



RICHARD ALLIE MIDDLE
SCHOOL

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Vision

Campus Values



Comprehensive Needs Assessment

Needs Assessment Overview

Richard Allie Middle School (RAMS) serves approximately 1,010 students in grades six through eight, with 71% identified as economically disadvantaged. The student body is diverse, with the largest groups being African American (43%) and Hispanic (37%). These demographics highlight the need for equity-focused instruction and improved outcomes for target groups including economically disadvantaged, emergent bilingual, and special education students.

Student Achievement

STAAR 2025 results revealed wide achievement gaps, particularly in math, where over 60% of seventh-grade students did not meet grade-level expectations. Reading dropped significantly in 8th grade, but improved in 6th grade. Science and Social Studies results showed similar inconsistencies, underscoring the need for targeted support in math and sustained literacy development.

School Culture and Leadership

The current leadership team is in its first year of collaboration. They are strong in management, systems, and creating strong routines.

Staffing and Retention

Recruiting and supporting high-quality teachers is a priority. While new teachers receive support and strong curriculum resources, teacher retention remains a challenge, requiring focused efforts to build consistency and long-term stability.

Curriculum and Instruction

RAMS is implementing Blue Bonnet Math with companion documents, and all subjects are using companion documents with fidelity, supported by ongoing coaching and PLC collaboration. Strength lies in structured supports for teachers; however, maintaining fidelity while differentiating for diverse learners is an ongoing need.

Family and Community Engagement

Parent partnerships are growing through open house events, academic conferences, and an active PTO. Continued progress is needed in strengthening two-way communication and involving families in decision-making processes.

School Organization and Support

As one of four CISD middle schools, RAMS benefits from multiple leadership roles, counselors, and an SEL specialist. Outreach events like literacy nights and targeted interventions through TDSI are campus strengths.

Technology

Students have one-to-one Chromebook access and utilize platforms such as IXL, Mathia, and Google Classroom. Technology use is a strength, though ongoing professional development is needed to maximize impact.

Demographics

Demographics Summary

Our campus serves a student population in which 75% are identified as economically disadvantaged. The campus demographic breakdown includes 43% African American, 37% Hispanic, 10% White, 1% Asian, and 6% identifying as two or more races.

Focus Area(s): The campus will prioritize increasing academic achievement among federally identified target groups, including African American, Hispanic, economically disadvantaged, Emergent Bilingual, and special education students.

Demographics Strengths

In Domain 3 (Closing the Gaps), African American, Hispanic, and White student groups demonstrated strong performance in reading, with each subgroup scoring above 40% and meeting the federal target for achievement. The performance of these groups was within 8 percentage points of one another, reflecting equitable outcomes across student populations.

In Domain 1 (Student Achievement), all three subgroups earned the full 3 points for Reading Academic Achievement. Additionally, results in Domain 2 (Academic Growth) show that over 60% of students across all subgroups demonstrated growth in reading, further validating the effectiveness of campus instructional strategies.

Student Achievement

Student Achievement Summary

Reading remains the strongest tested content area, with all subgroups showing growth and all grade levels performing above 60% at the approaches level. Math requires the most intensive intervention, particularly in seventh and eighth grades, where large percentages of students did not meet grade-level standards. Science demonstrates moderate strengths, with room for targeted support to further enhance mastery. Social Studies showed a severe decline and an intense intervention and teacher improvement are needed. Moving forward, the campus will focus on targeted instructional strategies, consistent monitoring of student progress, and differentiated interventions to close achievement gaps while continuing to build on the momentum in reading and Algebra I.

Student Achievement Strengths

Reading Achievement

- All student groups scored above 40% in reading, meeting the federal target.

- African American (42%), Hispanic (50%), and White (54%) students were all within 8 percentage points of one another, showing equity across subgroups
CoPilot
.
- All groups earned the full 3 points for Reading Academic Achievement in accountability ratings.

Reading Growth

- Over 60% of students across all subgroups demonstrated growth in reading, reflecting strong instructional practices and effective interventions
CoPilot
.
- Eighth-grade reading is the strongest area with 84% approaching, 59% meeting, and 28% mastering grade level standards.

Algebra I Success

- Students in Algebra I significantly outperformed other math groups: 93% approaching, 57% meeting, and 32% mastering.
- This demonstrates that with rigorous instruction and targeted placement, students can achieve at high levels in advanced coursework
CoPilot
.

Science Performance

- Sixth and seventh grade science reflected solid outcomes with more than 65% of students approaching and nearly half meeting grade-level standards.
- White and Asian student groups performed especially well, with 66–83% meeting or mastering in science
CoPilot

Staff Recruitment & Climate

- Despite prior turnover, recent recruitment has been strong: of the 21 new hires, only one is a concern, while the rest are showing effectiveness and alignment with campus goals.
- Campus culture supports collaboration through PLCs, data tracking, celebration days, and team-building outings, reinforcing staff morale and shared accountability.

Campus Culture and Climate

Campus Culture and Climate Summary

Campus leadership is in its first year of working together. This team continues the process of implementing processes and systems which include: whole school culture, observation, feedback, and data use. We will collaborate to set clear expectations for specific leadership roles and how to support the campus. In the 2026 school year, we have added committees, clubs, data celebration days, and other events to recognize and motivate the campus community. Campus instructional leaders have clearly defined, transparent roles and responsibilities. Key leadership tasks are scheduled on weekly calendars. Campus instructional leaders follow consistent written protocols and processes to lead grade level teams or other responsibilities. Campus leaders regularly use data and other evidence to monitor progress toward goals. The campus is growing, becoming stronger as a community, and increasingly feels like a family.

