



JACKIE CARDEN ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Jackie Carden Elementary is committed to providing a safe and inclusive learning environment where all students succeed academically, socially and emotionally.

Vision

Jackie Carden Elementary will provide all students with a high-quality education, where excellence is standard, and all students are inspired to succeed in the global community.

Campus Values

Cougars value adaptability, collaboration, empowerment, and inclusivity.

We value high academic achievement.

We value diversity of instructional methods and opportunities that meet ALL students' individual needs.

We value a safe learning environment.

We value a positive school culture where each student, staff member and family is valued.

We value partnerships with students' families to help them achieve their goals.



Comprehensive Needs Assessment

Needs Assessment Overview

Campus administrators collaborate with staff and respective planning committees (Campus Performance Objectives Committee) CPOC to develop campus improvement plans. Jackie Carden's Comprehensive Needs Assessment, aligned with CISD's Vision 2030, is used to guide the alignment and focus of the strategies to our mission, which is to provide a safe and inclusive learning environment where all students succeed academically, socially and emotionally.

Vision 2030 is Crowley ISD's strategic plan for the future. It was developed in collaboration with focus groups, a student panel, and a diverse group of community leaders. The design framework of this five-year plan includes CISD's Call to Action, Learner Outcomes, Learner Profile, Goals and Specific Results and four specific goals for Crowley ISD, and namely, for Jackie Carden Elementary. The four goals are:

Goal 1: Thriving Students

Goal 2: Engaged Community

Goal 3: Empowered Staff

Goal 4: Safe and Healthy Environment

Campus administrators review all strategies at least three times during the school year (November, February, and May) and perform a summative review in July. As we continue to work to complete our strategies throughout the school year, strategies may be modified to reach our Goal Performance Measures and all other targeted measures.

Demographics

Demographics Summary

Jackie Carden Elementary serves **486 students** in grades Early Education through 5th. The student body is nearly evenly split with **48.97% female (238)** and **51.03% male (248)**.

The campus reflects a richly diverse population. **Black/African American students make up 62.76% (305)**, followed by **Hispanic/Latino at 16.46% (80)**. **Asian students represent 10.29% (50)**, while **White students account for 3.91% (19)** and **two or more races 5.56% (27)**. Smaller groups include **Native Hawaiian/Pacific Islander at 0.82% (4)** and **American Indian/Alaskan Native at 0.21% (1)**.

Economic need is significant. **427 students (87.86%) are economically disadvantaged**, with **354 (72.84%) qualifying for free meals, 32 (6.58%) for reduced-price meals**, and **41 (8.44%) classified with other economic disadvantages**.

Other key indicators show a population requiring varied supports. **324 (66.67%) are At-Risk** and **97 (19.96%) receive targeted interventions**. **76 (15.64%) are Emergent Bilingual**, with **49 in a bilingual program** and **25 served through ESL**.

Special education services support **66 students (13.58%)**, including **speech impairment (30.30%)**, **autism (24.24%)**, and **learning disability (19.70%)**, along with smaller percentages for other health or intellectual disabilities.

The school also supports students experiencing housing instability. **Eight (1.65%) are identified as unhoused**, or **“doubled up”** in shared housing.

Overall, Jackie Carden Elementary serves a **highly diverse, predominantly African American population**, with a large majority qualifying as economically disadvantaged and many requiring bilingual, special education, or intervention services. These demographics highlight the need for continued focus on equity, targeted instructional supports, and wraparound services in the campus Continuous Improvement Plan.

Demographics Strengths

1. Rich Cultural and Ethnic Diversity

- The campus reflects a broad mix of racial and ethnic backgrounds, with strong representation of Black/African American, Hispanic/Latino, Asian, and multiracial students.
- This diversity fosters opportunities for students to learn and collaborate in a multicultural environment and supports the development of cultural competence and empathy.

2. Balanced Gender Representation

- The nearly even split between male and female students creates balanced perspectives and opportunities for equitable participation in academic and extracurricular activities.

3. Established Bilingual and ESL Programs

- A significant population of Emergent Bilingual students (15.64%) is already supported through both bilingual and ESL services.
- These programs provide a strong foundation for multilingual learning and help build global communication skills across the campus.

