



DALLAS PARK ELEMENTARY
SCHOOL

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

Table of Contents

Mission Statement	2
Vision	2
Campus Values	2
Comprehensive Needs Assessment	3
Demographics	4
Student Achievement	5
Campus Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goal 1 – Thriving Students	14
Goal 2 – Engaged Community	25
Goal 3 – Empowered Staff	34
Goal 4 – Safe and Healthy Environment	38
State Compensatory	47
Title I Schoolwide Elements	48
Addendums	51

Mission Statement

Dallas Park Elementary will equip ALL students to be the best version of themselves socially, emotionally, and academically.

Vision

Dallas Park Elementary will provide an educational foundation that inspires students to be life-long learners and productive global citizens.

Campus Values

Dallas Park is the place to be for pride, respect, and dignity. Joining hands as we lead the way to successful learning everyday!

Guidelines for Success: Be Respectful, Be Responsible and Be Aware.

Excellence is a HABIT.



Comprehensive Needs Assessment

Needs Assessment Overview

The 2025 Comprehensive Needs Assessment for DPE highlights notable strengths in student achievement, staff quality, and family engagement. Students demonstrated measurable growth in reading, math, and science, supported by high-quality instructional materials and dedicated intervention time. The campus is strengthened by highly qualified staff, effective mentoring for new teachers, and consistent family partnerships through events, communication, and PTA initiatives. Areas identified for growth include expanding targeted interventions, fully implementing PBIS to enhance school culture, refining professional development, and strengthening parent and community collaboration. With these priorities in focus, DPE remains committed to fostering academic excellence, a positive school climate, and meaningful family engagement to ensure student success.

Demographics

Demographics Summary

Dallas Park Elementary is in Crowley ISD, a suburban school district with 17 elementary schools, 4 middle schools, 2 high schools, 2 freshman campuses, a career and technology center and one alternative education campus. DPE serves students from varied ethnic heritages and cultures and in 2024 - 2025, total enrollment was 548 students in grades PreK - 5. The student population was 56% African American, 21% Hispanic, 6% Asian, 11% White and 6% two or more races.

Our 52 gifted and talented students constituted 9% of our population.

We had 45 students that qualified for special education services, which represented 8% of our population. There were 16 students with 504 accommodations, which was 2% of the total enrollment.

The average daily attendance for our campus in 2024 - 2025 was 94%, which increased by 2% from the prior year.

Demographics Strengths

An increased number of educators contributes to a broader range of teaching styles, professional experiences, and perspectives, which collectively enhance instructional practices, enrich classroom discourse, and promote the development of learners' critical thinking skills.

Student Achievement

Student Achievement Summary

In 2025, Dallas Park Elementary achieved **69% Approaches, 41% Meets, and 9% Masters in Reading/Language Arts; 65% Approaches, 39% Meets, and 14% Masters in Mathematics; and 61% Approaches, 27% Meets, and 4% Masters in Science**. Overall, **66% of students scored Approaches or above, 38% at Meets, and 10% at Masters** across tested subjects. Gifted and Talented students performed at high levels (**94% Approaches, 73% Meets, 29% Masters**), while economically disadvantaged students (65% of enrollment) performed below peers at the Meets level (**34% vs. 45%**). Students receiving Special Education services scored **50% Approaches, 35% Meets, and 10% Masters**, and English Learners achieved **76% Approaches, 43% Meets, and 20% Masters**, highlighting areas for targeted support. Areas of need include raising achievement at the *Meets* and *Masters* levels, strengthening outcomes for SPED and EB/EL students, and increasing mastery in science. The campus will address these priorities through targeted interventions, writing across the curriculum, expanded co-teaching, inquiry-based science instruction, and continued professional collaboration through PLCs.

Student Achievement Strengths

Consistent student growth across 3rd–5th grade in Reading and Math.

Gifted and Talented (G/T) students achieved at high levels, with **94% Approaches, 73% Meets, and 29% Masters** across all subjects

Positive outcomes for students continuously enrolled, who outperformed non-continuously enrolled peers.

Effective use of high-quality instructional materials (HQIM), data walls, and PLC-driven planning.

Use of high-quality instructional materials.

