reviews			
Strategy 2: Each marking period a community organization such as Seasons of Change will present to or work with students as a whole or in small group. Expected Result/Impact: Students will have access to community-based resources and services. They will begin to understand their roles as a productive citizen. Staff Responsible for Monitoring: SSL administrator, P.E. teachers (Seasons of Change)	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: Weekly parent newsletters

Strategy 1 Details	Reviews			
Strategy 1: Each Sunday, the campus principal or designee will send parents an informational newsletter via email, text, and CISD application. Expected Result/Impact: Students and parents will be more informed about activities, events, and policies. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Information shared with families will be sent in the language designated on the Home Language survey when possible. Expected Result/Impact: Families who speak languages other than English will have access to vital campus information. Staff Responsible for Monitoring: Campus 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: Professional development training session data, professional development teacher sign-in lists, intern logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Survey teachers to determine what topics and types of campus-based PD they would like to take. Get teacher input to drive PD selections. Expected Result/Impact: More teacher/staff buy-in and authentic engagement in trainings. Improvement in instruction, classroom management, attendance. Staff Responsible for Monitoring: Administration, department chairs, Dr. Ready	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Offer administrative internship opportunities to teachers who desire to move into administration. Expected Result/Impact: Developing internal talent which will increase the talent pool from which to choose the next campus leaders. Staff Responsible for Monitoring: All admin	%			

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: Documentation of new teacher onboarding activities

Strategy 1 Details	Reviews			
Strategy 1: Fully utilize the district's onboarding protocol. Expected Result/Impact New teachers are new to H.F. Stevens teachers will receive the training needed to perform their duties well. Staff Responsible for Monitoring: Campus Administrator AP	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: Data on the participation of teacher-leaders and interns, data regarding number of internal promotions

Strategy 1 Details	Reviews			
Strategy 1: Create roles such as grade-level leads, floor captains, new teacher mentors, and teacher development/student interventionist so that a minimum of 10% of teachers and staff.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Teachers will have a voice in campus decision-making and develop leadership skills. HFS faculty and staff will be able to participate in real-world training in areas of campus leadership. This will allow us to fill openings internally, maintaining the culture of H.F. Stevens. Staff Responsible for Monitoring: Administrative team				
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Strategy 2 Details	Reviews			
Strategy 2: 100% of HFS faculty and staff will serve on one or more of our 25-26 committees. HFS committees are designed to oversee the planning and implementation of events and programs that we present each year. Examples are Hispanic Heritage Month committee, Veteran’s Day committee, Career Day committee, Family Engagement committee. Expected Result/Impact: Every staff member is able to develop their leadership skills as they undertake activities that support the mission and vision of H.F. Stevens. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Nov	Feb	May	July
	%			

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

Utilize teachers and staff members to present professional development to their peers a minimum of once each marking period. Expected Result/Impact: Teachers will deepen their instructional capacity, pedagogy, and andragogy. Teachers and staff will have access to professional development on a variety of relevant topics presented by actual practitioners. Staff Responsible for Monitoring: TDSIs, administrators	%			
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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: Mid-year and end-of-year student/parent feedback surveys

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will process through the Evolv weapons detector or metal detector wand. Expected Result/Impact: Students and staff will be safe from the threat of exposure to weapons while at school.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Campus Administrator AP				
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Strategy 2 Details	Reviews			
Strategy 2: 100% of students will be informed on the process for submitting a statement to request support or an investigation from a counselor or administrator Expected Result/Impact: Each student has a means to report a concern or make a request for help for themselves. Staff Responsible for Monitoring: Assistant Principal secretary, administrators (through Fireside Chat)	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: 100% of students and staff will belong to one of the four H.F. Stevens House System houses and participate in House events. Expected Result/Impact: Every member of the H.F. Stevens school community will experience a sense of belonging and camaraderie with their colleagues. Staff Responsible for Monitoring: House system leads, SSL administrator	Formative			Summative
	Nov	Feb	May	July
	%			

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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: mid-year and end-of-year parent/student feedback survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Continue the H.F. Stevens Men in Training (M.I.T.) mentoring and leadership program for a minimum of 20 students. Expected Result/Impact: Students will have academic monitoring and support, access to meaningful field trips and community events, and leadership opportunities on and off campus. Staff Responsible for Monitoring: SEL Counselor	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Begin a Ladies in Training (L.I.T.) mentoring and leadership program. Expected Result/Impact: Students will have academic monitoring and support, access to meaningful field trips and community events, and leadership opportunities on and off campus. Staff Responsible for Monitoring: Academic counselor	%			