4. Targeted Support Systems Already in Place

- With 13.58% of students receiving special education services and a large at-risk population, the campus has developed structures for interventions and individualized supports, which can be leveraged as a model for inclusive education.

5. Strong Community Identity

- The predominance of diverse cultural groups creates a unique campus identity that can strengthen school pride and community engagement through culturally responsive teaching and family partnerships.
- These strengths provide a solid base for continuous improvement planning—positioning the school to celebrate its diversity, build on existing support programs, and create equitable opportunities for all students.

Student Achievement

Student Achievement Summary

Overall, Jackie Carden Elementary demonstrates pockets of academic strength—particularly in upper grades—while still working to close gaps in early grade performance when measured against comparison campuses.

In **4th grade**, the campus outperformed comparison data in both math and reading. **4th Grade Math** achieved **65% Approaches, 47% Meets, and 21% Masters**, surpassing comparison campuses by **+13 percentage points at Approaches, +20 at Meets, and +4 at Masters**. Similarly, **4th Grade RLA** reported **70% Approaches, 33% Meets, and 14% Masters**, holding steady at the Meets level and only slightly below at Masters compared to peers.

5th grade also shows competitive performance. **5th RLA** exceeded comparison Masters by **+5 points**, with **62% Approaches, 44% Meets, and 21% Masters**. **5th Math** scored **51% Approaches, 34% Meets, and 20% Masters**, slightly under comparison data at Approaches and Meets but **+1 point at Masters**. **5th Science** matched peer campuses at **49% Approaches**, and while slightly lower at Meets, posted a **+7 point gain at Masters**, signaling strength in higher-level scientific thinking.

The most significant achievement gaps appear in **3rd grade**, where both math and RLA trail comparison campuses. **3rd Grade Math** posted **46% Approaches, 27% Meets, and 10% Masters**, with gaps of **-24 percentage points at both Approaches and Meets**. **3rd Grade RLA** reached **53% Approaches, 29% Meets, and 13% Masters**, still lagging by **-17 at Approaches, -14 at Meets, and -8 at Masters**.

These results highlight the need for focused interventions and instructional support in early grades while reinforcing the importance of sustaining and expanding the strong academic performance seen in 4th and 5th grades.

Student Achievement Strengths

Jackie Carden Elementary demonstrates clear academic strengths that position the campus for continued growth and success.

1. Strong 4th Grade Performance:

Fourth grade students significantly outperformed comparison campuses in math, earning **+13 in Approaches, +20 in Meets, and +4 in Masters**. This indicates both strong foundational skills and the ability to demonstrate deeper conceptual understanding.

2. Upper Grade Gains in Reading and Science:

Fifth grade students show notable strength in higher-order thinking. **5th RLA** exceeded peers by **+5 at Masters**, and **5th Science** achieved a **+7 Masters** advantage, reflecting success in critical reading comprehension and scientific reasoning.

3. Evidence of Advanced Proficiency:

Despite some grade-level gaps, Jackie Carden students are demonstrating growth at the **Masters level across multiple subjects**, including positive gains in 4th Math, 5th RLA, 5th Math, and 5th Science. This shows the presence of high-achieving students and effective enrichment practices.

4. Consistency in Upper Elementary:

Grades 4 and 5 overall outperform or closely match peers across subjects, providing a stable platform of academic success that can be used as a model to strengthen instruction in earlier grades.

These strengths provide a strong foundation for targeted improvement efforts. By leveraging upper grade instructional practices and strategies, the campus can work to close early grade gaps while sustaining its high-performing areas.

Campus Culture and Climate

Campus Culture and Climate Summary

Jackie Carden Elementary fosters a welcoming, student-centered culture grounded in equity and high expectations. Serving a **richly diverse population**—with **over 60% Black/African American and nearly 17% Hispanic/Latino students** and **almost 88% economically disadvantaged**—the campus partners with families and community agencies to provide critical wraparound supports.

Through **Positive Behavioral Interventions and Supports (PBIS)** and a strong MTSS team, staff analyze discipline, attendance, and academic data to deliver timely Tier II and III interventions. Conflict-resolution strategies and the **Stop IT** online reporting system reinforce safety and respect.