Campus Culture and Climate Strengths

Our campus demonstrates a strong, supportive climate where collaboration and encouragement are central to our culture. Teachers and staff consistently encourage one another and come together in Professional Learning Communities (PLCs), working in one room to share strategies and align instruction. Beyond academics, we prioritize building relationships and morale by hosting fun outings and dedicated celebration days that recognize both staff and student achievements. Additionally, we maintain a focus on continuous improvement by tracking data regularly and celebrating growth, which reinforces a positive climate and motivates our entire school community to strive for excellence.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Last year, the campus experienced significant turnover, with 35 out of 85 teachers leaving. This year, we hired 21 new teachers to rebuild and strengthen instructional capacity. Richard Allie Middle School has also undergone a leadership transition, and the staff is now adjusting to new leadership expectations and systems. Moving forward, the goal is to retain at least 80% of staff, ensuring greater stability, consistency in instruction, and stronger alignment to campus and district goals.

Staff Quality, Recruitment, and Retention Strengths

A major strength this year has been the success of our recruitment and hiring process. We brought in a strong group of teachers who have already demonstrated effectiveness in the classroom and alignment with the campus vision. Out of all the 21 new hires, only one presents concerns, while the rest are on track to succeed and positively impact student learning. This demonstrates that our recruitment efforts are not only filling vacancies but also ensuring that we are selecting teachers who are highly capable, committed, and ready to contribute to student achievement and campus growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Richard Allie Middle School implements a comprehensive curriculum that aligns with state standards and supports student growth across all content areas. In mathematics, the campus utilizes the Bluebonnet curriculum, which provides scaffolded lessons, problem-solving tasks, and opportunities for real-world application to strengthen conceptual understanding and fluency. For reading and language arts, we use HMH Into Literature, a middle school program that emphasizes close reading, critical thinking, and writing skills through diverse texts and interactive resources. Science instruction is guided by Savvas, which integrates inquiry-based learning, hands-on labs, and digital tools that allow students to explore and apply scientific concepts.

Instruction is delivered through a balance of direct instruction and small-group learning, with intentional support provided through advisory interventions, after-school tutorials, and schoolwide tutorials every Monday. In addition, the campus implements IXL during advisory to build skills and monitor growth in both math and reading. Teachers plan collaboratively, rehearse lessons together, anticipate student misconceptions, and conduct model lessons to strengthen instructional delivery. Resource creation is also a shared process, ensuring consistency across classrooms and alignment to standards.

Assessment practices are data-driven and continuous. Teachers use formative assessments, district benchmarks, and common assessments to monitor student learning and adjust instruction. Data is reviewed collaboratively in PLCs, where teachers analyze trends,

identify gaps, and plan targeted interventions. This cycle of planning, teaching, assessing, and adjusting ensures that instruction is responsive to student needs and that academic goals remain at the forefront of decision-making.

Curriculum, Instruction, and Assessment Strengths

Richard Allie Middle School is supported by a strong group of instructional leaders and experienced teachers who contribute greatly to student success. Mr. Muro, now in his fifth year as a TDSI, provides consistent leadership for the math department, guiding instructional practices and supporting teachers with expertise. In science, Mrs. Kimrey brings years of classroom experience and a natural talent for hands-on teaching, making science engaging and accessible for students. The reading department benefits from Ms. Sumerin's experience and leadership, which provides stability and direction for literacy instruction. One of the school's greatest strengths is the 8th grade team, who work closely together, demonstrate deep content knowledge, and consistently collaborate to achieve strong results for students.

Parent and Community Engagement

Parent and Community Engagement Summary

Richard Allie Middle School places a strong emphasis on building meaningful partnerships with families and the community. We have partnered with Paul Quinn College to provide monthly activities that connect parents, students, and staff in engaging and purposeful ways. Our athletic and fine arts events are consistently well attended, with crowded stands and over 80% parent participation at school functions, demonstrating the high level of community support.

Throughout the year, we host a wide variety of parent engagement events such as Open House, Parent Data Nights, Title I meetings, Pillar Awards, mentoring meetings, appreciation luncheons, cultural celebrations, and showcases in core subjects

These events provide parents with opportunities to celebrate student success, learn about academic progress, and partner with staff in supporting student achievement.

By offering consistent and diverse engagement opportunities, RAMS fosters a welcoming environment where parents feel valued, informed, and invested in the success of their children.

Parent and Community Engagement Strengths

Richard Allie Middle School has many strengths that support student growth and a positive school culture. Academically, reading is a strong area, with all major student groups meeting federal targets and showing consistent growth. Algebra I stands out as a highlight, with the majority of students approaching, meeting, or mastering expectations. In science, hands-on teaching and inquiry-based instruction have supported strong results in multiple grade levels. Beyond academics, the campus benefits from experienced and dedicated staff, such as strong leadership in math, science, and reading, and an 8th grade team known for working together to achieve results. Organizationally, the campus thrives on collaboration through PLCs, data-driven decision-making, and shared resource creation. A positive climate is maintained through celebrations, outings, and staff encouragement, which boosts morale and retention. Parent engagement is also a major strength, with over 80% participation at events and strong partnerships with community organizations like Paul Quinn College. These strengths collectively demonstrate RAMS' commitment to academic achievement, teacher excellence, and strong family-school connections.

