



BAYLOR ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Our mission is to provide high-quality instruction, equitable opportunities, and a supportive environment that challenges every student to achieve academic success and develop a lifelong love of learning.

Vision

Our vision is to create a true community of learners where students, families, educators, and partners work together to ensure academic success, foster creativity, and cultivate strong character, so every child thrives and contributes positively to the world.

Campus Values

Integrity, Perseverance, and Responsibility



Comprehensive Needs Assessment

Needs Assessment Overview

Baylor Elementary is a newly established campus committed to fostering academic excellence, social-emotional growth, and a strong sense of community. As we launch our inaugural year, our priority is to build a culture of high expectations, equity, and collaboration that ensures every student thrives.

With our vision in creating a true community of learners where students, families, educators, and partners work together to ensure academic success, foster creativity, and cultivate strong character, so every child thrives and contributes positively to the world... We aim to establish strong instructional practices, data-informed decision-making, and family engagement as cornerstones of our work.

With a dedicated staff, innovative instructional approaches, and a focus on foundational literacy, numeracy, and whole-child development, Baylor Elementary will set the stage for long-term student success. As a new school community, our goals center on building systems and structures that promote:

- **Student Achievement:** Implementing high-quality curriculum, effective interventions, and enrichment opportunities.
- **School Culture & Climate:** Establishing a safe, inclusive, and supportive environment where all students and staff feel a sense of belonging.
- **Family & Community Engagement:** Developing strong partnerships with parents and community stakeholders to support student learning.
- **Organizational Excellence:** Building sustainable systems that promote collaboration, professional growth, and continuous improvement.

Through intentional planning and a commitment to excellence, Baylor Elementary will lay the foundation for a tradition of academic achievement and community pride.

Demographics

Demographics Summary

Baylor Elementary was founded in August of 2025; the enrollment is currently 517 students.

Demographics Strengths

TBD

Student Achievement

Student Achievement Summary

As a newly established campus, Baylor Elementary begins its inaugural year without prior student performance data. This provides a unique opportunity to set strong academic foundations and establish systems that will drive continuous improvement over time. Our focus is on ensuring that all students meet or exceed grade-level expectations in reading, mathematics, and foundational skills, while also addressing social-emotional learning and enrichment opportunities.

Key areas of emphasis for student achievement include:

- **Literacy Development:** Implementing a comprehensive, evidence-based literacy program that ensures all students develop strong reading, writing, and communication skills by third grade. Early assessments will be used to identify student strengths and gaps in order to provide targeted interventions.
- **Mathematics Proficiency:** Establishing a solid foundation in number sense, problem-solving, and critical thinking through high-quality instruction and differentiated support.
- **Equity and Access:** Ensuring all students, regardless of background, receive the support and resources needed to succeed, with particular attention to at-risk, English learners, and special education students.
- **Data-Driven Instruction:** Creating a campus-wide culture of formative assessment and progress monitoring to inform instructional practices and interventions.
- **Whole-Child Development:** Recognizing that academic success is connected to social-emotional well-being, Baylor Elementary will embed practices that foster resilience, confidence, and positive relationships.

Our goal in Year 1 is to establish baseline academic data through universal screeners and local assessments, and to build instructional systems that will allow Baylor Elementary to set ambitious yet attainable student achievement targets for subsequent years.

Student Achievement Strengths

To Increase the following on STAAR 2026 with our current 3rd - 5th grade students based on the data from their previous campuses:

RLA 85% Approaches - 50% Meets - 25% Masters

Math 75% Approaches - 45% Meets - 25% Masters

Science 60% Approaches - 25% Meets - 15% Masters

Campus Culture and Climate

Campus Culture and Climate Summary

As a new school community, Baylor Elementary is committed to cultivating a positive, inclusive, and supportive environment where students, staff, and families feel welcomed, valued, and engaged. Establishing a strong school culture and climate is essential in our inaugural year, as it lays the foundation for academic achievement, social-emotional growth, and long-term success.

Baylor Elementary will intentionally build a culture rooted in respect, responsibility, and relationships. Our focus is on developing shared expectations for behavior, fostering a sense of belonging, and creating a safe and nurturing environment that allows every student to thrive. Staff members will model and reinforce positive behaviors, celebrate diversity, and integrate social-emotional learning into daily instruction.