Academic perseverance and whole-child development are central. Early literacy and STEM opportunities, combined with district health and community partnerships, ensure students are **supported, challenged, and inspired to succeed** in a safe, inclusive environment.

Campus Culture and Climate Strengths

Jackie Carden Elementary thrives on **strong relationships and a sense of community** that connect staff, students, and families. Faculty and support staff work collaboratively to create a **safe, nurturing environment** where students feel valued and motivated to learn.

Regular **family engagement events**—from Curriculum Nights to Parent University—build trust and keep families active partners in student success. Staff consistently model **high expectations and positive reinforcement**, reinforcing a culture of respect and responsibility.

Teachers embrace **innovative instruction and enrichment**, from hands-on STEM learning to school-wide character-building activities. These efforts cultivate **student confidence, school pride, and a positive climate** that supports both academic and social-emotional growth.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Jackie Carden Elementary is staffed with **highly qualified and committed educators** who bring a blend of experience and fresh perspectives to the campus. The teaching staff includes a balanced mix of veteran teachers and newer educators, ensuring both depth of expertise and innovative instructional practices.

Recruitment efforts focus on **early and strategic hiring**, including outreach through district job fairs, university partnerships, and alternative certification programs. The campus works closely with Crowley ISD Human Resources to fill vacancies promptly, emphasizing alignment with campus values of equity and student success. Retention is strengthened by **supportive mentoring for new teachers**, opportunities for professional growth through coaching, and a collaborative culture where staff feel valued and heard.

The result is a team that not only strives for **high instructional standards** but also demonstrates strong dedication to student growth, campus improvement, and the mission of preparing all students for success.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified and certified teachers committed to continuous professional learning.
- Strong mentoring and induction program that supports new educators and accelerates their effectiveness.
- Collaborative campus culture and strong PLCs that foster shared responsibility for student outcomes.
- Opportunities for teacher leadership through campus committees and district initiatives, increasing engagement and professional satisfaction.
- Strategic recruitment partnerships with local universities and alternative certification programs, ensuring a steady pipeline of talented educators.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Jackie Carden Elementary, curriculum, instruction, and assessment are intentionally aligned to ensure every student experiences high-quality, standards-based learning. Teachers use **district-adopted curriculum guides** and the **interactive K–12 curriculum map** to plan lessons that are consistent, vertically aligned, and responsive to student needs.

Instruction is informed by **ongoing data analysis**—from unit assessments and district benchmarks to classroom walk-through feedback. Teachers regularly review this information in PLCs to identify learning gaps and adjust instruction. Teachers also partner with the **Teacher Development Student Interventionists** (TDSIs) to strengthen core instruction, particularly in **PK–2nd grade literacy and math**, where early intervention is critical as well as in our STAAR grades (3-5).

Curriculum, Instruction, and Assessment Strengths

- **Comprehensive curriculum guides** and an interactive K–12 scope and sequence provide clarity and consistency across content areas.
- **High-quality resources** such as **Bluebonnet for Eureka Math** and **Benchmark Reading** directly target foundational skills.
- **Dedicated Teacher Development Student Interventionists**, including PK–5 ELAR and Math and Science support, provide hands-on coaching and modeling for teachers.
- **Data-driven instruction**, supported by weekly PLCs and walk-through feedback, ensures lessons are responsive to student performance and aligned with TEKS expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

Jackie Carden Elementary thrives because of the **strong partnerships among families, staff, and community members** who work together to support student success. Parents and community leaders contribute time, resources, and expertise to enrich **academics, arts, athletics, and real-world learning experiences**. Families are invited to participate in campus decision-making and collaborate closely with teachers and administrators to promote student achievement.

The campus benefits from **districtwide Faith-based Community Partnerships**, which match church and community resources with campus needs through programs such as **Read2Win** and **Student of the Month recognitions**. Jackie Carden also uses **multiple communication platforms**, including ClassDojo and ParentLink, to share important information, celebrate successes and gather input from parents, ensuring every family stays informed and engaged.

Parent and Community Engagement Strengths

- **Active parent involvement** through school events, volunteer opportunities, and advisory committees.
- **Strong faith-based partnerships**, including Read2Win mentors and Student of the Month recognitions that build student confidence and literacy skills.
- **Consistent, bilingual communication**—from newsletters to online surveys—promotes transparency and invites stakeholder feedback.
- A shared commitment from families and partners to the belief that **“Every Student Succeeds,”** ensuring support for both academic and social-emotional growth.