School Context and Organization

School Context and Organization Summary

Richard J. Allie Middle School (RAMS) is a 6–8 grade public campus in Crowley ISD, serving approximately 1,034 students. The student body is diverse: nearly 46% African American, 32.9% Hispanic, 14.8% White, and the remainder identifying with other racial/ethnic groups. Over 74% of students are economically disadvantaged and a significant portion are considered at-risk or English learners.

Leadership at RAMS is anchored by Principal Nicole Sanders and a team of assistant principals who oversee academic, operational, and student support systems. The campus places strong emphasis on collaboration, with regular Professional Learning Communities (PLCs), data protocols, and shared planning spaces, reinforcing a culture where staff “encourage one another” and strive for collective success.

To build morale and cohesion, RAMS also implements celebration days, team-building outings, and dedicated days to acknowledge growth and achievement. Data tracking systems and collaborative data review are central to instructional decision-making, ensuring interventions are timely and targeted.

Given past turnover, the campus has focused on strategic recruitment and retention efforts. New teacher hires are carefully vetted, and the goal is to retain at least 80% of staff, promoting stability and instructional consistency.

In sum, RAMS operates with a dual focus: meeting the academic needs of a diverse, high-need student population while fostering a collaborative, supportive organizational culture that prioritizes continuous improvement and shared accountability.

School Context and Organization Strengths

Richard Allie Middle School demonstrates strong organizational and climate strengths that support both staff and student success. The campus fosters a collaborative culture, with teachers regularly meeting in PLCs—often in one room—to align instruction, analyze data, and share best practices. This teamwork contributes to a positive campus climate where staff actively encourage one another, celebrate growth through dedicated celebration days, and build morale with fun outings. The school also maintains a data-driven focus, consistently tracking student performance to guide instruction, interventions, and celebrations. Additionally, recruitment efforts have proven successful, with 21 new hires this year—only one of whom is a concern—highlighting effective hiring and onboarding practices. Looking forward, leadership is committed to retaining at least 80% of staff, ensuring stability, consistency, and long-term academic success.

Technology

Technology Summary-

Smart Boards: 56 units installed across classrooms and instructional spaces

Chromebooks: 2,100 devices available for student use

Teacher Computers: 56 workstations assigned to instructional staff

Technology Strengths-

Instructional Technology Strengths

1. 1:1 Device Access – Every student has access to a personal device (e.g., Chromebook, iPad) for learning.
2. Interactive Learning Tools – Use of platforms like Nearpod, Pear Deck, Kahoot, or Quizizz to enhance engagement.
3. Digital Curriculum Integration – Seamless use of platforms like Google Classroom.
4. Online Assessment Tools – Use of tools like Eduphoria, MAP, or STAAR Online for data-driven instruction.

Operational Technology Strengths

1. Efficient Communication Systems – Use of tools like Remind, ClassDojo, or Teams for staff and parent communication.
2. Automated Attendance & Discipline Tracking – Real-time data tracking through Skyward
3. Digital Sign-In/Out Systems – For visitors, staff, and students (e.g., Raptor).

Student-Centered Technology Strengths

1. STEM or Robotics Programs – Opportunities for students to engage in coding, engineering, and robotics.
2. Digital Citizenship Curriculum – Teaching students safe and ethical technology use.
3. Career & Tech Education (CTE) Pathways – Use of industry-standard software and tools in courses.

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: Fall Benchmark, Spring Benchmark, 2026 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Additional instructional time in 6-7 Math Implementation of Bluebonnet Curriculum and Teach FX Weekly Math tutorials Lesson Rehearsal and Misconception Response in PLC Expected Result/Impact: Increase Academic Comprehension in 6-8 Math & Algebra I Increased performance levels for STAAR: 73% Approaches, 37% Meets, 13% Masters Staff Responsible for Monitoring: Roy Muro- Math TDSI Beth Gilliland-Academic Assistant Principal Nicole Sanders-Principal	Formative			Summative
	Nov	Feb	May	July
	FBM	SBM	STAAR	

Strategy 2 Details	Reviews			
Strategy 2: Implementation of PLC practices: Lesson Rehearsal and Misconception Response Incorporation of Companion Documents with required internalization process Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

Increase in performance levels for STAAR: 84% Approaches, 53% Meets, 23% Masters Staff Responsible for Monitoring: Kristan Sumberlin ELAR TDSI Beth Gilliland Academic Assistant Principal Nicole Sanders Principal				
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Strategy 3 Details	Reviews			
Strategy 3: Adoption of Savaas Curriculum Devoted TDSI for Social Studies (split between 2 campuses) Implementation of PLC practices: Lesson Rehearsal and Misconception Response Incorporation of Companion Documents with required internalization process Expected Result/Impact: Increase in performance levels for STAAR: 43% Approaches, 14% Meets, 8% Masters Staff Responsible for Monitoring: Alyssa Coleman Social Studies TDSI Beth Gilliland Academic Assistant Principal Nicole Sanders Principal	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: CISD Office of Academic Excellence Website

