



J. A. HARGRAVE
ELEMENTARY

**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

J.A. Hargrave will create a culture of design thinking that promotes excellence in student centered academics that foster student's independence, critical thinking, and social success.

Vision

J.A. Hargrave will strive to create an inclusive community of creative and compassionate learners who use courageous and innovative thinking to become global leaders.

Campus Values

We value high academic achievement

All students can learn through a variety of instructional methods and opportunities that meet their individual needs

Learning is enhanced through social interaction in a diverse setting

We value a safe and secure learning environment

We value a positive workplace in which each employee is appreciated and is provided opportunities for professional growth

We respect and value the opinions of all students, employees and community members

We encourage open, effective and timely communication with district stakeholders

We support effective stewardship of public resources.



Comprehensive Needs Assessment

Needs Assessment Overview

Hargrave Elementary is a diverse and inclusive campus serving a high population of economically disadvantaged and multilingual learners. Despite demographic challenges, the school demonstrates strong family and community engagement, maintaining a 92% attendance rate and offering frequent, bilingual communication and events that strengthen school-home partnerships.

Academically, Hargrave shows early instructional promise, particularly in Grade 3, where students outperform district benchmarks in both math and reading. Teachers engage in structured PLCs that emphasize data-driven planning, micro-teaching, and targeted interventions, supported by ongoing professional development and MTSS implementation. One-to-one student technology access and the use of digital tools by all core teachers enhance communication and support learning.

The campus fosters a positive culture where students and staff feel safe, valued, and recognized. Staff recruitment and retention efforts are supported through mentoring, professional learning, and a collaborative environment. Leadership prioritizes instructional alignment and continuous improvement through observation-feedback cycles, while building a digitally fluent environment and modeling 21st-century teaching practices.

Hargrave's strengths in community partnerships, early-grade instruction, technology integration, and inclusive practices position the school to scale success, address achievement gaps, and create a learning environment where all students can thrive.

Demographics

Demographics Summary

.A. Hargrave Elementary serves a student population in which 83% are economically disadvantaged and 40% are English as a Second Language (ESL) learners—demographics that present unique strengths to foster an inclusive and supportive learning environment. As a Title I school, it receives additional funding to address the needs of its diverse learners, enabling the development of targeted programs that promote academic success, language acquisition, and holistic development. The high percentage of economically disadvantaged students offers an opportunity to create equitable access to resources and support services, ensuring all students can thrive despite financial barriers. Additionally, the significant number of bilingual and ESL learners enriches the school’s cultural diversity, fostering cross-cultural understanding and cultivating a vibrant, globally aware student community..

Demographics Strengths

The school’s 92% attendance rate reflects strong engagement from both students and families, despite the challenges that may arise from economic disadvantage and language barriers. This level of attendance demonstrates a deep commitment to education and trust in the school’s ability to support students effectively. By prioritizing inclusive educational practices, building strong community partnerships, and celebrating the cultural diversity within our school, **we** can transform these demographic factors into strengths that enrich the learning experience for all. Our collective efforts can serve as a model for meeting diverse needs while fostering a culture of achievement, resilience, and belonging.

Student Achievement

Student Achievement Summary

J.A. Hargrave Elementary demonstrates instructional strengths in **Grade 3**, where students outperformed the Q1 benchmark in math (20%) and showed relatively stronger achievement in both math and reading compared to upper grades. This points to effective early-grade practices that can be **scaled across the campus**. However, significant **opportunities for improvement** exist, particularly in **accelerated learning** (Math: 16% vs. 35.5% target), **mastery-level performance in Grades 4 and 5**, and **chronic low attendance (91.9%)**, all of which limit student growth and achievement. Addressing these areas through **targeted interventions**, **curriculum alignment**, and **attendance initiatives** is critical to improving overall outcomes.