School Context and Organization

School Context and Organization Summary

Jackie Carden Elementary is a **Pre-K through 5th grade campus** in Crowley ISD serving a richly diverse population of nearly 500 students. The school's organizational structure is built around **collaboration, data-driven decision making, and student-centered supports**. Campus leadership works with staff and the **Campus Performance Objectives Committee (CPOC)** to review progress, identify needs, and align strategies to district and state goals.

The school implements a **Multi-Tiered System of Support (MTSS)** that combines academics, behavior, and social-emotional interventions. This is strengthened by the **Stronger Connections Grant**, which funds expanded SEL programming and behavior supports. Teachers and support staff use data from assessments, walk-throughs, and PLCs to adjust instruction and interventions, ensuring student growth remains the central focus.

School culture is further shaped through **family engagement, grade level celebrations, and restorative practices**, which build strong relationships and reinforce positive behavior. Jackie Carden's context reflects a commitment to equity, collaboration, and continuous improvement, creating a safe and supportive environment for every student to succeed.

School Context and Organization Strengths

- **Collaborative leadership and planning structures** through CPOC and PLCs ensure staff and stakeholders are engaged in decision-making.
- **MTSS framework** supports both academic and behavior needs with clear Tier I–III interventions.
- **Stronger Connections Grant funding** provides enhanced SEL supports and counseling services.
- **Restorative practices** and Character Strong strengthen school culture, promote responsibility, and encourage positive student behavior.
- **Family engagement activities** and community partnerships build trust and create a supportive network for students and staff.

Technology

Technology Summary

Jackie Carden Elementary benefits from **districtwide technology services** that keep teaching and learning current and connected. With technology constantly evolving, Crowley ISD's Technology Services team provides the leadership, analysis, and support needed to meet our campus's instructional and operational needs. Their focus is on **equity, secure access, and reliable infrastructure**, ensuring every student and staff member can fully engage in 21st-century learning. All students are supported through the district's **mobile device program**, giving every learner access to a personal device for classroom.

Technology Services also prioritizes **data accuracy and security**, maintaining a standardized student information system that allows teachers and administrators to analyze data and make informed decisions. Through these efforts, technology becomes more than a tool; it is a **foundation for equity, innovation, and continuous student achievement**.

Technology Strengths

- **Mobile device program** ensuring every student has access to a personal device at school.
- **Campus-wide wireless coverage** supporting reliable digital instruction in every classroom.
- **Minimum Technology Standard (MTS)** equipment—teacher laptop, projector, document camera, and speakers—ensuring consistency and instructional readiness.
- **Standardized student information system** that supports accurate data reporting and drives data-informed decisions for student achievement.

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
- CCMR Outcomes
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data

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: Student project rubrics and presentations from STEM-based PBL units, PLC notes and teacher reflections documenting implementation of STEM Plus activities, Student surveys and reflection journals measuring engagement and real-world skill development, Benchmark and unit assessment data showing transfer of STEM skills to core subjects

Strategy 1 Details	Reviews			
Strategy 1: Expand Project-Based Learning (PBL) with integrated STEM and real-world connections, including engineering design challenges, community-based projects, and House System STEM events aligned with the district’s STEM Plus initiatives. Expected Result/Impact: Students will develop critical thinking, collaboration, and problem-solving skills while making meaningful connections between academic content and real-world applications. These experiences will strengthen college and career readiness, foster creativity, and increase student engagement in rigorous, authentic learning tasks. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Development Student Interventionists, STEM Plus Specialist, grade-level teachers	Formative			Summative
	Nov	Feb	May	July
	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Integrate social-emotional learning (SEL) and early career awareness into daily instruction and school-wide events, leveraging Stronger Connections Grant resources to expand counseling and behavior supports and to host career-themed SEL activities. Expected Result/Impact: Students will build self-management, interpersonal skills, and resilience, while gaining early awareness of future college and career options—leading to improved classroom behavior, stronger engagement, and readiness for future opportunities. Staff Responsible for Monitoring: Principal, Counselor, MTSS Team, Assistant Principal, grade-level teachers	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Implement Early Career Exploration Projects, such as classroom “Career Days” or mini-internships where students research a career of interest, interview a professional (in person or virtually), and present their findings in a short presentation or digital poster. Expected Result/Impact: Students will strengthen inquiry, research, and communication skills while connecting academic content to real-world careers. Early exposure to diverse professions will increase engagement, goal-setting, and	50%			

