



SUMMERCREEK MIDDLE
SCHOOL

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission: Rooted in grit, we rise in excellence by cultivating belonging, purpose, and consistency to empower every learner, every day.

Vision: We empower growth, inspire purpose, and foster belonging through unity, consistency, student voice, shared responsibility, and a love for learning.

Campus Values



Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Student Enrollment

- **EOY 2025 Enrollment:** 1,040 students
- **Trend:** Enrollment increased by over 120 students from the previous school year, marking continued growth for our campus.

Demographic Breakdown

- **Black or African American:** 57.3%
- **Hispanic:** 27.2%
- **Multiple Races:** 5.5%
- **White:** 6.4%
- **Asian:** —
- **American Indian or Alaskan Native:** —
- **Native Hawaiian or Other Pacific Islander:** 0.3%

Special Programs (2024–2025)

- **Special Education (SPED):** 14% (approx. 146 students)
- **504 Services:** 19% (approx. 198 students)

- **English Learners (LEP):** 11% (approx. 114 students)
- **Newcomers Program:** Implemented in 2024–2025, providing targeted supports for recently arrived multilingual learners and their families.

Economic Disadvantage

- **Economically Disadvantaged:** 72% (approx. 749 students)

Staff Demographics (2024–2025)

- **White:** 31%
- **Hispanic:** 10%
- **African American:** 49%

Years of Teaching Experience (64 Total Teachers)

- **Beginning:** 11% (7)
- **1 to 3 Years:** 13% (8)
- **4 to 9 Years:** 33% (21)
- **10 to 15 Years:** 17% (11)
- **16 to 21 Years:** 9% (6)
- **22+ Years:** 17% (11)

Demographics Strengths

- **Diverse Student Population:** SCMS reflects a rich mix of racial, cultural, and socioeconomic backgrounds, preparing students to thrive in a diverse world.
- **Diverse Staff:** Staff demographics closely mirror student demographics, fostering authentic relationships and representation.
- **Enrollment Growth:** Increased to 1,040 students, demonstrating the trust and confidence families have in SCMS.
- **Newcomers Program:** Successfully launched to meet the needs of multilingual learners and provide equitable access to academic and social-emotional supports.
- **Experienced Teachers:** Nearly half of the teaching staff have 10+ years of experience, providing strong instructional leadership and mentorship for new teachers.
- **Balanced Staff Profile:** A healthy mix of early-career and veteran educators ensures innovation, support, and sustainability for student learning.

Student Achievement

Student Achievement Summary

Strengths

- **6th Grade Math** demonstrated strong growth across all levels (Approaches, Meets, and Masters).
- **8th Grade RLA** showed gains in Approaches, Meets, and Masters, with nearly half of students meeting grade level.
- **8th Grade Science** had the most significant progress, especially at the Meets level (+14%).
- **U.S. History** reflected steady increases in Meets and Masters.
- **Algebra I** remains a high-performing area, with over 90% Approaches and strong advanced performance.

Areas to Monitor

- **7th Grade Math and RLA** lag behind comparison groups, particularly in Meets and Masters.
- **8th Grade Math** showed declines compared to comparison data, needing targeted support.
- Some subjects, while strong in Approaches, need continued focus to increase **Masters-level performance**.

Student Achievement Strengths

- **6th Grade Math** showed strong gains in Approaches (+11%), Meets (+3%), and Masters (+5%).
- **8th Grade RLA** improved across the board with increases in Approaches, Meets, and Masters.

- **8th Grade Science** had notable growth in all performance levels, especially Meets (+14%).
- **8th U.S. History** showed steady growth in Meets and Masters.
- **Algebra I** remains a strength with over 90% Approaches and strong Masters performance.

Campus Culture and Climate

Campus Culture and Climate Summary

Teachers describe our culture as respectful, supportive, and focused on student success. Staff feel communication is steadily improving, and many report that leadership is approachable and visible. There is also a strong sense of teamwork—people want collaboration and peer support. Some concerns mention workload and balancing demands, but overall there's commitment and pride in our campus.