Key priorities for campus culture and climate include:

- **Safety and Belonging:** Ensuring all students feel emotionally and physically safe, supported, and connected to the school community.
- **Positive Behavior Supports:** Implementing consistent expectations and proactive systems (such as PBIS or restorative practices) to encourage positive choices and address challenges constructively.
- **Inclusive Environment:** Celebrating cultural, linguistic, and individual diversity while promoting equity for all learners.

- **Family and Community Partnerships:** Building strong, trusting relationships with families and stakeholders to create a collaborative school community.
- **Staff Collaboration and Well-Being:** Supporting teacher growth, teamwork, and morale to sustain a positive learning environment for students.

Through intentional relationship-building, shared accountability, and a commitment to excellence, Baylor Elementary will establish a culture where students love learning, staff feel empowered, and families are active partners in education.

Campus Culture and Climate Strengths

TBD

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our focus is on recruiting highly qualified, diverse educators and support staff who are committed to academic excellence, equity, and whole-child development. Once recruited, Baylor Elementary is equally committed to providing the resources, professional development, and leadership support necessary to retain effective staff and foster long-term growth.

By investing in recruitment strategies, targeted professional development, and systems of support, Baylor Elementary will establish a high-performing team dedicated to student achievement and long-term campus success.

Staff Quality, Recruitment, and Retention Strengths

TBD

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instruction at Baylor Elementary will be driven by a district-aligned curriculum, supported by research-based best practices, and differentiated to meet the diverse needs of learners. Teachers will work collaboratively in Professional Learning Communities (PLCs) to plan lessons, analyze data, and adjust instruction to ensure student mastery.

Assessment will play a key role in our instructional model. Universal screeners (MAP Assessments), formative assessments (Mid-Module Assessments), and district benchmarks will be used to monitor progress, identify gaps, and provide timely interventions. The use of data will guide decision-making at every level, ensuring equity in access to resources and opportunities for all students.

Curriculum, Instruction, and Assessment Strengths

TBD

Parent and Community Engagement

Parent and Community Engagement Summary

As a new school, Baylor Elementary is dedicated to building strong partnerships with parents, families, and community stakeholders to support student success. We recognize that meaningful family and community engagement is vital for creating a positive school culture, enhancing student learning, and fostering trust and collaboration.

Our goal is to establish a welcoming, inclusive environment where families feel valued as active partners in their child's education. We will provide multiple opportunities for parents to engage with the school through communication, events, volunteer opportunities, and decision-making roles. Community partnerships will be cultivated to expand student learning experiences, provide resources, and strengthen support networks for families.

Parent and Community Engagement Strengths

TBD

School Context and Organization

School Context and Organization Summary

Baylor Elementary, as a newly established campus, has the unique opportunity to design systems, structures, and practices that will foster a culture of excellence, collaboration, and equity from the beginning. Our organizational framework is focused on ensuring that every student has access to high-quality instruction, a safe and supportive learning environment, and opportunities for growth and success.

The school will operate with a student-centered approach, prioritizing instructional time, collaborative teacher planning, and effective use of resources. Decision-making will be guided by data and aligned with district and state expectations to ensure consistency, equity, and continuous improvement.

School Context and Organization Strengths

TBD

Technology

Technology Summary

As a new school, Baylor Elementary has the opportunity to design and implement a technology plan that supports 21st-century learning from the start. Technology integration will serve as a critical tool for instruction, assessment, collaboration, and communication, ensuring that students and staff are prepared for success in a rapidly evolving digital world.

Our goal is to create equitable access to devices, digital resources, and instructional tools that enhance learning, foster creativity, and support individualized instruction. Staff will receive training and ongoing support to use technology effectively as a means to increase student engagement, close achievement gaps, and extend learning beyond the classroom.

By prioritizing equitable access, intentional integration, and ongoing support, Baylor Elementary will leverage technology as a foundation for innovation, efficiency, and student success.

Technology Strengths

TBD

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: Close achievement gaps in 3-5 grade math and reading. Students will be determined by District Benchmarks for Round 1 and BOY MAP Data. Expected Result/Impact: Student data to increase and we meet our campus goals Staff Responsible for Monitoring: Principals, AP, TDSIs	Formative			Summative
	Nov	Feb	May	July