awareness of post-secondary opportunities, helping students see how their learning links to future success. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, grade-level teachers				
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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: District benchmark and unit assessment data disaggregated by student subgroup, Lesson plans and PLC documentation showing alignment to district curriculum, Walk-through and observation data capturing fidelity of curriculum implementation

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent, district-aligned lesson planning and PLC protocols so every grade level follows the adopted TEKS-based curriculum and pacing guides. Expected Result/Impact: All students receive instruction that is vertically and horizontally aligned, ensuring equity in content exposure and mastery of grade-level standards. Achievement gaps across student groups narrow as curriculum fidelity improves. Staff Responsible for Monitoring: Principal, Assistant Principal, grade-level team leads, and Teacher Development Student Interventionists.	Formative			Summative
	Nov	Feb	May	July
	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Expand targeted Tier II and Tier III interventions within the MTSS framework using data from benchmarks, unit assessments, and progress monitoring to guarantee students who are at risk have equitable access to supports. Expected Result/Impact: Students identified as at risk or performing below grade level will experience accelerated academic growth, leading to more equitable outcomes in reading, math, and science. Staff Responsible for Monitoring: Principal, Assistant Principal, MTSS Team, Counselor, SES, grade-level teachers, and Teacher Development Student Interventionists.	50%			

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

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: Student performance on district and state assessments (reading, math, science) to track academic mastery, Participation and completion records for capstone projects, enrichment clubs, and student leadership academy, Student surveys and reflection journals showing growth in career awareness, leadership skills, and future readiness, Parent and community feedback from college/career and leadership events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Offer academic enrichment clubs—for example, robotics, STEM teams, or literacy circle after school. Expected Result/Impact: Students strengthen core academic skills in STEM and literacy while cultivating perseverance, teamwork, and a growth mindset essential for success in college, career, or military service. Staff Responsible for Monitoring: Principal, Assistant Principal, club sponsors, STEM Plus Specialist, and grade-level teachers.	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Implement the following Goal progress Measures to ensure the percentage of 3rd-5th grade students meeting standards on the STAAR in Reading increases from 29% to 56% by June 2025. GOAL PROGRESS MEASURES: The percentage of 4th and 5th grade students at “meets grade level” standards as measured by district assessments in Reading will increase from 33% and 44% respectively to 50% or above June 2025. Expected Result/Impact: The percentage of 4th and 5th grade students meeting standards on STAAR in Reading will increase.	50%			

Principal, Assistant Principal, grade-level teachers, TDSIs				
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Strategy 3 Details	Reviews			
Strategy 3: Expected Result/Impact: Staff Responsible for Monitoring	Formative			Summative
	Nov	Feb	May	July
	%			

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 and attendance logs from family and community events, Parent, student, and community surveys (English and Vietnamese) measuring engagement and satisfaction, Photos, programs, and agendas documenting learning activities and workshops

Strategy 1 Details	Reviews			
Strategy 1: Host Family Literacy & Math Nights each semester with hands-on games and take-home resources that show parents how to support learning at home. Expected Result/Impact: Families strengthen their ability to reinforce literacy and numeracy, leading to improved student achievement and stronger home–school connections. Staff Responsible for Monitoring: Principal, Assistant Principal, grade-level teachers, and Teacher Development Student Interventionists .	Formative			Summative
	Nov	Feb	May	July
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Organize Community STEM Night , inviting local professionals and STEM Plus partners to lead interactive engineering or science activities. Expected Result/Impact: Students and families experience real-world STEM applications together, increasing interest in future STEM studies and careers. Staff Responsible for Monitoring: Principal, STEM Plus Specialist, grade-level teachers	Formative			Summative
	Nov	Feb	May	July
	50%			