Strategy 1 Details	Reviews			
Strategy 1: Ensure students have access to Bluebonnet Curriculum for Math Expected Result/Impact: Increased performance in Approaches 73%, Meets 37%, and Masters 13%. Staff Responsible for Monitoring Roy Muro- Math TDSI Beth Gilliland-Academic Assistant Principal Nicole Sanders-Principa	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure students have access to IXL for Reading and Math 3 Expected Result/Impact: Increase in performance levels for STAAR: 84% Approaches, 53% Meets, 23% Masters Staff Responsible for Monitoring: Roy Muro-Math TDSI Kristan Sumberlin-ELAR TDSI Beth Gilliland-Academic Assistant Principal Nicole Sanders-Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Implementation of weekly Math tutorials and monthly campus wide tutorials using district approved resources.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Increased performance in Domain I from 69 to 75. Staff Responsible for Monitoring: Roy Muro-Math TDSI Kristan Sumberlin-ELAR TDSI Brooke Kimrey-Science TDSI Alyssa Coleman-Social Studies TDSI Beth Gilliland-Academic Assistant Principal Nicole Sanders-Principal				
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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: Integrate a structured College and Career Readiness (CCR) course into advisory periods or core classes. This includes lessons on resume writing, interview skills, college application guidance, scholarship searches, military recruitment pathways, and career exploration assessments (e.g., YouScience, Xello) Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July

Students will demonstrate increased awareness of postsecondary opportunities, improved preparedness for job/college interviews, and higher rates of applications to colleges, technical schools, and military programs. Staff Responsible for Monitoring: Counselors, CTE teachers, and AP's				
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Strategy 2 Details	Reviews			
Strategy 2: Increase student access to advanced academic programs and industry-recognized certifications (CTE pathways such as welding, CNA, IT, cosmetology, business, etc.). Partner with local colleges and industry leaders to provide dual credit, internships, and certification exam support. Expected Result/Impact: Students will graduate high school with college credit, AP scores, or certifications that make them more competitive in the workforce, college admissions, or military service. Increased percentage of graduates meeting CCMR (College, Career, Military Readiness) indicators. Staff Responsible for Monitoring: Counselor, CTE teacher, Principal and Ap's	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Host regular college fairs, career expos, military recruitment days, and job shadowing opportunities. Provide campus visits to universities, trade schools, and military bases.	Formative			Summative
	Nov	Feb	May	July
	%			

Create a mentor program pairing students with professionals in their career interest areas. Expected Result/Impact: Students will gain real-world exposure to postsecondary options, leading to more informed decision-making. Increase in students applying to colleges, trade schools, or military enlistment. Staff Responsible for Monitoring Counselor, Principal, and Assistant Principals				
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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:

Strategy 1 Details	Reviews			
Strategy 1: RAMS Open House Night where parents and students can tour classrooms, meet teachers and staff, learn about curriculum, and explore opportunities for involvement in school activities and programs. Expected Result/Impact: Stronger parent–teacher communication, increased family understanding of student learning expectations, and improved collaboration between home and school. Staff Responsible for Monitoring: • Campus Principal, • Assistant Principals • Counseling Teams • Teachers • TDSIs	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Organize a “ RAMS Love for Reading Night ” where students and parents participate in shared reading activities, book talks, read-alouds, and interactive literacy games designed to promote a lifelong love of reading. Partner with local libraries and community organizations to provide resources and free books for families. Expected Result/Impact: Strengthened family involvement in literacy, improved student motivation to read, and increased access to reading materials at home. Staff Responsible for Monitoring: • Campus Principal • Assistant Principals • Librarian • Teachers • ELAR TDSI • Counselors	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Host a “ RAMS Mathoween Night ” where students and parents engage in math-themed games, puzzles, and problem-solving activities in a fun, Halloween-inspired setting. Families rotate through stations with teachers and volunteers, applying math skills in interactive ways. Expected Result/Impact: Increased family involvement in math learning, improved student confidence and attitudes toward math, and strengthened school–family connections through creative	Formative			Summative
	Nov	Feb	May	July
	%			

engagement.				
Staff Responsible for Monitoring: • Campus Principal, • Assistant Principals • Math TDSI • Teachers • Counseling Team				

Strategy 4 Details	Reviews			
Strategy 4: Organize RAMS Sports Orientation and Community Athletics Nights for families to learn about athletic programs, meet coaches and learn more about their student's sport Expected Result/Impact: Increased awareness of sports programs, stronger school–community relationships, increased student participation. Staff Responsible for Monitoring: • Campus Principal, • Assistant Principals • Coaches • Parents of student athletes	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: Texas Innovation Partnerships established in Senate Bill (S.B.) 1882 RAMS will collaborate with Paul Quinn College-Quinnite Schools Network(QSN) to implement innovative educational strategies, college and career readiness programs, and community engagement initiatives at all middle schools. Expected Result/Impact: Enhanced student outcomes, access to college-prep programs, mentorship, career exploration; empowered students for college, careers, and military success. Staff Responsible for Monitoring: • Campus Principals • Assistant Principals • Counseling Team • Paul Quinn Community Engagement Coordinator.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: RAMS will partner with the Robinson Legacy Foundation to provide college tours, including a trip to the University of North Texas, for students to explore higher education opportunities, experience campus life, and gain mentorship from foundation representatives. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