Campus Culture and Climate

Campus Culture and Climate Summary

Dallas Park Elementary promotes a positive school culture through monthly recognition of students who exemplify respect, responsibility, and awareness. To strengthen consistency and inclusivity, the campus will implement a schoolwide PBIS framework and gather stakeholder feedback through after-action surveys. By fostering a safe, supportive, and collaborative environment, the campus will not only enhance student well-being and engagement but also create the conditions necessary for stronger academic growth and overall student success.

The campus also celebrates student achievement and encourages attendance through initiatives such as awarding bicycles to students with perfect attendance.

Students can join clubs at DPE such as UIL Competition (i.e. Battle of the Books, Ready Writing, etc.), STEM, and DPE Run Club.

Campus Culture and Climate Strengths

The campus climate for staff is supported through intentional organizational structures.

The master schedule, which includes a dedicated one-hour intervention block, further reflects the campus's commitment to providing targeted academic support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DPE is committed to recruiting and retaining highly qualified staff while fostering a supportive and collaborative campus culture.

Staff Quality, Recruitment, and Retention Strengths

Recruitment of highly qualified and effective staff through in-person interviews and campus tours

Staff input on major campus events and activities

Strong community connections, with several staff members having ties to DPE or CISD

Mentoring for first-year and new teachers through the *Newbie Network*

Use of walkthrough data to guide professional development

Weekly PLCs to build capacity and support continuous improvement

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DPE uses district curriculum guides, pacing calendars, daily instructional guides, and *Look Forward* protocols to support consistent, high-quality instruction across all grade levels.

Curriculum, Instruction, and Assessment Strengths

Use of high-quality instructional materials: Benchmark (Reading) and Eureka (Math) aligned to TEKS

Aligned assessments, including Quick Checks for Reading and Math

Daily planning informed by curriculum guides and protocols

Focus Areas (2025–26):

- Internalize and customize lessons to meet the needs of all student groups
- Leverage companion guides during PLCs to enhance lesson delivery and pacing
- Conduct planning sessions to support vertical alignment across grade levels

Parent and Community Engagement

Parent and Community Engagement Summary

DPE fosters strong family and community engagement through consistent communication and opportunities for involvement.

Parents have the opportunity to be involved with All Pro Dads, PTA, Principal's Roundtable (Campus Site Based Decision Making Committee).

Additionally, the campus hosts a variety of enriching events, including Family Night Bingo, *Stemoween*, Choir performances, and the Scholastic Book Fair, which promotes student engagement, creativity, and a positive school culture.

Parent and Community Engagement Strengths

To maintain open communication and keep families informed, the principal publishes a weekly newsletter, *Panther Weekly*, which highlights campus events and features photos of student and staff activities.

Weekly newsletter from Principal Pryor to keep families informed of school and district events

Opportunities for parents/guardians to eat lunch and visit classrooms

Teacher communication via ClassDojo and Remind

Campus events including Meet the Teacher, Fall Festival/Stemoween, Open House, Spring Family Dance, fundraising events (Big Kahuna, Popcorn, Spirit Wear), and Spirit Nights at Texas Roadhouse

School Context and Organization

School Context and Organization Summary

The campus serves a high population of students with special needs, and, upon request, the district provided training for teachers and administrators on eShars and classroom setup. Behavior supports and strategies were implemented for primary students exhibiting concerning behaviors while awaiting Child Find evaluations. Each grade level has a one-hour intervention block built into the master schedule, and mid-year adjustments were made for grades 3–5 to address new instructional needs.

School Context and Organization Strengths

- Use of exit tickets to monitor student understanding
- Master schedule includes a one-hour intervention block

Focus Areas (2025–26):

- Implement alternating duty rosters at the semester
- Require mandatory club sponsorship to support student engagement
- Adjust master schedule to incorporate flex time for lunch coverage by paraprofessionals
- Establish a monthly library schedule to promote literacy and maximize library use
- Enhance technology integration to support instruction and interventions

Technology

Technology Summary

DPE provides robust technology integration to support instruction and student learning. Each classroom is equipped with a Chromebook cart, allowing for 1:1 student access during daily instructional activities and assessments. This access enables teachers to leverage digital tools for differentiated instruction, formative assessments, and interactive learning experiences, ensuring students are actively engaged and technology skills are continually developed.