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Create a “Parents as Partners” workshop series covering topics such as supporting homework, digital safety, and social-emotional learning and academic support in partnership with Intentional Hearts through the Stronger Connections Grant. Expected Result/Impact: Parents gain tools and confidence to support their child’s academic and emotional growth, enhancing student success and well-being. Staff Responsible for Monitoring: Principal, Counselor, Parent Engagement Coordinator, and Assistant Principal.	40%			

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: Partnership agreements/MOUs and volunteer sign-in sheets, Records of community presentations, guest speaker visits, and mentorship sessions, Parent and community feedback surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Collaborate with health and social service organizations to offer on-site supports such as vaccination clinics, mental-health resources, and family wellness events.	40%			

Expected Result/Impact: Improved student well-being and attendance, allowing students to focus on learning while families access needed resources. Staff Responsible for Monitoring: Principal, Nurse, Counselor, and district Health Services team.				
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Strategy 2 Details	Reviews			
Strategy 2: Partner with faith-based partnerships and volunteers to support literacy mentoring, student recognition programs, and wraparound family services. Expected Result/Impact: Increased literacy support and positive adult connections enhance student confidence and reading achievement. Staff Responsible for Monitoring: Principal, Reading TDSI, grade-level teachers, Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	40%			

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

Staff Responsible for Monitoring:				
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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: Analytics from campus and district communication platforms (website traffic, email open rates, social media engagement), Parent, student, and staff surveys on communication effectiveness (English, Spanish, Vietnamese), Records of communication in multiple formats (Smore newsletters, call-outs, text alerts, flyers), Attendance logs and feedback from parent meetings, town halls, and community forums

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	40%			
Strategy 1: Distribute a monthly digital newsletter (via Smore or similar platform) and intermittent communication through parentlink/blackboard with campus updates, key dates, and student highlights in English with the opportunity to change the language.				
Expected Result/Impact: Families receive timely, accessible information that fosters trust and keeps all stakeholders informed and engaged.				
Staff Responsible for Monitoring: Principal, Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	40%			
Strategy 2: Use multiple communication channels —including automated phone calls, text messages, and social media—to share urgent updates and celebrate student successes.				
Expected Result/Impact: Reaches families in their preferred format , ensuring important messages are consistently received and increasing community participation.				

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: Sign-in sheets and attendance logs from all campus-based professional learning sessions, Staff surveys and feedback forms measuring relevance and impact of professional development, Walk-through and observation data showing implementation of new strategies learned, PLC notes and evidence of data-driven instructional planning, Student achievement data (benchmarks, unit assessments) linked to professional learning focus areas

Strategy 1 Details	Reviews			
Strategy 1: Provide specialist-led professional learning sessions in which staff share best practices, model instructional strategies, and showcase effective instructional practices. Expected Result/Impact: Builds a collaborative culture of peer-to-peer learning , empowers teacher leaders, and increases buy-in for professional growth. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher Development Student Interventionists.	Formative			Summative
	Nov	Feb	May	July
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Incorporate ongoing coaching cycles with Teacher Development Student Interventionists to support teachers in implementing strategies based on needs identified in walkthroughs and PLCs. Expected Result/Impact: Strengthens transfer of new skills into classroom practice , improving instructional quality and student outcomes.	Formative			Summative
	Nov	Feb	May	July
	40%			

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher Development Student Interventionists.				
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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: New staff retention data and mid-year/ end-of-year feedback surveys, Attendance logs for onboarding sessions, **Newbie Network** meetings, and **TIR Year 2 training**, Mentor/mentee meeting logs and reflections, Walk-through and observation notes showing implementation of onboarding practices Staff climate and engagement survey results

Strategy 1 Details	Reviews			
Strategy 1: Implement the CISD Newbie Network to provide monthly support sessions for all staff members new to Jackie Carden Elementary. Sessions include campus procedures, instructional best practices, and opportunities to network and learn from with experienced staff. Expected Result/Impact: New staff quickly gain a sense of belonging and confidence, accelerating their understanding of campus expectations and increasing long-term retention. They learn and build capacity faster through collaboration. Staff Responsible for Monitoring: Principal, Assistant Principal, and campus mentor teachers.	Formative			Summative
	Nov	Feb	May	July
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible teachers complete TIR (Teacher in Residence) Year 2 training , which provides targeted professional development for early-career teachers transitioning into full-time roles.	Formative			Summative
	Nov	Feb	May	July
	40%			