Increased student awareness of college opportunities, motivation for postsecondary education, stronger community partnerships, and enhanced college and career readiness. Staff Responsible for Monitoring: • Campus Principals • Assistant Principals • Counseling Team				
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Strategy 3 Details	Reviews			
Strategy 3: RAMS will build partnerships with universities, technical schools, and non-profit organizations to provide workshops, career fairs, STEM programs, arts enrichment, and service-learning projects for students. Expected Result/Impact: Expanded student opportunities, hands-on learning, meaningful community service, enhanced support networks. Staff Responsible for Monitoring: • Campus Principal • Assistant Principals • Counseling Team	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: RAMS will create and distribute monthly “Parent Smores” newsletters that provide bite-sized, engaging updates on school events, student achievements, resources, and ways for families to get involved. Include tips, highlights, and interactive elements. Expected Result/Impact: Families stay informed in a friendly, accessible way; increased parent engagement in school events and initiatives; stronger school–family connection. Staff Responsible for Monitoring: Principal Mrs. Sanders	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: RAMS will implement accessible communication for Deaf and hard-of-hearing students and their families, including sign language interpreters, captioned videos, visual alerts, and translated materials for all school communications. Provide staff training on effective Deaf communication practices as needed. Expected Result/Impact: Families and students in the Deaf/hard-of-hearing community can fully access school information, engage in programs, and participate in school decision-making; improved equity and inclusivity. Staff Responsible for Monitoring: - Campus Principal Mrs. Sanders, - Assistant Principal of Student Services and Activities Mrs. Eaglin - Deaf Education Teacher-Ms. Munoz	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: RAMS will collaborate with the PTO to provide regular updates, host family engagement events, and gather parent feedback on school programs and initiatives. Expected Result/Impact: Strengthened school–family partnership, increased family participation, and improved communication channels. Staff Responsible for Monitoring: • Campus Principals, • Assistant Principals • PTO Officers.	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: (Academic Data-MAPP/CoPilot) (Discipline Data-Skyward)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Teachers attend and participate in weekly professional development on Monday's of the month that has focus on Belonging, Consistency, and Clarity. 1st Monday - Celebrations & Wins 2nd Monday - Discipline Data & Strategies 3rd Monday - Instructional Trends & Techniques 5th Monday - Off Campus PD Expected Result/Impact: Campus will have a full understanding of all data trends that impact the campus achievement (academic and campus culture data) Staff Responsible for Monitoring: Beth Gilliland (Academic Data) Howard Robinson (Discipline Data)	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Teachers will actively monitor their classroom progress through daily exit ticket assessments and post results within the classroom. Expected Result/Impact: Teachers will be able to create student ownership of monitoring their own academic progress and achieving their growth goals. Campus growth goal achievement will increase in both STAAR math and STAAR reading. Staff Responsible for Monitoring: Assistant Principals and TDSI	%			

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: All new staff will understand the campus mission, vision and organizational resources. Each staff member receives a welcome packet, technology setup and a campus mentor assignment. Expected Result/Impact All staff will have a full understanding of how to access campus resources and connect with veteran campus mentors. Staff will have quick understanding of belonging, consistency and clarity. 100% of new staff complete the campus/district onboarding process. Staff Responsible for Monitoring: Assistant Principals	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Create a summer/fall orientation introducing campus culture, procedures, and expectations. We will have monthly “New Teacher Academy” sessions covering classroom management, data analysis, SEL, instructional strategies, and parent communication. Every other Monday we will pair each new staff member with a mentor for coaching, observation feedback, and professional growth support. Expected Result/Impact: Increased retention of new staff members beyond year one. Higher instructional quality as staff feel supported and aligned with campus vision.	%			

Stronger sense of belonging and confidence among new teachers, reducing stress and burnout.				
Staff Responsible for Monitoring: TDSI, Principal, and Assistant Principal				

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: The first strategy will focus on creating an Assistant Principal Intern period for aspiring leaders. Selected teachers with leadership potential will be given a designated period each week to shadow administrators, lead discipline conferences, participate in parent meetings, and analyze data under the guidance of the AP team. Expected Result/Impact: The impact will provide practical training but also build a pipeline of future administrators. By receiving structured mentoring and monthly reflection sessions, staff will gain confidence, leadership skills, and a deeper understanding of campus operations, resulting in higher retention rates among emerging leaders. Staff Responsible for Monitoring: Principal and Assistant Principals	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details		Reviews			
Strategy 2: The second strategy will establish an Administrative Duty Period in which teacher leaders will serve one period per week in administrative support roles. These roles will include supervision, event management, logistics, and safety responsibilities, with rotation across different tasks to broaden leadership experience. Expected Result/Impact: This opportunity will help teacher leaders develop time management, decision-making, and organizational skills while simultaneously lightening the operational load of campus administrators. As a result, the school will benefit from smoother daily operations, and teachers will feel more empowered and invested in the overall success of the campus. Staff Responsible for Monitoring: Assistant Principal and Principal		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 3 Details		Reviews			
Strategy 3: The third strategy will empower Department Chairs to run Professional Learning Communities (PLCs) on a weekly basis. Department Chairs will be responsible for setting agendas, guiding data discussions, aligning instruction, and leading intervention planning. They will also receive training in facilitation, instructional coaching, and conflict resolution, ensuring they are well-prepared to lead their peers. Assistant Principals will provide ongoing feedback through quarterly observations of PLC meetings. Expected Result/Impact:		Formative			Summative
		Nov	Feb	May	July
		%			