Technology Strengths

Chromebook carts in every classroom supporting 1:1 student access

Technology use integrated into instruction and assessments to enhance learning

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: STAAR scores, benchmark assessments, Quick Checks, and other formative and summative assessments, STEM activities, engagement in clubs, attendance data for special programs and events, and surveys (student, parent, and teacher)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement real-world experiential opportunities such as Career Day, Field Trips to local businesses, Project Based Learning, online tools and simulations to connect classroom instruction to practical applications and post-graduation success. \$850.00 Expected Result/Impact: Students will demonstrate increased engagement, improved academic achievement, and the development of critical thinking, problem-solving, and career-readiness skills. Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs), and grade-level teachers will monitor implementation through lesson plans, student work samples, assessments, and PLC discussions. Funding Source: Title I, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Integrate STEM activities through Science and the campus Maker Space. \$1500.00 Recyclables (bottles, cardboard, caps, paper rolls) → Build prototypes and models. Measuring Tools (rulers, scales, thermometers) → Reinforce math and data collection. Technology Tools (tablets, apps, robotics kits) → Apply coding, research, and presentation skills. Science Kits (magnets, circuits, simple machines) → Explore foundational physics concepts. Expected Result/Impact: Students will gain exposure to potential career paths, strengthen real-world problem-solving skills, and demonstrate preparedness for post-secondary success.	%			

Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs), grade-level teachers, STEM coordinator, and counselor. Funding Source: Title I, Part A				
--	--	--	--	--

Strategy 3 Details	Reviews			
Strategy 3: Offer academic clubs, and extracurricular activities that promote creativity, leadership, and critical thinking. Battle of the Books, Crafty Kids Club, Green Team, National Elementary Honor Society, Once Upon a Book Club, DPE Run Club and STEM Club Expected Result/Impact: Students will develop social-emotional skills, leadership abilities, and higher-order thinking, contributing to well-rounded academic and personal growth. Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs), club sponsors, and teachers.	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: Evidence that teachers are using HQIM and resources in daily instruction, Alignment of lesson plans to district curriculum and TEKS, Administrative and instructional coach walkthroughs documenting implementation of HQIM, Observation notes on usage fidelity and integration into instruction, Evidence of PD sessions focused on implementing HQIM and instructional best practices.

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction and targeted interventions to meet the diverse learning needs of all students. MTSS (interventions during the school day), After School Tutoring \$3000.00 Expected Result/Impact: All students will have equitable access to rigorous, district-aligned curriculum, resulting in improved academic outcomes and mastery of grade-level standards.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs) and teachers.				
Funding Source: Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Ensure all classrooms have access to high-quality instructional materials (HQIM) and necessary resources aligned to district curriculum. \$600.00 Expected Result/Impact: Teachers will consistently deliver district-aligned lessons, ensuring all students benefit from high-quality instructional resources and opportunities. Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs) and teachers. Funding Source: Title I, Part A	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Leverage technology, PLCs, and professional development to support teachers in implementing district-aligned instructional systems and best practices. Expected Result/Impact: Teachers will increase instructional effectiveness, students will experience equitable learning opportunities, and data-driven practices will guide continuous improvement. Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs) and teachers.	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources: Evidence of differentiation strategies in daily instruction, including small group instruction and scaffolding, Portfolios or projects showing individualized learning outcomes, intervention logs (MTSS), growth data for specific student groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July

Strategy 1: Integrate social-emotional learning (SEL) and leadership opportunities into daily instruction and school programs.

Expected Result/Impact: Students will build resilience, self-management, teamwork, and leadership skills, supporting personal growth and preparedness for future academic and career challenges.

Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs), teachers and counselor.

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2: Provide differentiated instruction, interventions, and enrichment opportunities to ensure all students master grade-level standards.

Expected Result/Impact: Students will achieve academic proficiency, closing achievement gaps, and building the knowledge and skills necessary for future college, career, and military readiness.

Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs) and teachers.

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3: Implement early exposure to STEM, career exploration, and real-world problem-solving activities through classroom projects, clubs, and special events.

Expected Result/Impact: Students will develop foundational skills, curiosity, and an understanding of potential career pathways, fostering long-term college, career, and future readiness.

Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs), teachers and STEM coordinator.

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: Sign-in sheets for Open House, Meet the Teacher, PTA meetings, literacy nights, STEM nights, and other family events, Number of families attending virtual events or webinars, Records of family or community members volunteering for school activities or programs, Participation in advisory committees (PTA, CPOC).

Strategy 1 Details	Reviews			
Strategy 1: Host family engagement events such as Open House, Meet the Teacher, STEM/STEAM nights, and literacy or cultural celebrations. DPE Family Bingo Night, Stemoween & Fall Festival, PTA Spring Dance, All Pro Dads, Read Across America, Field Day, Grandparents Day, Veterans' Day \$750.00 Expected Result/Impact: Families will be actively involved in their child's learning, strengthening home-school connections and supporting student academic and social-emotional growth. Staff Responsible for Monitoring: Campus leadership team, grade-level teachers, and PTA representatives. Funding Source: Title I, Part A	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement communication systems to provide timely updates and resources, including newsletters, ClassDojo, Remind, and social media. Panther Weekly (Principal's Newsletter through SMORE), DPE Facebook Expected Result/Impact: Families and community members will have consistent access to information, resources, and opportunities to engage with the school, increasing participation and collaboration.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs) and teachers.				
--	--	--	--	--

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Develop community partnerships and volunteer opportunities that connect students with local businesses, organizations, and civic programs. Dyslexia Awareness Month, Read Across America - volunteers come and read Expected Result/Impact: Students will gain exposure to real-world experiences, families will have meaningful ways to contribute, and community partnerships will enhance educational programs and resources. Staff Responsible for Monitoring: Campus leadership team, community liaison, teachers, and PTA representatives.	%			

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: Memorandums of understanding (MOUs) or partnership agreements with local businesses, universities, and community organizations, Logs of partnership activities, programs, or sponsored events, Frequency and quality of partner meetings, communications, and coordinated initiatives, Tracking continuity and longevity of partnerships over time.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Develop partnerships with local businesses, higher education institutions, and community organizations to provide mentorships, internships, and real-world learning opportunities. Expected Result/Impact: Students will gain exposure to career pathways, applied learning experiences, and increased engagement, enhancing academic and personal growth. Staff Responsible for Monitoring: Campus leadership team, community liaison, grade-level teachers, and STEM coordinator.	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Collaborate with community organizations to sponsor family engagement events, workshops, and extracurricular programs. AP Ranch, Texas Roadhouse Monthly Spirit Nights, Versaprinting Expected Result/Impact: Families and students will have meaningful opportunities to connect with the school and community, strengthening home-school partnerships and supporting student success. Staff Responsible for Monitoring: Campus leadership team, PTA representatives, and grade-level teachers.	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Establish ongoing communication channels with partners to align support and resources with student and campus needs. Expected Result/Impact: Community partnerships will be sustained and strategic, ensuring resources and programs effectively enhance student learning experiences. Staff Responsible for Monitoring: Campus leadership team and community liaison.	%			

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: Engagement statistics from newsletters, emails, and digital platforms (ClassDojo, Remind, social media), Parent and community surveys on communication effectiveness and satisfaction, Feedback forms collected at events, meetings, or online, Attendance records for family nights, town halls, PTA meetings, and other interactive events, Social media interactions (likes, comments, shares) and website traffic related to school communications.

Strategy 1 Details	Reviews			
Strategy 1: Utilize multiple communication platforms—including newsletters, ClassDojo, Remind, social media, and school website—to share timely and relevant information with families and the community. Expected Result/Impact: Families and community members will receive consistent, accessible, and actionable information, improving engagement and support for student learning. Staff Responsible for Monitoring: Instructional leadership team (campus administration and TDSIs) and teachers.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Offer interactive opportunities such as surveys, parent feedback forms, virtual town halls, and Q&A sessions to gather community input. Expected Result/Impact: Families and community members will have meaningful avenues to provide input, ensuring communication meets diverse needs and informs school improvement. Staff Responsible for Monitoring: Campus leadership team and PTA representatives.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide multilingual and accessible communication materials to meet the needs of all families, including those with limited English proficiency or accessibility needs.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: All families will have equitable access to school information, fostering inclusion, engagement, and stronger home-school partnerships.				
Staff Responsible for Monitoring: Campus leadership team and LPAC coordinator.				