Student Achievement Strengths

Relative Performance (Score: 60 – D):

The school is performing on par with campuses serving similarly high percentages of economically disadvantaged students (83.8%), demonstrating equity-based resilience despite overall low scores.

Grade 3 Math (Masters Level – 20%):

This is the only math indicator to exceed the Quartile 1 benchmark (15.0%), showing a strength in foundational math instruction and early student readiness.

Instructional Promise in Grade 3 (Math & RLA):

Grade 3 outperforms Grades 4 and 5 in both subjects (Math: 20%, RLA: 18%), suggesting that effective instructional strategies are in place at the early grade level and could be scaled across upper grades for broader improvement.

Campus Culture and Climate

Campus Culture and Climate Summary

Our school campus fosters a culture of inclusiveness where every student and staff member feels safe, valued, and respected. We are intentional in creating an environment that bridges the gap between home and school, building strong partnerships with families and the broader community to support student success. Excellence is celebrated at every level, recognizing the achievements of both students and staff and inspiring continuous growth. By prioritizing intentional practices that promote belonging and wellbeing, we cultivate a positive climate where diversity is embraced, collaboration thrives, and everyone is empowered to reach their full potential.

Campus Culture and Climate Strengths

A key strength at Hargrave is the renewed and enthusiastic connection between the school and its community partners. This collaboration has resulted in generous donations of resources, time, and expertise that directly benefit students by closing resource gaps and expanding learning opportunities. At Hargrave, students and staff actively collaborate to set clear academic goals, fostering a sense of ownership and accountability that drives continuous improvement and personal success. The strong partnership between Hargrave and local organizations fosters a culture of shared investment in student success, ensuring that families and community members alike feel valued and actively involved in the school's mission. These contributions not only enhance the school's capacity to support its students but also underscore the vital role of community engagement in education.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A key strength of Hargrave Elementary is its robust support system for staff, which fosters professional growth, collaboration, and a positive school culture. The school demonstrates a strong commitment to supporting both new and experienced teachers through a comprehensive mentoring program that pairs all teachers with less than one year of experience with dedicated mentors. These mentors provide lesson modeling, assistance with clerical tasks, and emotional support, fostering teacher growth and confidence. The school actively celebrates staff achievements and milestones through regular recognition events, promoting a positive and supportive work environment.

Staff Quality, Recruitment, and Retention Strengths

Weekly Professional Learning Communities (PLCs) and observation-feedback sessions are integral to the campus culture, facilitating collaboration, instructional coaching, data analysis, and the sharing of best practices to drive student achievement. Hargrave also prioritizes professional growth by offering staff numerous opportunities to attend workshops and conferences at the district, local, and state levels, ensuring continuous development aligned with campus and district goals. Additionally, family-friendly social events are planned to strengthen relationships among staff and their families, enhancing camaraderie and overall school climate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All teachers at the campus actively participate in weekly Professional Learning Communities (PLCs) focused on instructional practices and student data analysis. A master schedule ensures that students receive daily 30-minute intervention and enrichment sessions targeting high-frequency standards in reading, math, and science, delivered by teachers, Instructional Coaches, and paraprofessionals. Staff are trained in Multi-Tiered System of Supports (MTSS) strategies to support struggling students before special education referrals, and ELAR/SLAR teachers receive focused training on implementing digital and district-approved programs with fidelity. Additionally, campus administrators and Instructional Coaches provide targeted instructional feedback through regular walk-throughs and observation sessions, all aimed at increasing student achievement.