Expected Result/Impact: Participants strengthen instructional skills and classroom management, resulting in higher student achievement and increased teacher effectiveness. Staff Responsible for Monitoring: Principal, Assistant Principal, district Human Resources/Professional Development team, and mentor teachers.				
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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: Teacher retention and recruitment data, Records of teacher participation in leadership roles (committee membership, PLC leads, mentoring), Staff climate and engagement surveys, Professional development sign-in sheets and feedback forms, Mentor/mentee meeting logs and teacher growth plans

Strategy 1 Details	Reviews			
Strategy 1: Implement a formal mentoring program pairing new or early-career teachers with experienced staff for regular coaching and support. Expected Result/Impact: New teachers receive targeted guidance and professional support, leading to stronger instructional practices and higher retention rates. Staff Responsible for Monitoring: Principal, Assistant Principal, and mentor teachers.	Formative			Summative
	Nov	Feb	May	July
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Offer teacher-led professional development sessions where staff share effective instructional strategies, technology integration, and classroom management practices.	Formative			Summative
	Nov	Feb	May	July
	40%			

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: Campus discipline and incident reports (including bullying and safety incidents, Attendance records and nurse/clinic visit logs, Student, parent, and staff climate surveys MTSS/behavior intervention data and counselor referrals, Safety drill documentation and emergency preparedness logs

Strategy 1 Details	Reviews			
Strategy 1: Implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework , including clear expectations, consistent routines, and frequent positive recognition. Expected Result/Impact: Reduces discipline incidents, builds a predictable and supportive climate , and improves student engagement and self-management skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS Champion, and grade-level teachers.	Formative			Summative
	Nov	Feb	May	July
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Leverage Stronger Connections Grant funding to expand social-emotional learning (SEL) lessons and counseling services, integrating SEL into daily instruction and schoolwide activities. Expected Result/Impact: Increases students' emotional regulation, resilience, and interpersonal skills, leading to a more nurturing and respectful environment.	Formative			Summative
	Nov	Feb	May	July
	40%			

Staff Responsible for Monitoring: Principal, Counselor, MTSS Team, Assistant Principal SES and grade-level teachers				
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Strategy 3 Details	Reviews			
Strategy 3: Conduct regular safety drills and staff training on emergency procedures, including lockdown, severe weather, and medical emergencies, with debrief sessions for continuous improvement. Expected Result/Impact: Ensures staff and students are prepared to respond calmly and effectively in any emergency, creating a secure campus environment. Staff Responsible for Monitoring: Principal, Assistant Principal/Campus Safety Coordinator, and district Safety & Security team.	Formative			Summative
	Nov	Feb	May	July
	40%			

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: Student, staff, and parent climate/engagement survey, SEL progress-monitoring tools and counselor referral logs, Discipline and attendance records, Academic performance data (benchmarks, unit assessments), Participation records from SEL, wellness, and mentoring programs

Strategy 1 Details	Reviews			
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Strategy 1: Integrate daily, grade-appropriate social-emotional learning (SEL) lessons within morning meetings and core instruction. Expected Result/Impact: Students build self-awareness, emotional regulation, and relationship skills , leading to improved classroom culture and stronger academic focus. Staff Responsible for Monitoring: Principal, Counselor, MTSS Team, and grade-level teachers.	Formative			Summative
	Nov	Feb	May	July
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Provide regular professional development for staff on trauma-informed practices, culturally responsive teaching, and strategies to integrate SEL into academic content. Expected Result/Impact: Teachers gain skills to support the whole child, fostering inclusive classrooms that promote both academic success and emotional well-being. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and district Professional Development team.	Formative			Summative
	Nov	Feb	May	July
	40%			