Campus Culture and Climate Strengths

- High levels of **staff support and collegiality**—teachers report feeling supported by peers and leaders.
- Leadership is seen as accessible and active, which helps with trust and transparency.
- Clear focus on student success—everyone seems aligned on mission and goals.
- Improvement in communication is noticeable and appreciated.
- Positive morale overall, with many teachers proud to be part of the Colt family.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- **Total Teachers:** 69
- **New Staff:** 21 (including 6 new core teachers in Math, ELAR, Social Studies, and Science)
- **Recruitment:** Successful in filling core content needs, strengthening instructional capacity.
- **Retention:** Majority of returning staff provide consistency, culture, and stability for students.

Staff Quality, Recruitment, and Retention Strengths

- Strong recruitment this year brought in **qualified core teachers**, ensuring coverage in critical areas.
- **21 new staff** bring fresh ideas, energy, and diverse experiences to enrich campus culture.
- A solid base of returning staff ensures **continuity in instruction and relationships**.
- The combination of new and veteran teachers provides a **balanced team** for growth, innovation, and stability.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Summer Creek Middle School implements a **standards-based curriculum** that is fully aligned with the Texas Essential Knowledge and Skills (TEKS) and district pacing guides provided by Crowley ISD. Teachers utilize district-created curriculum documents, instructional resources, and digital platforms to ensure consistency and rigor across all content areas.

Instruction is driven by **research-based best practices**, including differentiated instruction, collaborative learning structures, and the integration of technology through classroom Chromebooks and BenQ boards. Teachers intentionally plan lessons that are student-centered and incorporate opportunities for critical thinking, problem solving, and real-world application.

Assessment practices include a balance of **formative assessments, district benchmarks, and state accountability measures**. Teachers analyze student performance data regularly during **Professional Learning Communities (PLCs)** to identify gaps, reteach standards, and provide targeted interventions. Advisory periods, small-group instruction, and intervention blocks are embedded in the master schedule to support student growth.

The campus strives for continuous improvement by monitoring progress, refining instructional practices, and providing ongoing professional development aligned to campus and district goals.

Curriculum, Instruction, and Assessment Strengths

Standards Alignment

- Curriculum is aligned to TEKS and Crowley ISD curriculum guides, ensuring consistency and high expectations across classrooms.

Data-Driven Decision Making

- Frequent use of formative assessments, benchmarks, and common assessments allows teachers to adjust instruction and provide timely interventions.

Collaborative PLC Culture

- Teachers engage in regular PLC meetings to analyze student work, share instructional strategies, and plan for reteach and enrichment.

Instructional Technology Integration

- With one-to-one devices in core classrooms and new interactive BenQ boards, technology is embedded into instruction to enhance student engagement and access to resources.

Targeted Intervention and Enrichment

- Advisory, small groups, and reteach opportunities provide multiple pathways for academic support and acceleration.
- Specialized supports for ELL, special education, and newcomers ensure equitable access to the curriculum.

Professional Development

- Ongoing district and campus professional learning supports teacher growth in curriculum design, instructional delivery, and assessment literacy.

Parent and Community Engagement

Parent and Community Engagement Summary

This year, we have taken intentional steps to build stronger connections with parents and community partners. Our newly formed **PTO** has given families a voice and presence on campus. Partnerships with **Pei Wei, T-3, Seasons of Change**, and most recently **Paul Quinn College**, have expanded opportunities for our students and staff. As we look ahead, we remain committed to growing our network of community partners to further enrich the experiences of our Colts.

Parent and Community Engagement Strengths

- Successfully launched a **PTO**, increasing parent involvement and engagement.
- Established **multiple community partnerships** (Pei Wei, T-3, Seasons of Change).
- Secured a **higher education partnership with Paul Quinn College**, opening doors for student learning and exposure.
- Strong momentum to **add more partners** in the upcoming year, building on the foundation of collaboration.