Curriculum, Instruction, and Assessment Strengths

A key strength of the campus is its structured and collaborative approach to instruction and intervention. Teachers engage in weekly PLCs that emphasize **planning with the end in mind** and incorporate **micro-teaching** strategies to refine instructional practices. Targeted daily intervention and enrichment sessions, combined with comprehensive training in MTSS and digital district-approved programs, enable the school to effectively support student growth. Additionally, ongoing instructional feedback from administrators and Instructional Coaches promotes continuous improvement, fostering increased student achievement.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents actively participate in a variety of school-sponsored events and activities, with communication provided in both English and Spanish to ensure accessibility. The school offers diverse family-friendly events focused on music, wellness, and academics to engage families and the broader community. Efforts are underway to improve record-keeping systems for better tracking of attendance at events and workshops. Additionally, the school aims to increase PTA membership among staff, parents, and students, while providing targeted training and support for parents of students in the Dual Language Enrichment Program. A dedicated parent liaison and parent involvement training further strengthen family engagement and collaboration.

Parent and Community Engagement Strengths

A key strength of Hargrave is its commitment to **inclusive and accessible family engagement**, demonstrated by effective communication in both English and Spanish and the planning of diverse, family-friendly events that actively involve parents and the community.

School Context and Organization

School Context and Organization Summary

Hargrave Elementary serves a diverse student population characterized by a high percentage of economically disadvantaged families and a significant number of English Learners. The school is committed to providing an inclusive, supportive environment that fosters academic growth, cultural awareness, and social-emotional development. With a dedicated leadership team and a collaborative staff, Hargrave prioritizes strong communication and partnership with families and the community.

School Context and Organization Strengths

The school's organizational structure emphasizes shared responsibility among administrators, instructional coaches, teachers, and support staff. Regular Professional Learning Communities (PLCs), data-driven decision-making, and ongoing professional development are central to the campus culture, ensuring that instructional practices are aligned and responsive to student needs. Through targeted intervention and enrichment programs, as well as family engagement initiatives, Hargrave strives to create a safe, nurturing space where every student has the opportunity to succeed.

Technology

Technology Summary

Hargrave Elementary is committed to integrating technology to enhance teaching, learning, and communication. While teachers are currently developing in their knowledge and use of instructional technology, the campus is actively working to increase access and improve classroom tools. To support this growth, the campus leadership team models 21st-century technology skills during PLCs and staff development sessions, reinforcing the school's goal of building a digitally fluent learning environment for all.

Technology Strengths

A key strength at Hargrave is the effective use of one-to-one student technology and digital communication tools by 100% of core teachers, ensuring consistent and accessible academic and behavioral updates for families.

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:- Monthly STEM Challenge Calendar/ Simple STEM Rubrics/Materials Lists/Student Surveys/ Campus/Teacher & Student Data Trackers & Goal Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Hargrave will incorporate project based learning, STEM challenges, and college/career awareness activities throughout the school year to increase student engagement and connect instruction to real world applications Expected Result/Impact: Students will be able to explain how classroom learning connects to future goals Staff Responsible for Monitoring: Principal, assistant principal. Grade level teachers, counselor, instructional coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Hargrave staff will incorporate daily problem solving exercises into math lessons that require students to apply foundational skills in real-world scenarios. Focus on breaking down multi-step problems and providing strategies for students to approach these problems methodically. Expected Result/Impact: Hargrave will improve proficiency in mathematics. The number of students who surpass the “meets” category on STAAR math will increase from 30%-40% in 3rd grade, 30%-43% in 4th grade, and 28%-40% in 5th grade. Staff Responsible for Monitoring: Math TDSI, Principal, Assistant Principal	%			

Strategy 3 Details		Reviews			
Strategy 3: Expected Result/Impact: Staff Responsible for Monitoring:		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: Campus/Teacher & Student Data Trackers & Goal Sheets, End of units Modules/District Benchmarks/ NWEA MAP and STAAR