Strategy 3 Details	Reviews			
Strategy 3: During the first through fifth marking periods, students and staff will participate in incentive programs designed to encourage high attendance. Expected Result/Impact: Students and parents will be motivated to maintain high rates of attendance which will increase the students' exposure to high-quality education that is provided at H.F. Stevens. Staff Responsible for Monitoring: Campus 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 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources: Parent survey data collected at middle and end of year; parent communication to principal

Strategy 1 Details	Reviews			
Strategy 1: 100% of H.F. Stevens front office staff are trained in customer service techniques and expectations for interacting with our visitors. Expected Result/Impact: Visitors to H.F. Stevens will feel welcomed and valued on our campus. Needs will be met in a timely manner. Staff Responsible for Monitoring: Campus secretary	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: 100% of visitors to H.F. Stevens will present IDs to enter the building.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Only those with a legitimate need to enter the building will be allowed in creating a safe environment. Staff Responsible for Monitoring: Front office staff, SRO				
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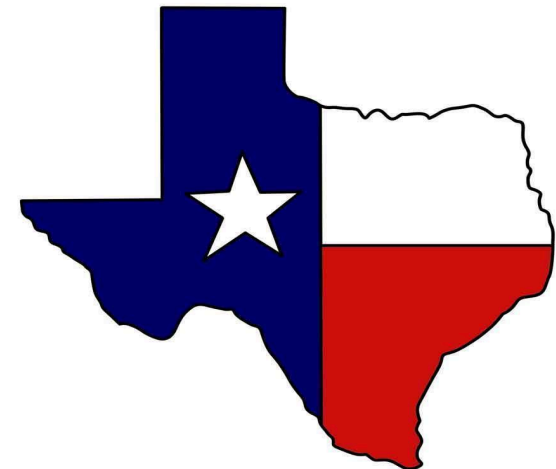
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources: Mid-year and end-of-year teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: Members of the campus Climate Committee, PBIS Committee, and The Council will plan six events and offer services to support positive teacher morale throughout the year. - Wellness tips and news through campus newsletter - Climate Committee will coordinate chair massages for staff once this year - Teachers are recognized by campus on teacher appreciation week - The Council honors one staff member each month for contributions to HFS's mission and vision and exemplifying excellence - PBIS organizes and prepares four Payday Lunches throughout the year Expected Result/Impact: Teachers feel appreciated and campus morale stays positive. Staff Responsible for Monitoring Climate Committee members, members of The Council, and PBIS Committee members	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details		Reviews			
Strategy 2: Incorporate a moment of reflection, question of the day, or positive affirmations in each scheduled meeting. We will utilize a “shout-out” board in the teachers’ lounge to encourage staff members to recognize the work of their peers. Teachers have access to free snacks and water in the campus secretary’s office daily. Expected Result/Impact Promote mental and emotional health for staff. Staff will feel valued and appreciated. Staff will have the opportunity to mentally decompress and break from the fast-paced requirements of the job. Staff Responsible for Monitoring: Campus secretary, campus administration, assistant principal secretary		Formative			Summative
		Nov	Feb	May	July
		%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff	Office paraprofessionals	6
Professional Staff	TDSI	3.5
Paraprofessional Staff	Instructional Paras	8
Professional Staff	Teachers	61
Professional Staff	Counselors	3
Professional Staff	Administrators	5
Professional Staff	21st Century Coordinator	1

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 Reading (39%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _Math___ (23%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in ___Social Studies (14%) is below the state average (30%).
4. The percentage of students achieving “meets grade level standards or above” in _Science__ (26%) is below the state average (46%).

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 : __9.15.25__
Name	Position	
Dr. Andrea Robins	Principal – Chairperson	
Ms. Dorothy Pelayo	Counselor	
Destiny Reyes	Teacher	
Sheri Mahanay	Teacher	
Tierra McDonald	Teacher	
Dr. Rocquel Pettigrew,	Assistant Principals	
Ms. Victoria Thomas	Teacher	
Ms. Candice Washington	Teacher	
Ms. Kennesha Gaines	Math TDSI	
Mr. Karlmichael Jones	Assistant Principal	
Dr. Zelmarian Ready,	Assistant Principal	
Mr. Ralph J. Vallejo,	Assistant Principal	

Mr. Cortney Billingsley	Counselor