School Context and Organization

School Context and Organization Summary

Summer Creek Middle School serves **1,040 students in grades 6–8** during the 2024–2025 school year. The campus reflects a rich and diverse student population, with the following demographic breakdown:

- **African American:** 43%
- **Hispanic:** 41%
- **White:** 10%
- **Two or More Races:** 3%
- **Asian:** 2%
- **American Indian/Alaskan Native & Pacific Islander:** <1% combined
- **Economically Disadvantaged:** 77%
- **English Language Learners:** 12%
- **Special Education:** 15%

The school added its **first Newcomers Program** in 2024–2025 to support recent immigrant students and families, providing targeted language acquisition and cultural transition supports.

The organizational structure includes a **Principal**, three **Assistant Principals** (by grade level), **Counselors**, **Instructional Coaches**, and **Special Program Coordinators**. The structure ensures that student academic progress, social–emotional well-being, and discipline are supported collaboratively.

Teachers are organized into **core content departments** and **elective teams**, with strong collaboration supported through **Professional Learning Communities (PLCs)**. The **front office team**, **campus monitors**, and **support staff** are strategically placed to maintain smooth operations and safety.

The school partners with **community organizations** and a newly established **Parent Teacher Organization (PTO)** to strengthen family engagement. Extracurricular offerings, athletic programs, fine arts, and academic competitions provide opportunities for student growth beyond the classroom.

School Context and Organization Strengths

Diverse Student Population

- The student demographics create a culturally rich learning environment that builds inclusivity and global readiness.
- Launching the Newcomers Program demonstrates a commitment to meeting the needs of all learners.

Strong Leadership and Clear Structure

- The principal and assistant principals are strategically aligned by grade levels, ensuring targeted leadership and consistent support.
- Counselors, coaches, and coordinators add depth by addressing both instructional excellence and social–emotional needs.

Collaborative Professional Systems

- PLCs allow teachers to focus on data-driven instruction, common assessments, and intervention strategies.
- Staff are empowered through clear roles and leadership opportunities across the organization.

Student-Centered Supports

- A wide range of academic and behavioral supports (including special education, ELL services, and advisory interventions) ensure multiple pathways for student success.
- The addition of the Newcomers Program strengthens equity and access for immigrant and multilingual families.

Community and Parent Engagement

- The creation of a PTO and partnerships with local businesses/organizations increase resources and stakeholder involvement.
- Family engagement initiatives build strong home-school connections.

Comprehensive Extracurricular Opportunities

- Athletics, fine arts, academic competitions, and clubs provide students with outlets for creativity, leadership, and teamwork.
- These opportunities also serve as platforms for celebrating student talents and achievements.

Technology

Technology Summary

Summer Creek Middle School is committed to ensuring that every student has access to technology that supports learning. With over **1,037 students**, each one has access to a **device in their core classrooms**, and all elective teachers (with the exception of PE) are equipped with **Chromebook carts**. Every classroom is now outfitted with the **new BenQ boards**, providing interactive tools that enhance instruction and student engagement.

Technology Strengths

- **1:1 device access** in core classrooms ensures equity and readiness for digital learning.
- **Chromebook carts in electives** expand opportunities for student engagement across multiple subject areas.
- **Campus-wide BenQ boards** modernize teaching, support collaboration, and bring lessons to life.
- Strong technology infrastructure supports both student achievement and teacher innovation.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

- Professional learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/student ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goal 1 – Thriving Students

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

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted intervention and enrichment during Advisory, small groups, and bell ringers. Expected Result/Impact: Implement targeted intervention and enrichment during Advisory, small groups, and bell ringers. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Admin	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Incorporate real-world projects and group work to deepen critical thinking and collaboration. Expected Result/Impact: Students demonstrate increased engagement and application of learning to real-life scenarios. Staff Responsible for Monitoring: Teachers, Department Chairs	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Celebrate student academic growth and achievements monthly through assemblies, announcements, and parent newsletters.	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: Increased student motivation and positive school culture.	%			
Staff Responsible for Monitoring: Admin Team, Teachers, Counselors				