Strategy 1 Details		Reviews			
Strategy 1: Hargrave staff will ensure all teachers are consistently planning and delivering rigorous, standard aligned Tier 1 instruction across all contents. Expected Result/Impact: By STAAR 2026, the percentage of students that are proficient on STAAR in grades 3-5, will increase by 10% or more across all content Staff Responsible for Monitoring: Content TDSI, principal, and assistant principal		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 2 Details		Reviews			
Strategy 2: Teachers at Hargrave will use data- driven planning to ensure lessons meet needs of diverse learners, including those with gaps. Expected Result/Impact: By STAAR 2026, the percentage of students that meet their growth goal in 4th and 5th grade math and reading will increase by 10% or more. Staff Responsible for Monitoring: Content TDSI		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 3 Details	Reviews			
Strategy 3: The Hargrave staff will incorporate hands-on science experiments and investigations that allow students to explore scientific concepts through real-world phenomena. The staff will ensure that lessons are aligned with STAAR standards and promote inquiry-based learning, which will deepen students’ understanding engagement. Expected Result/Impact: By STAAR 2026, the percentage of students that are proficient on STAAR in grades 3-5, will increase by 10% or more across all content Staff Responsible for Monitoring: Classroom Teachers,	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 1: THRIVING STUDENTS: All J.A. Hargrave 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: NWEA Map, BOY, MOY, EOY, and STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: J.A. Hargrave student (grades 3-5) scores for NWEA Map, BOY, MOY, EOY, and STAAR scores will increase 10% or more to demonstrate an improvement in student ability to complete reading, math, and science curriculum on student grade level leading to secondary and post-secondary success. Expected Result/Impact: Enhanced student achievement and college and career opportunities. Staff Responsible for Monitoring: Teachers, TDSI	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Implement the following Goal Progress Measures to ensure the percentage of College, Career, and Military Ready students increases by 15% by June 2026. GOAL PROGRESS MEASURES: The percentage of students meeting the college readiness standard of Proficient in Reading and Math will increase by 15% by June 2026.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: The percentage of College, Career, and Military Ready students will increase. Staff Responsible for Monitoring: Campus school counselor, general education teachers, Instructional Team				
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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: Event Attendance Logs, Feedback Surveys, Volunteer Sign-In Logs, Photos & Newsletters

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 1: Organize themed academic nights (e.g., Math, Literacy, STEM, College & Career, Digital Safety) that allow families and students to learn together through hands-on, engaging activities. Expected Result/Impact: Increased family involvement in student learning; stronger home-school connection. Staff Responsible for Monitoring: Principal, APs, instructional coaches, teacher leaders, counselor.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Create structured opportunities for families to volunteer during school hours or events (e.g., mentoring, classroom support, garden club, reading buddies). Expected Result/Impact: Increased adult presence and engagement at school; builds a collaborative school culture. Staff Responsible for Monitoring: Communities in School Partner, principal, office staff.				

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with libraries, health clinics, universities, and businesses to co-host community events (e.g., literacy fairs, wellness nights, STEM expos). Expected Result/Impact: Strengthens ties between school and community; provides wraparound support and enrichment. Staff Responsible for Monitoring: Principal, community liaison, district engagement team.	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources: Event Attendance Logs, Feedback Surveys, Volunteer Sign-In Logs, Photos & Newsletters; Digital Presence App

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with libraries, health clinics, universities, and businesses to co-host community events (e.g., literacy fairs, wellness nights, STEM expos). Expected Result/Impact: Strengthens ties between school and community; provides wraparound support and enrichment. Staff Responsible for Monitoring: Principal, community liaison, district engagement team	Formative			Summative
	Nov	Feb	May	July
	%			

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

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources: Parent Survey Results, Advisory Group Meeting Minutes, Social Media Engagement (likes, shares, comments)

Strategy 1 Details	Reviews			
Strategy 1: Ensure all major communication (newsletters, event flyers, school-wide announcements) is available in the primary languages spoken by families. Expected Result/Impact: Families with limited English proficiency feel informed, valued, and more likely to engage. Staff Responsible for Monitoring: Campus Principal, Bilingual/ESL Support Staff, District Communications Team	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Send monthly newsletters and/or short video updates from the principal or campus leaders summarizing key dates, highlights, and student celebrations. Expected Result/Impact: Builds transparency, keeps families informed, and strengthens the school-home connection. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3 – Empowered Staff