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: Post-PD surveys to gauge relevance, effectiveness, and applicability of professional learning, Focus group feedback from teachers and staff regarding needs and outcomes, Administrative and instructional coach walkthroughs to evaluate whether strategies from PD are being implemented in classrooms, Peer observation and feedback logs.

Strategy 1 Details	Reviews			
Strategy 1: Conduct a needs assessment through surveys, focus groups, and feedback from teachers and staff to identify strengths and gaps in current professional learning offerings. Expected Result/Impact: Professional development will be more targeted and relevant, increasing teacher engagement, skill development, and instructional effectiveness. Staff Responsible for Monitoring: Campus leadership team	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement differentiated and job-embedded professional learning, including PLCs, peer observations, and collaborative planning sessions. Expected Result/Impact: Teachers will receive tailored support to improve classroom instruction, resulting in increased student engagement and academic achievement. Staff Responsible for Monitoring: Campus leadership team and grade - level teachers	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 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources: Mentor logs documenting support provided and progress of new staff, Administrative observations and reflections on new staff engagement and integration, Walkthroughs and classroom observations measuring integration of campus expectations and instructional practices, Review of lesson plans and student work to assess alignment with district curriculum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Assign each new staff member an on-site mentor through the <i>Newbie Network</i> to provide ongoing guidance, coaching, and support during the first year. Expected Result/Impact: New staff will receive personalized support, improving instructional practices, fostering collaboration, and promoting long-term retention. Staff Responsible for Monitoring: Campus leadership team and assigned mentors	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Provide targeted professional development sessions for new staff, including PLC participation, classroom management strategies, and curriculum alignment support. Expected Result/Impact: New staff will develop the skills necessary to deliver effective instruction, engage students, and implement district-aligned curriculum with fidelity. Staff Responsible for Monitoring: Campus leadership team	%			

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: Attendance and engagement in leadership meetings or initiatives, Feedback on mentorship and support received through the *Newbie Network*, Records of attendance at orientation sessions, professional development, and PLC participation, Logs of mentorship meetings and coaching sessions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 1: Create teacher leadership roles such as grade-level or content-area leads, PLC facilitators, and mentorship coordinators. Expected Result/Impact: Teachers will develop leadership skills, take ownership of instructional initiatives, and feel empowered, contributing to higher job satisfaction and long-term retention. Staff Responsible for Monitoring: Campus leadership team and grade-level teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Provide ongoing professional development and training focused on leadership skills, instructional coaching, and collaborative decision-making. Expected Result/Impact: Teachers in leadership roles will enhance their instructional expertise, strengthen collaboration among peers, and positively influence student outcomes. Staff Responsible for Monitoring: Campus administrators and TDSIs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3: Establish formal recognition and feedback systems to acknowledge teacher leadership contributions and provide opportunities for reflection and growth. Expected Result/Impact: Teachers will feel valued and supported, fostering a positive school culture and improving staff morale and retention. Staff Responsible for Monitoring: Campus leadership team and HR liaison				

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: Office referrals, disciplinary incidents, and suspension/expulsion rates, Trends in behavior across grade levels or specific groups of students, Documentation of completed safety drills (fire, lockdown, evacuation), Reports from safety inspections or facility audits, Student attendance and tardiness rates as indirect measures of school climate and perceived safety.