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on Tier 1 instruction, differentiation, and data-driven planning. Expected Result/Impact: Consistent high-quality instruction across all classrooms Staff Responsible for Monitoring: Admin, Instructional Coaches	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Increase access to technology and digital learning platforms to address learning gaps. Expected Result/Impact: Students demonstrate higher proficiency in digital literacy and academic growth. Staff Responsible for Monitoring: Admin, Tech Specialists, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities for advanced coursework and academic competitions (UIL, Spelling Bee, STEM). Expected Result/Impact: More students participating in accelerated learning opportunities.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Teachers, Counselors				
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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: Strengthen CCMR awareness with weekly announcements, College Wednesdays, and student goal-setting sessions. Expected Result/Impact: Students articulate career pathways and post-secondary goals. Staff Responsible for Monitoring: Counselors, Teachers, Admin	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Host career fairs, guest speakers, and field trips to local businesses and colleges. Expected Result/Impact: Students gain exposure to diverse career and post-secondary options Staff Responsible for Monitoring: Counselors, Parent Liaison	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide mentoring and leadership opportunities for students (Student Council, Peer Mentors, Ambassador Program).	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: Increased student leadership and school pride.	%			
Staff Responsible for Monitoring: Counselors, Teachers, Admin				

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: Host quarterly family engagement nights (Literacy Night, Math Night, STEM Showcase). Expected Result/Impact: Higher family attendance and stronger school-home partnerships. Staff Responsible for Monitoring: Admin, Teachers, Parent Liaison	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement “Colts Spotlight” recognitions for students, staff, and parents each month. Expected Result/Impact: Increased student morale and family involvement Staff Responsible for Monitoring: Admin Team, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Strengthen communication through weekly parent updates, Remind texts, and bilingual outreach. Expected Result/Impact: Parents report improved access to timely information. Staff Responsible for Monitoring: Admin, Parent Liaison	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students [and staff](#).

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Expand partnerships with local businesses and organizations (e.g., Pei Wei, T-3, Seasons of Change) to provide mentoring, student incentives, and resources for school events. Expected Result/Impact: Increased community involvement will provide students with enrichment opportunities and support for academic and social growth. Staff Responsible for Monitoring: Principal, Assistant Principals, PTO, Community Liaison	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Invite community partners to participate in campus events such as Career Day, Hispanic Heritage Bowl, and College & Career Readiness activities. Expected Result/Impact: Students will gain exposure to career pathways and role models while strengthening ties between school and community. Staff Responsible for Monitoring: Counselors, CCMR/SEL Coach, Assistant Principals	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Develop service-learning opportunities and volunteer projects in collaboration with local organizations. Expected Result/Impact: Students will demonstrate civic responsibility and leadership through active participation in community service. Staff Responsible for Monitoring: Teachers, Counselors, Principal	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: Provide weekly family updates via newsletters, social media posts, and School Messenger in English and Spanish. Expected Result/Impact: Parents will remain informed and engaged in school activities, resulting in stronger school-home connections. Staff Responsible for Monitoring: Principal, Secretary, Assistant Principa	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Host quarterly parent meetings and workshops on topics such as technology, student achievement, and mental health. Expected Result/Impact: Parents will feel more equipped to support student learning and well-being.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Counselors, Principal, PTO				
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Strategy 3 Details	Reviews			
Strategy 3: Create two-way communication opportunities through parent surveys, advisory committees, and open forums. Expected Result/Impact: School leaders will better understand and respond to family needs, leading to improved trust and collaboration. Staff Responsible for Monitoring: Principal, APs, PTO	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3 – Empowered Staff