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

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

Evaluation Data Sources: Teacher feedback surveys after PD, Walkthrough observation data (T-TESS dimension ratings, look-fors)
PLC minutes documenting implementation of new practices

Strategy 1 Details	Reviews			
Strategy 1: 100% of campus PD sessions will be aligned to district/campus priorities and include follow-up coaching. Expected Result/Impact: Teachers implement high-yield strategies with fidelity, increasing student engagement and achievement. Staff Responsible for Monitoring: Principal, AP, TDSI Specialists	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: All professional learning communities (PLCs) will embed a cycle of continuous improvement that includes planning, implementation, and reflection aligned to student data. Expected Result/Impact: Teachers collaboratively use student data to adjust instruction, leading to stronger outcomes across grade levels. Staff Responsible for Monitoring: Principal, AP, TDSI Specialists	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/mentee logs, New staff surveys (fall and spring), and Retention/exit data for new hires

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 1: 100% of new-to-campus staff will complete an onboarding program including mentoring, classroom management support, and curriculum orientation. Expected Result/Impact: New teachers gain confidence and demonstrate stronger instructional readiness, increasing likelihood of retention beyond year one. Staff Responsible for Monitoring: Principal, AP, TDSI Specialists, Mentor Teachers, Team Leaders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: All new-to-campus staff will participate in quarterly professional learning sessions focused on district initiatives, instructional resources, and social-emotional supports. Expected Result/Impact: Staff will integrate campus and district practices with fidelity, ensuring consistency for students and parents. Staff Responsible for Monitoring: Principal, AP, TDSI Specialists, and Counselor				

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 leadership participation logs (committees, PD presentations, PLC facilitators), Teacher retention data, and Staff climate/culture surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 1: All teachers will be provided opportunities to serve in leadership roles such as PLC facilitator, mentor, or committee lead, tracked through a campus leadership log. Expected Result/Impact: Teachers develop leadership skills, build ownership of campus vision, and demonstrate higher job satisfaction. Staff Responsible for Monitoring: Principal, AP, and A-Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: A minimum of 25% of staff will facilitate professional learning sessions (e.g., PD workshops, model lessons, peer observations) by the end of the year. Expected Result/Impact: Staff share expertise with peers, fostering a collaborative culture and reducing reliance on external training. Staff Responsible for Monitoring: Principal, AP, TDSI Specialists	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: 100% of campus committees (e.g., safety, PBIS, curriculum, family engagement) will include teacher representation, and teachers will provide input on decision-making documented in meeting agendas and minutes. Expected Result/Impact: Teachers feel their voices are valued in campus-wide initiatives, strengthening trust, collaboration, and long-term commitment to the school community. Staff Responsible for Monitoring: Principal, AP, Committee Chairs, Teacher Leaders	%			

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: J.A. Hargrave 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: Discipline referral data (Skyward), PBIS recognition logs (Gator Bucks, positive referrals), Student/staff climate surveys, and Safety drill logs

Strategy 1 Details	Reviews			
Strategy 1: 100% of classrooms will implement the J.A. Hargrave PBIS system with fidelity, including clear expectations, reteach opportunities, and positive reinforcement through Gator Bucks and positive referrals. Expected Result/Impact: Students will show improved behavior and engagement, office referrals will decrease, and a consistent, positive school culture will be established. Staff Responsible for Monitoring: AP, Counselor, and Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: 100% of required safety drills (fire, lockdown, weather) will be completed, and staff will engage in ongoing training on crisis response protocols, with results documented in drill logs and debriefs. Expected Result/Impact: Students and staff will be well-prepared for emergencies and report feeling safe on campus. Staff Responsible for Monitoring: Principal, AP, Safety Committee, All Staff	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: 100% of students with repeated behavioral concerns will participate in tiered interventions that include restorative circles, counselor check-ins, and individualized Gator Buck incentive plans monitored through behavior tracking logs. Expected Result/Impact: Students will build self-regulation skills, experience fewer repeat discipline incidents, and feel more supported in the school environment. Staff Responsible for Monitoring: Counselor, AP, and Teachers	%			