This distributed leadership approach will not only increase collaboration and instructional consistency across departments but also strengthen teacher voice in decision-making. Ultimately, these opportunities for leadership development will enhance staff satisfaction, professional growth, and long-term retention. Staff Responsible for Monitoring: Principal and AP				
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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: Emergency Preparedness - Conduct monthly drills (fire, lockdown, severe weather) and review procedures with staff. - Ensure all staff know their roles during emergencies. Expected Result/Impact: - Increased student perception of safety and support, measured through climate surveys and wellness check-ins. - Reduction in behavioral incidents and office referrals due to proactive supervision and early intervention. - Improved staff awareness and responsiveness to student wellness needs. - Strengthened campus culture of care, consistency, and communication.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Campus Administrators – Oversee implementation and ensure staff accountability. Counselors & Wellness Team – Monitor student emotional well-being and provide support. Teachers & Support Staff – Participate in daily safety protocols and report concerns. Campus Safety Coordinator – Manage emergency preparedness and safety drills.				
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Strategy 2 Details	Reviews			
Strategy 2: Daily Safety Protocols • Conduct regular hallway sweeps and restroom checks during transitions. • Ensure staff presence in high-traffic areas during arrival, lunch, and dismissal. Expected Result/Impact: • Increased student safety and reduced incidents during transition times. • Improved hallway behavior and reduced disciplinary referrals. • Enhanced staff visibility contributing to a more secure and structured campus environment. Staff Responsible for Monitoring: • Campus Administrators • Assigned Duty Staff • Hallway Monitors • Safety Team Members	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Positive Behavior Reinforcement System Implement a campus-wide Positive Behavior Interventions and Supports (PBIS) framework to promote and reward expected behaviors. Key Actions: - Establish clear behavior expectations for all common areas (hallways, restrooms, cafeteria, etc.). - Use a consistent reward system (e.g., RAMS Bucks, shout-outs, recognition boards). - Provide regular staff training on reinforcing positive behaviors and redirecting misbehavior constructively. Expected Result/Impact: - Increased student engagement and motivation to follow school rules. - Reduction in negative behaviors and office referrals. - Strengthened school culture through consistent expectations and recognition. Staff Responsible for Monitoring: - Campus Administrators - PBIS Team - All Staff Members - Counselors	%			

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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:

Strategy 1 Details	Reviews			
Strategy 1: Counselor-Led SEL Integration Through Classroom Visits Expected Result/Impact: - Students will develop essential SEL skills such as self-regulation, conflict resolution, empathy, and stress management. - SEL lessons will be tailored to meet the developmental and emotional needs of each grade level. - Increased student engagement and improved classroom climate through consistent SEL messaging. - Early identification of students needing additional support through counselor observation and follow-up. SEL Skill-Building Sessions - Targeted lessons on self-regulation, conflict resolution, empathy, or stress management. - Can be customized based on student needs and grade level. Staff Responsible for Monitoring: - Campus Counseling	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2:	Formative			Summative
	Nov	Feb	May	July

Provide targeted support for students experiencing academic, behavioral, or emotional challenges. Expected Result/Impact: Improved student emotional regulation and coping skills. Early identification and intervention for students needing additional support. Staff Responsible for Monitoring: Campus Counselors Assistant Principals MTSS Team Classroom Teachers (in collaboration with counselors)	%			
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Strategy 3 Details	Reviews			
Strategy 3:	Formative			Summative
	Nov	Feb	May	July
	%			
Structured Mentorship Program Establish a mentorship initiative pairing students with trusted adults on campus to provide consistent guidance, encouragement, and accountability. Key Actions: - Identify students in need of additional support through MTSS data and teacher referrals. - Match students with staff mentors who meet with them regularly. - Track progress through goal-setting, check-ins, and feedback loops. Expected Result/Impact: - Strengthened student-staff relationships, fostering trust and belonging. - Increased student resilience, motivation, and academic performance.				

- Decreased behavioral incidents through proactive support and connection Staff Responsible for Monitoring: - Campus Counselors - MTSS Team - Assistant Principals - Designated Mentor Staff - Parents				
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Host Monthly Family Engagement Events and Staff Wellness Activities Expected Result/Impact: - Strengthened relationships between families and school staff, leading to increased trust and collaboration. - Increased family participation in campus activities and decision-making. - Enhanced sense of belonging and community across the campus. Staff Responsible for Monitoring: - Campus Administrators - Counselors - Family Engagement Liaison (if applicable) - Teacher Leaders and Committee Members	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews
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Strategy 2: Campus Culture Committee-Sunshine <i>Form a dedicated team to plan and promote initiatives that celebrate staff, students, and families, fostering a positive and inclusive school climate.</i> Key Actions: - Organize monthly recognition events (e.g., Staff Shout-Outs, Student Spotlights, Family Appreciation Days). - Coordinate culturally responsive celebrations and inclusive activities. Expected Result/Impact: - Increased morale and sense of value among staff and students. - Greater family connection through inclusive and meaningful events. - Strengthened campus culture rooted in appreciation, diversity, and collaboration. Staff Responsible for Monitoring: - Campus Administrators - Culture Committee Members - Counselors - Family Engagement Liaison - Teacher Leaders	Formative			Summative
	Nov	Feb	May	July
	%			