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

Develop and implement small-group strong intervention procedures and process instructions that will be done daily during normal periods during the ½ ½-hour intervention block. Expected Result/Impact: Closing of student academic gaps Staff Responsible for Monitoring: Principals, APs, TDSIs, Teachers				
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Strategy 3 Details	Reviews			
Strategy 3: Develop and implement academic monitoring implementation expectations. Expected Result/Impact: Teachers will know and understand student deficits and misconceptions during TIER 1 and respond immediately in real-time in small group instruction. Staff Responsible for Monitoring: Principals, AP, TDSIs	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews
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Strategy 1: Teachers will receive ongoing professional development and collaborative planning time at least one hour per week to align instruction with district expectations, while students will be provided with targeted interventions, enrichment opportunities, and access to high-quality instructional materials and technology. Expected Result/Impact: Improvement in classroom Tier 1 instruction Staff Responsible for Monitoring Principals, AP, TDSIs	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Conduct formal observations followed by a Post Conference to provide feedback on strengths and an area for growth that will produce the most overall growth for teachers and students Expected Result/Impact: Increase Tier 1 instruction that increases student data Staff Responsible for Monitoring: Principals & AP	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
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Strategy 3: Conduct weekly walk-through observations and provide immediate coaching & feedback to teachers and utilize findings to prepare professional development based on campus and individual teacher needs for After School Thinking Thursdays PD.	Formative			Summative
	Nov	Feb	May	July
	%			
Expected Result/Impact: Increased Tier 1 instruction while addressing the individual needs of teachers				
Staff Responsible for Monitoring: Principals, AP, TDSIs				

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Incorporate GT practices/strategies with students who are GT/Talent Pool/High Performing				
Expected Result/Impact: All students performing at 25% Mastery level on STAAR Assessment for all subjects tested				
Staff Responsible for Monitoring: Principals, AP, TDSIs				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Students will engage in real-world lessons, events, and experiences that have strong connections to college prep & Career Pathways through career days, guest speakers, monthly college and career of the month highlights, and field trips to college campuses. Expected Result/Impact: Students will develop leadership and collaboration skills transferable to future success and early exposure to college and career pathways, fostering long-term goal setting. Staff Responsible for Monitoring: Counselor, Principals, TDSIs	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Students will experience a strong, embedded college prep culture through rituals such as morning meetings, student leadership roles, opportunities for students to take ownership of their learning, and other college/career focuses that demonstrate a culture of high expectations. Expected Result/Impact: Students will have increased student confidence and self-advocacy skills, a stronger sense of belonging and community within the school, and a positive, college-going mindset reinforced daily through rituals and routines.	%			

Staff Responsible for Monitoring				
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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: Each content area will host a family learning night (Math, ELAR, science/STEM). Expected Result/Impact: Increase of parent involvement Staff Responsible for Monitoring: Principals, AP, TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Increase parent involvement through the All Pro Dads Programming with the leadership of the campus parent liaison. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

Increased presence and support from Baylor Dads which will indirectly impact student behaviors				
Staff Responsible for Monitoring:				
Principals, AP, Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Establish a reading volunteer and mentorship program that allows community members to engage directly with students and support campus initiatives in the area. Expected Result/Impact: Increased reading stamina and fluency while also integrating a desire and love for reading. Staff Responsible for Monitoring: Principals, AP, ELAR TDSI	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: Seek support from local vendors to help boost and increase productivity on campus.	Formative			Summative
	Nov	Feb	May	July
	%			

(i.e. Nicky Ds—offering gift card to teacher of the month, local church donations for students Character Strong Awards ceremony) Expected Result/Impact: Boost in campus morale, parent involvement, and highlighting/recognizing student accomplishments regarding Character Trait awards. Increase in community involvement and collaboration with key stakeholders. Staff Responsible for Monitoring: Principals, AP, Counselor				
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Strategy 2 Details	Reviews			
Strategy 2: Participate in the Education in Training Mentorship (CISD) Program with high school students. Expected Result/Impact: Molding and preparing high school students for a possible future career in teaching. Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
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Strategy 3: Conduct parent, student, and staff surveys every semester to gain more knowledge of strengths, gaps, and supports/areas of concern. Expected Result/Impact: Target campus and district supports to close gaps and address concerns for students, parents, and staff. Staff Responsible for Monitoring: Principals, Assistant Principals	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: Complete monthly newsletter to parents at least once a month with campus updates and information Expected Result/Impact: Clear and concise communication with parents as well as openness while building relationships Staff Responsible for Monitoring: Principals, AP, Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews
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Strategy 2: Conduct regular parent-teacher meetings, and start student focus groups Expected Result/Impact: Share updates and gather feedback on school programs and initiatives. Staff Responsible for Monitoring: Principals, AP	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Expected Result/Impact: Staff Responsible for Monitoring:	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: Weekly PLCs with all teachers to communicate misconceptions and allow time for lesson rehearsal and resource creation opportunities. Expected Result/Impact: Increased effectiveness of Tier 1 Instruction and allow for Staff Responsible for Monitoring: Principals, AP, TDSIs	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Prescriptive professional development opportunities based on teacher needs (i.e. classroom management, procedures, etc.) Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