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

Staff Responsible for Monitoring:				
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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: Student, staff, and parent climate/engagement surveys, Attendance and participation records for family and staff events, Volunteer sign-in sheets and community partnership logs, Discipline and incident reports, Feedback forms from family engagement activities and staff wellness initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Host quarterly family engagement events —such as cultural celebrations, literacy nights—that bring families and staff together. Expected Result/Impact: Strengthens school–family relationships and fosters a welcoming, inclusive community where families feel connected and valued. Staff Responsible for Monitoring: Principal, Assistant Principal, Student Engagement Specialist, grade-level teachers	Formative			Summative
	Nov	Feb	May	July
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Launch staff wellness initiatives , including mindfulness sessions, wellness challenges, and appreciation events throughout the year.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Promotes staff well-being and morale, creating a positive, supportive atmosphere that benefits students and families. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and district Health Services staff.				
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources: Staff climate and wellness surveys, Participation logs for staff wellness events and programs, Feedback forms from professional development and wellness sessions, Employee attendance records and sick leave trends, Staff retention data and exit survey feedback

Strategy 1 Details	Reviews			
Strategy 1: Offer quarterly staff wellness events such as yoga or mindfulness sessions, healthy cooking demonstrations, and campus-wide fitness challenges. Expected Result/Impact: Improves staff physical and mental well-being, reduces stress, and fosters a positive, supportive work environment. Staff Responsible for Monitoring: Principal, Assistant Principal, district Health Services staff, and campus certified wellness professionals.	Formative			Summative
	Nov	Feb	May	July
	40%			

Strategy 2 Details	Reviews			
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Strategy 2: Provide on-campus health screenings (blood pressure, cholesterol, flu shots) in partnership with local healthcare providers. Expected Result/Impact: Encourage staff to monitor and maintain personal health, leading to early detection of health concerns and improved overall wellness. Staff Responsible for Monitoring: Principal, Nurse, district Health Services team, and HR Benefits Coordinator.	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 Reading (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in Math (%) is below the state average (%).

3. The percentage of students achieving “meets grade level standards or above” in Science (%) 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

Jackie Carden Elementary’s Campus Improvement Plan (CIP) is created through a **collaborative process** that includes parents, teachers, campus and district administrators, community members, and support staff. District departments such as **Curriculum and Instruction, Student Services, Technology, and Special Services & Federal Programs** contribute expertise to ensure the plan reflects both campus priorities and districtwide goals.

2.2: Regular monitoring and revision

The plan is **formally monitored every quarter**—November, February, May, and July—using data such as **Common Formative Assessments, campus benchmarks, and walk-through feedback**. This quarterly review identifies progress on each strategy, highlights successes, and informs midyear adjustments to keep all actions aligned with targeted outcomes.

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

To maintain transparency and accessibility, the CIP is posted on the **district website** with a translation feature offering multiple languages. In addition, a **Vietnamese-speaking teacher** is available for meetings as needed to support our Bilingual parents, and the district provides **deaf-education interpreters** to ensure all families can participate and understand campus improvement efforts.

2.4: Opportunities for all children to meet State standards

Equity remains central to the plan. An **equity committee** works to ensure that every student, including bilingual and ESL learners, has access to **high-quality instruction and materials**. District data analysis identifies areas of unusual success or need, helping leadership target professional

development and instructional support. Current English learners consistently **meet or exceed state averages** on STAAR in Meets and Masters levels.

2.5: Increased learning time and well-rounded education

The district provides **after-school opportunities** such as the **21st Century Community Learning Centers grant**. Through the RTI process, programming is monitored for effectiveness. Afterschool clubs and activities provide students with a **well-rounded education**, and a strong focus on **Social Emotional Learning (SEL)** is supported through ongoing professional development and Character Strong education.

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

In PLC, teachers and specialists continuously review student performance data to ensure all learners, especially **at-risk populations**, have access to rigorous instruction and needed supports. Targeted professional development and differentiated instruction are provided so that student performance continues to grow towards reaching and exceeding state averages, even as the district seeks additional growth.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

A **Parent and Family Engagement Policy** is included in the district’s Compliance Addendum and shared with all families annually.

3.2: Offer flexible number of parent involvement meetings

The district employs a Parent & Community Engagement Liaison who coordinates parent meetings at varied times and locations to encourage maximum participation. The liaison visits high-need communities to provide training on using the district website to check grades, schedules, and test scores. Additionally, JCE’s Parent University offers multiple professional learning opportunities to help parents build skills and knowledge to support their children’s success.

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