Strategy 1 Details	Reviews			
Strategy 1: Implement and consistently reinforce school-wide behavioral expectations and positive behavior supports, including PBIS strategies. \$750 Expected Result/Impact: Students will demonstrate improved behavior, a stronger sense of safety, and increased engagement, contributing to a positive and nurturing campus climate. Reduce ISS/OSS by 10%. Staff Responsible for Monitoring: Campus leadership team, counselors, behavior specialists, and classroom teachers. Funding Source: Title I, Part A	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Conduct regular safety drills, review emergency procedures, and maintain secure facilities and access protocols. Expected Result/Impact: Students, staff, and visitors will feel confident in their safety, and the campus will be prepared to respond effectively to emergencies. Staff Responsible for Monitoring: Campus leadership team and safety and security staff	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide social-emotional learning (SEL) programs and support services to foster students' emotional well-being and conflict-resolution skills. Expected Result/Impact: Students will develop resilience, self-regulation, and interpersonal skills, resulting in a more supportive and nurturing school environment. Staff Responsible for Monitoring: Counselors, SEL coordinators, campus leadership team, and classroom 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 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: Office referrals, disciplinary incidents, and trends in positive behaviors, Recognition program participation and documented improvements in behavior, Pre- and post-assessments of SEL skills (self-awareness, self-management, relationship skills, responsible decision-making), Student reflection surveys or journals documenting SEL growth, Student, teacher, and parent surveys regarding perceived campus climate, safety, and overall well-being, Teacher and staff feedback on the effectiveness of SEL and wellness initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Implement comprehensive social-emotional learning (SEL) programs and character education lessons across all grade levels. Expected Result/Impact: Students will develop self-awareness, self-management, relationship skills, and responsible decision-making, contributing to a positive and supportive campus climate. Staff Responsible for Monitoring: Counselor, classroom teachers, and campus leadership team.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
--------------------	---------	--	--	--

Strategy 2: Integrate wellness initiatives and support services, such as counseling, mindfulness activities, and health programs, to address students' emotional, mental, and physical well-being. Expected Result/Impact: Students will experience improved emotional regulation, reduced stress, and overall well-being, supporting academic engagement and success. Staff Responsible for Monitoring: Counselor, nurse, campus leadership team, and support staff.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Recognize and celebrate student achievements, growth, and positive behaviors through awards, assemblies, and school-wide acknowledgment programs. \$1000.00 Expected Result/Impact: Students will feel valued and motivated, fostering a sense of belonging, engagement, and a positive school culture. Staff Responsible for Monitoring: Campus leadership team, classroom teachers, and student support staff.	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources: Family surveys assessing perceptions of the school's welcoming environment and engagement opportunities, Staff surveys regarding campus culture, morale, and opportunities for collaboration, Staff retention rates as an indicator of a positive workplace culture, Trends in family engagement over time, including repeat participation in events.

Strategy 1 Details	Reviews			
Strategy 1: Promote a positive staff culture through recognition programs, team-building activities, and opportunities for collaboration and shared leadership.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Staff will feel valued and connected, strengthening morale, collaboration, and retention, which contributes to a welcoming and supportive school environment. Staff Responsible for Monitoring: Campus leadership team and HR liaison				
--	--	--	--	--

Strategy 2 Details	Reviews			
Strategy 2: Implement a communication plan that ensures timely, transparent, and interactive communication with families and staff using newsletters, ClassDojo, Remind, social media, and the school website. Expected Result/Impact: Families and staff will receive consistent, relevant information, increasing engagement, collaboration, and trust in the school community. Staff Responsible for Monitoring: Campus leadership team and grade-level 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: Attendance logs for wellness programs, fitness challenges, mindfulness sessions, and workshops, Number of staff utilizing Employee Assistance Programs (EAP) or counseling services, Reports from wellness programs tracking improvements in physical activity, stress management, or engagement in holistic health activities, Self-reported changes in stress levels, well-being, or work-life balance, Recognition of staff self-care practices and holistic health efforts.

Strategy 1 Details	Reviews			
Strategy 1: Offer wellness programs and initiatives such as mindfulness sessions, fitness challenges, nutrition workshops, and stress management resources. Expected Result/Impact: Staff will develop strategies to manage stress, improve physical and mental health, and maintain overall well-being, contributing to increased job satisfaction and productivity.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Campus leadership team and HR liaison.				
---	--	--	--	--

Strategy 2 Details	Reviews			
Strategy 2: Provide flexible work supports and resources, such as scheduled planning times, mental health days, and access to counseling or Employee Assistance Programs (EAP). Expected Result/Impact: Staff will experience reduced burnout, better work-life balance, and improved capacity to support students, positively affecting retention and campus climate. Staff Responsible for Monitoring: Campus leadership team and HR liaison.	Formative			Summative
	Nov	Feb	May	July
	%			

State Compensatory



Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
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

[illegible]