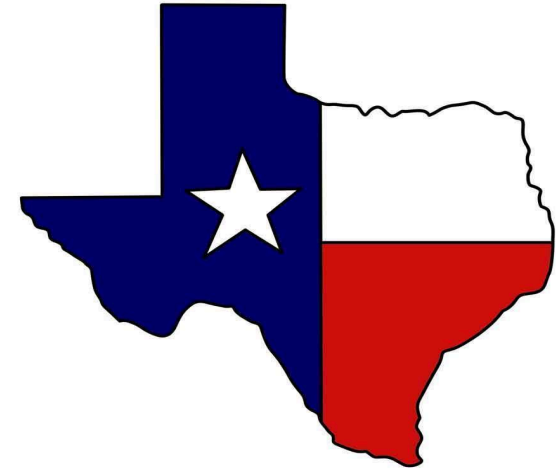
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement “Wellness Wednesdays” Campus-Wide Designate one day each week to focus on staff wellness through intentional activities, resources, and time for self-care. Key Actions: ● Offer optional activities such as yoga, walking groups, or mindfulness sessions. ● Encourage reduced meetings as needed to support mental breaks. ● Provide healthy snacks or hydration stations in staff lounges. Expected Result/Impact: ● Increased staff engagement in wellness practices. ● Improved emotional well-being and stress management. ● Strengthened culture of care and appreciation for staff needs. Staff Responsible for Monitoring: ● Campus Administrators ● Counselors ● Wellness Committee ● Teacher Leaders	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: “Recharge Room” for Staff Self-Care (Bistro) Key Actions: • Equip the room with calming elements like soft lighting, comfortable seating, aromatherapy, and soothing music. • Provide self-care items such as adult coloring books, stress balls, journals, light snacks, drinks, and inspirational quotes. • Set guidelines for respectful use and time limits to ensure accessibility for all staff. • Promote the space regularly to encourage staff to utilize it. Expected Result/Impact: • Increased opportunities for staff to manage stress and practice mindfulness. • Enhanced emotional well-being and workplace satisfaction. • Reinforced message that staff wellness is a campus priority. Staff Responsible for Monitoring: • Campus Administrators • Counselors • Wellness Committee • Custodial Staff (for upkeep and cleanliness)	Formative			Summative
	Nov	Feb	May	July
	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff	Mrs. Esquivel (secretary)	
Professional Staff	Nicole Sanders (Principal)	
Assistant Principal	Beth Gilliland	
Assistant Principal	Carmen Pace	
Assistant Principal	Howard Robinson	

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 7th Math (5%) is below the state average (32%).
2. The percentage of students achieving “meets grade level standards or above” in 8th Math (21%) is below the state average (44%).
3. The percentage of students achieving “meets grade level standards or above” in 6th Math (30%) is below the state average (37%).
4. The percentage of students achieving “meets grade level standards or above” in 8th SS (11%) 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

2025–2026 Title I, Part A Spending Allocation Chart (CIP version)

Goal / CIP Strategy	Title I-Funded Activities & Resources	Evidence-Based Need / CIP Alignment	Funding Source & Allocation	Implementation Owner	Progress Measure / Evidence
Goal 1: Thriving Students Strategy 1: Strengthen Math Achievement (6–8)	After-school tutorials (2 days/week), STAAR intervention materials, and IXL math practice licenses	Math data indicates <37% Meets; intervention supports Domain I growth (CNA p. 6–7)	Title I, Part A – \$2,000.00 for after-school	Math TDSI, AP Gilliland	STAAR Math growth; IXL progress reports
Goal 1: Thriving Students Strategy 2: Literacy Development / Reading Growth	“RAMS Love for Reading Night” and classroom reading kits (comprehension kits , and data wall supplies) After school tutoring	Reading is the highest strength but needs continued growth for economically disadvantaged students	Title I, Part A – \$4,702	ELAR TDSI, Principal Sanders	STAAR Reading meets rate increase; event sign-ins

Goal 1: Thriving Students Strategy 3: Science & Social Studies Support	Hands-on labs, consumable science kits, and AS tutoring for identified at-risk students	CNA identifies low mastery in Science (43%) and SS (11%)—additional instructional supports required	Title I, Part A – \$2,500.00	Science & SS TDSIs	Unit test data, lab logs, lesson artifacts
Goal 2: Engaged Community Strategy 2: Family Academic Engagement Nights	“Mathoween” & “Parent Data Night” events with student learning and food stations and bilingual communication materials	Family engagement builds academic partnerships (ESSA §1116); CNA identifies communication gaps	Title I, Part A – \$1,800.00	AP Pace, Counselors	Event agendas, sign-in sheets, feedback forms
Goal 3: Empowered Staff Strategy 1: Professional Learning for Instructional Growth	Evidence-based PD on small-group interventions and data analysis (servant leadership & 3C stress mitigation)	CIP Goal 3 emphasizes teacher retention & instructional alignment to reduce stress, improve instruction	Title I, Part A – \$2,202.43	Principal Sanders, AP Robinson	PD attendance, walkthrough data, post-surveys
Goal 4: Safe & Healthy Environment Strategy 3: PBIS & SEL Reinforcement	Student recognition incentives, SEL kits, and mentorship	CNA links PBIS & SEL to reduced referrals and improved culture	Title I, Part A – \$3,500.00	Counselors, PBIS Team	Behavior data, RAMS Bucks logs, SEL surveys

	supports for Tier II students				
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Total Title I, Part A Allocation: \$16,702.43