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide PLCs focused on data analysis, best practices, and student engagement strategies. Expected Result/Impact: Teachers use data to drive instruction effectively. Staff Responsible for Monitoring: Admin, Instructional Coaches	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement monthly “teacher shout-outs” and recognition events. Expected Result/Impact: Increased staff morale and retention.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Admin, Campus Culture Committee				
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Mentor program for new teachers and intentional leadership opportunities for returning staff. Expected Result/Impact: Mentor program for new teachers and intentional leadership opportunities for returning staff. Staff Responsible for Monitoring: Admin, Teacher Leaders	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Expected Result/Impact: Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Establish teacher leadership roles (e.g., department chairs, committee leads, mentor teachers) to build staff capacity and ownership of campus initiatives. Expected Result/Impact: Teachers will feel empowered, contributing to stronger collaboration, higher morale, and increased retention. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional development opportunities, including instructional coaching, peer observations, and book studies, to grow teacher leadership skills. Expected Result/Impact: Teachers will demonstrate increased instructional capacity and confidence in leading peers. Staff Responsible for Monitoring: Principal, TDSIs (McGill & Abrego), Assistant Principals	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Implement a teacher recognition and growth system that highlights leadership contributions, celebrates achievements, and promotes career pathways within CISD. Expected Result/Impact: Teachers will feel valued and supported, leading to improved staff morale and higher long-term retention rates.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Principal, APs, Counselors				
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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: Increase hallway and common area monitoring to reduce tardies and discipline referrals. Expected Result/Impact: Reduced incidents, increased instructional time. Staff Responsible for Monitoring: Admin, Teachers, Campus Monitors	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide SEL lessons during Advisory and celebrate student success with PBIS Expected Result/Impact: Improved student behavior and positive school climate. Staff Responsible for Monitoring: Counselors, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Partner with community agencies to provide counseling and wellness support. Expected Result/Impact: Increased student and staff well-being.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Counselors, Admin				
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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: Implement campus-wide SEL lessons through Advisory that focus on conflict resolution, self-regulation, and empathy. Expected Result/Impact: Students will demonstrate improved behavior, stronger peer relationships, and increased engagement in learning. Staff Responsible for Monitoring: Counselors, SEL/CCMR Counselors, Assistant Principals, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted small group counseling and interventions for at-risk students focusing on attendance, academics, and social-emotional support. Expected Result/Impact: Increased student attendance and academic performance with fewer discipline incidents among at-risk students. Staff Responsible for Monitoring: Counselors, Teachers, APs	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Host student recognition events each grading period to celebrate academic growth, positive behavior, and attendance.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Increased student motivation and campus pride leading to improved climate and culture. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers				
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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: Parent survey results, event sign-in sheets, volunteer logs, staff climate survey Expected Result/Impact: Improved family-school partnerships and increased parent involvement in student learning. Staff Responsible for Monitoring: Principal, APs, Counselors, PTO	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Strengthen communication with families through consistent newsletters, social media updates, and teacher-parent contacts. Expected Result/Impact: Increased parent awareness of campus expectations, events, and opportunities to engage. Staff Responsible for Monitoring: Principal, Secretary, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

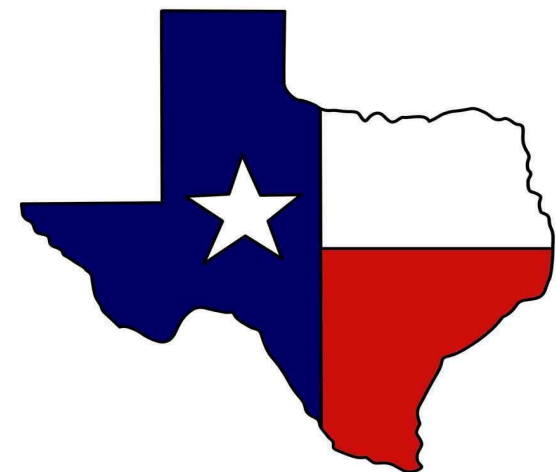
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement monthly staff wellness activities (e.g., yoga, walking club, mindfulness sessions, healthy snacks in lounge). Expected Result/Impact: Improved staff morale, reduced stress levels, and higher staff retention. Staff Responsible for Monitoring: Principal, Counselors, Wellness Committee	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Recognize staff monthly through shout-outs, appreciation events, and recognition boards. Expected Result/Impact: Increased sense of belonging and value among staff, leading to higher engagement and retention. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative			Summative
	Nov	Feb	May	July
	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

2.3: Available to parents and community in an understandable format and language

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

2.6: Address needs for all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

Campus Improvement Plan Committee		Meeting Date : _____
Name		Position
		Principal – Chairperson
		Counselor
		Teacher
		Teacher
		Teacher
		Assistant Principal