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: Counselor lesson logs, Restorative practices records (circles, reflection sheets), Gator Bucks redemption logs, Student wellness surveys, and Attendance and academic performance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: 100% of grade levels will integrate SEL lessons weekly, facilitated by the counselor and reinforced in classrooms, while teachers incorporate PBIS expectations and Gator Bucks as part of daily SEL routines. Expected Result/Impact: Students will demonstrate improved self-regulation, empathy, and decision-making, leading to higher academic achievement and fewer behavioral concerns. Staff Responsible for Monitoring: Counselor, Teachers, AP	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: All students identified with repeated discipline, attendance, or academic concerns will be supported through restorative practices, parent partnership meetings, and targeted Gator Buck incentives to reinforce positive behaviors. Expected Result/Impact: Students receive proactive support that reduces repeat infractions, improves attendance, and strengthens classroom engagement. Staff Responsible for Monitoring: Counselor, AP, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3: Establish a Student Leadership/Wellness Council in grades 3–5 to provide input on PBIS systems, SEL activities, and school climate, meeting monthly with campus leaders. Expected Result/Impact: Students will develop leadership and advocacy skills, feel empowered to contribute to a positive campus environment, and foster stronger peer-to-peer accountability. Staff Responsible for Monitoring: Principal, AP, Counselor, Teacher Leaders				

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: Discipline referrals, Counselor visit, SEL lesson provided, Student Survey, Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Utilize referral and survey data to improve student social and emotional wellness. Expected Result/Impact: Students will learn skills and put in practice methods to be or become a citizen with leadership qualities by 25% by the end of the 2025-2026 school year. Staff Responsible for Monitoring: All J.A. Hargrave staff	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Utilize parent, student, and staff surveys for regular feedback and collaboration on continuous improvement of stakeholder satisfaction. Expected Result/Impact: Increase in parent involvement, improved satisfaction survey data and improved culture and climate. Staff Responsible for Monitoring: School Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

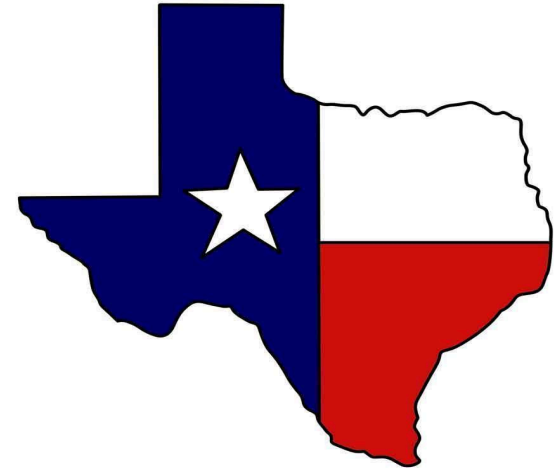
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources: Staff Wellness Survey (Start & Mid-Year), Participation Logs (Wellness Events)

Strategy 1 Details	Reviews			
Strategy 1: Host optional staff-centered events like yoga classes, healthy potlucks, walking clubs, chair massages, or mindfulness sessions before/after school or during lunch. Expected Result/Impact: Promotes healthy routines and builds camaraderie among staff members. Staff Responsible for Monitoring: Campus Wellness Champion, Counselor, PE Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Celebrate staff with regular shout-outs, “Staff Member of the Month,” thank-you notes, or peer-to-peer recognition boards. Expected Result/Impact: Builds positive school culture, improves job satisfaction, and supports emotional wellness. Staff Responsible for Monitoring: Admin Team, Counselor, Instructional Coaches	Formative			Summative
	Nov	Feb	May	July
	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