Richard Allie Middle School – Local Improvement Plan (LIP) 2025–2026

Accountability Rating: C (73) Domain 1: 69 (D) Domain 2 Target: 80 (B)

Principal: Nicole Sanders District: Crowley ISD Date: October 2025

1. Needs Assessment Summary

Category	Findings (from GAP MAP)	Root Cause
Reading/ELAR	Approaches 69%; Meets 40%; Masters 16% → Goal 84/53/25	Unclear power standards; inconsistent data tracking
Math	Approaches 56%→71%; Meets 28%→37%; Masters 9%→12%	Over-coverage of TEKS; need for priority focus
Science	Approaches 73%→81%; Meets 44%→57%; Masters 11%→30%	Limited hands-on instruction & targeted reteach
Social Studies	Approaches 33%→38%; Meets 9%→14%; Masters 5%→8%	Low engagement; lack of real-time monitoring
Culture & Behavior	Attendance <96%; discipline referrals increasing	Inconsistent Tier 1 management
Staff Capacity	Retention <85%	Teacher stress; lack of coaching support

2. Focused Priorities (Aligned with ESF Lever 1.3)

Priority Area	Goal / Strategy	Key Actions	Timeline	Owner(s)	Resources
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Reading Achievement	Increase Approaches 84%, Meets 53%, Masters 25%	Make data visible; set class-level goals; celebrate growth	Aug 2025–May 2026	ELAR Dept. Chairs, Coaches	Title I tutoring, data boards
Math Achievement	Raise Approaches 56→71%, Meets 28→37%	Unwrap power TEKS; STAAR warm-ups; after-school tutorials	Aug 2025–May 2026	Math Dept. Chairs	Title I / MAP / local funds
Science Growth	Increase Masters 11→30%	Use RADAR sheets; Tier 2/3 pullouts; student goal binders	Aug 2025–May 2026	Science Coach, AP	Local / ESSER funds
Social Studies	Raise Approaches 33→38%, Meets 9→14%	DBQs, simulations, bi-weekly assessments, PLC data review	Sept 2025–May 2026	Social Studies Dept.	General fund
Culture & Behavior	Reduce referrals 20%; attendance ≥96%	RAMS Family Discipline; weekly reviews; Pillar competitions	Aug 2025–May 2026	Admin Team	Local incentives
Teacher Retention	Raise retention to 85%	Morale events; mentoring; leadership development	Aug 2025–May 2026	Principal, Coaches	Title II funds

3. Metrics, Milestones & Monitoring

Goal / Metric	Baseline (2025)	Target (2026)	Milestones	Data Source
Reading Approaches	69%	84%	Jan +5%; Apr +10%	STAAR, MAP
Reading Meets	40%	53%	Quarterly growth checks	STAAR, MAP
Math Approaches	56%	71%	Q1 +5%; Q3 +10%	MAP, Benchmarks
Science Masters	11%	30%	Q2 +10%; Q4 +19%	Benchmarks, PLCs
Attendance	94%	96%	Monthly monitoring	PEIMS
Teacher Retention	[Insert %]	85%	Mid-year survey	HR data

4. Monitoring & Adjustment Process

- Monthly leadership reviews and bi-weekly PLC data checks
- Responsible: Principal, APs, Dept. Chairs, Coaches
- Evidence: Meeting minutes, walkthroughs, data trackers
- Adjustment: Identify barriers, revise strategy, document in LIP log

5. Communication Plan

Audience	Method	Frequency	Purpose
Staff	Faculty meetings, newsletters	Monthly	Progress updates
Parents	Family nights, social media	Quarterly	Share academic progress
Students	RAMS Scoreboard, assemblies	Monthly	Build motivation
District	DWEIC updates	Quarterly	Ensure alignment

6. Budget & Resource Alignment

Funding Source	Activity / Resource	Amount	Purpose
Title I (\$16,702.43)	Tutoring & Intervention Supplies	\$12,000	Academic Achievement
Title II	PD & Mentor Training	\$2,500	Teacher Capacity
Local	Incentives & Events	\$2,000	Retention & Culture
Parent Involvement	Family Nights	\$1,200	Engagement

7. Implementation Calendar

Month	Major Milestones / Actions	Monitoring Activity
August	Launch discipline framework; staff PD	Sign-in sheets
September	Tutoring begins; 1st data PLC	Walkthrough logs
October	Quarter 1 checkpoint	Data review
December	Mid-year adjustment	LIP log update
January	Parent data night	Feedback survey
March	Benchmark reteach	PLC analysis
May	Year-end reflection	Final report

8. Signatures

Role	Name	Signature	Date
Principal	Nicole Sanders	<i>Nicole Sanders</i>	10/17/2025
Assistant Principal	Carmen Pace	<i>Mrs. Pace</i>	10/17/2025
Teacher Leader	Mrs. Peterson	<i>Mrs. Peterson</i>	10/17/2025
Parent Representative	Mrs. Leonard	<i>Ms. Leonard</i>	10/17/2025
District Representative			