Increased teacher knowledge and pedagogy				
Staff Responsible for Monitoring: Principals, AP				

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: All new staff will participate in the district MINT Program (Mentorship) and the Newbie Network with the leadership of the campus MINT Advisor. Expected Result/Impact Increased teacher knowledge and pedagogy, as well as ongoing support for new teachers throughout the year. Staff Responsible for Monitoring: Principals, MINT Advisor, & AP	Formative			Summative
	Nov	Feb	May	July
	%			

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

Expected Result/Impact:				
Staff Responsible for Monitoring: Principals & AP				

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: Assignment of team leads for each grade level/team while holding team lead meetings at least once every 5-6 weeks Expected Result/Impact: Increased teacher-leadership opportunities Staff Responsible for Monitoring: Principals & AP	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Offer monthly team building activities as well as monthly morale boosters	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Teachers feel valued and want to return in the future years Staff Responsible for Monitoring: Principals & AP				

Strategy 3 Details	Reviews			
Strategy 3: Expected Result/Impact: Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

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: Campus-based fire drills at least once/month Expected Result/Impact: Students and teachers are aware how to exit the building in an orderly manner Staff Responsible for Monitoring: AP, Principals	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Campus-based lockdown drills that occur each semester Expected Result/Impact: Students and teachers are aware of the protocol on how to maintain safety	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: AP, Principals				
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Strategy 3 Details	Reviews			
Strategy 3: Establishing a student Safety Patrol to give students an opportunity to help lead on the campus. Expected Result/Impact: Building leadership skills in students, giving students voice in decision-making, and ensuring role models for other students. Staff Responsible for Monitoring: AP, Principals	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Embed SEL into daily instruction to help students develop empathy, self-regulation, resilience, and problem-solving skills by having teachers conducting daily morning meetings—embedded into the master schedule	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Stronger student/teacher relationships; students more likely to cooperate with teacher Staff Responsible for Monitoring: Counselor, AP, Principals				

Strategy 2 Details	Reviews			
Strategy 2: Campus-based PBIS (Positive Behavioral Interventions and Supports) that establish clear expectations, reinforce positive behavior, and provide consistent consequences. - Cowboy Connection store with Baylor Bucks for student use Expected Result/Impact: Motivating students across the campus to demonstrate positive behaviors Staff Responsible for Monitoring: AP, Principals, Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Invicta Counseling Program—for students with a significant need Expected Result/Impact: Students feels safe, important, and welcomed. Staff Responsible for Monitoring: Counselor, Principals and AP	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 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:	Formative			Summative
	Nov	Feb	May	July
	%			
Expected Result/Impact:				
Staff Responsible for Monitoring:				

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

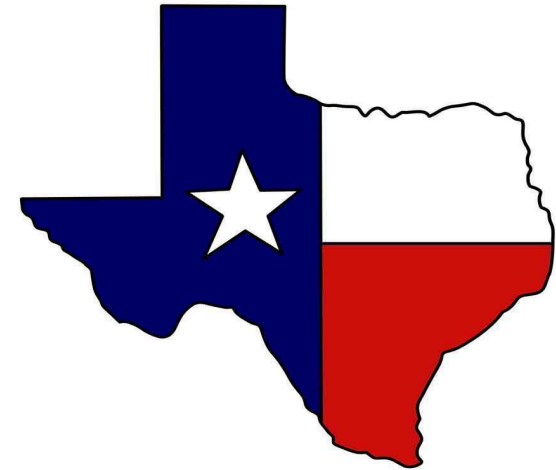
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources:

Strategy 1 Details		Reviews		
Strategy 1: Monitor teacher workload and provide planning time, collaborative planning periods, and support staff to reduce stress and burnout-by way if informal meetings and staff surveys Expected Result/Impact: Less stressed teachers/less burnout Staff Responsible for Monitoring Principals, AP	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details		Reviews		
Strategy 2: Celebrate staff accomplishments regularly to promote morale and a sense of value with newsletter shout-outs and teacher of the month. Expected Result/Impact Staff feels recognized and appreciated. Staff Responsible for Monitoring: Principals, AP	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
Bianca Green & Dr. Falcia Tate		Principal – Chairperson

