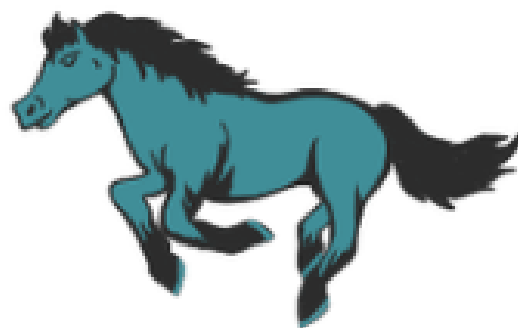




JUNE W. DAVIS
ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

June W. Davis Elementary is committed to offering all students a real and impactful elementary education, driven by a deliberate pursuit of excellence.

Vision

June W. Davis Elementary strives to become the highest performing elementary school of choice in Tarrant County.

Campus Values

We value continuous academic growth toward individual and campus goals.

We value the unique contributions of each student, family, and staff member as an asset to the progress of our school community.

We value a learning environment that is safe mentally, physically, and emotionally.

We value a positive and productive work environment where there are opportunities to grow individually and together.

We value timely, frequent, and clear communication with students, families, and staff.

We believe in positive support and reinforcement of our Guidelines to Success:

Be Brave
Be Responsible
Be Leaders
Engage in Learning

Today I will...
Do my best
Assume responsibility
Value relationships
Inspire other
Succeed



Comprehensive Needs Assessment

Needs Assessment Overview

June W. Davis Elementary is a larger elementary school serving more than 600 students from a variety of experiences and backgrounds. In order to best serve our students, campus administrators collaborate with staff and the CPOC (Campus Performance Objective Committee) to develop the yearly campus improvement plan. The campus Comprehensive Needs Assessment (CNA) as well as the Vision and Guidelines for Success are used to guide the alignment and focus of the strategies to our mission, which is to offer all students a real and impactful elementary education, driven by a deliberate pursuit of excellence.

The excellence we seek as a campus is divided into 4 areas:

- Excellence in learning with a focus on growth for every student.

- Excellence in our community through engaging partnerships.

- Excellence in communication with students, staff, families, and community partners.

- Excellence in the execution of our Collective Effort toward our goal.

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 they continue to work to complete their strategies throughout the school year, strategies may be modified to reach our Goal Performance Measures and all other targeted measures.

Demographics

Demographics Summary

June W. Davis Elementary (JWD) is a suburban school in South Tarrant County, and serves more than 600 students in grades Pre-Kindergarten through 5th. The school employs 60 staff members including 31 classroom instructional employees. The campus serves students of varied ethnic heritages and cultures and strives to value the unique contributions of each as a benefit to our school community.

June W. Davis Elementary is committed to providing a safe, loving, and supportive environment with the goal of ensuring students learn key foundational skills that prepare them for the remainder of their PK-12 experience and beyond both academically and socially.

Demographics Strengths

JWD is proud to serve an increasingly diverse group of families that make up our school community. When evaluating the performance of students from various demographic groups in the 24-25 school year, several met or exceeded the state average and/or met federal targets as indicated on state assessment STAAR results. Additionally, as indicated by MAP and mClass testing across three administrations (beginning, middle, and end of year), there was substantial growth achieved in first grade reading and math.

Strengths for June W. Davis Elementary include:

- Extended Professional Learning Community (PLC) time to provide teachers with additional support and access to coaches
- Growth in RLA for 1st grade students
- Increased Average Daily Attendance across grade levels
- Expanded during and after school offerings to increase the number of students who are actively engaged in the school community

Opportunities for Growth and Exploration for June W. Davis Elementary include:

- Emphasis on continued growth in 2nd grade to reduce the need for intervention in 3rd grade
- Emphasis on the teaching of Writing in tandem with the teaching of Reading
- Emphasis on foundation Math fact fluency

Student Achievement

Student Achievement Summary

At June W. Davis Elementary, student achievement is measured in academic growth as well as social-emotional and behavioral growth. Beyond the state accountability system (STAAR), the campus reviews other data that includes various test results from national and state levels such as mClass, CIRCLE, and MAP. In addition, the campus uses information from surveys (family, student, and teachers) as well as attendance and disciplinary referral data to ensure the alignment of our actions to our goal.

Student Achievement Strengths

According to data collected from the various resources listed above (STAAR, mClass, CIRCLE, and MAP), the achievement of students at June W. Davis Elementary consistently make progress in their academic growth, resulting in a state assigned rating of a “B.” Additionally, the increase in the campus Average Daily Attendance (ADA) and a decrease in the number of students receiving suspensions (both in school and out of school) suggest that students are present and in the learning environment where they are exposed to high quality instruction.

Several grade levels and subjects have shown achievement levels that meet or exceed the state or federal targets:

- 100% of Gifted and Talented students met standard on the 5th Science STAAR
- 5th grade Science scores surpassed the state average
- 94.2% Average Daily Attendance for the 2024-2025 school year

Campus Culture and Climate

Campus Culture and Climate Summary

June W. Davis Elementary is committed to fostering a safe environment where students, family, and staff feel valued and connected. The campus utilizes the PBIS system including a fully functional house system, points system, and campus store as one way of building community and aligning student actions to our Guidelines for Success (Be Brave, Be Responsible, Be Leaders, Engage in Learning). Students and teachers are awarded points for upholding the Guidelines to Success, attending school daily, and being in dress code. In addition, the PBIS app is used as the primary means of communication between families and staff to ensure consistency across grade levels and teachers.

Family and Community participation are also a key part of our campus culture. The campus hosts two major events each year, Stem-o-ween in the Fall and Sneaker Ball in the Spring, that consistently have turn outs of three hundred or more family members and students. The PTO in combination with Davis Dads and M.I.S.S. (Moms in School Support) as well as partners from Southcliff Church and Junior Achievement of Fort Worth add additional layers of support that positively impact our campus culture and climate.

Campus Culture and Climate Strengths

Some areas of strength for the campus include:

- Strong, consistent communication through the campus Teams thread
- Quick response to a call for support through the use of Teams threads
- 11/31 instructional staff are also connected to a club or special initiative
- Fully implemented house system with weekly House Day, two rallies per year, and 2 house meetings per year
- Fewer than 20 instances of suspension (in school, out of school, alternative placement) for the campus accrued by 8 out of 600 students
- Boys to Men mentor group
- Teal Team (Step Team)
- Dance Team

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

June W. Davis Elementary has a diverse staff that represents many backgrounds, ages, and levels of experience ranging from first year teachers to 28 year veteran educators. In an effort to support diverse experience levels, professional development and Professional Learning Communities are differentiated to meet the needs of teachers on each specific team. In addition, first year teachers are assigned formal mentors for district and campus level growth. We recognize that a high quality, well-supported staff is integral to student success, and we strive to achieve excellence in the support and training of our staff.

Staff Quality, Recruitment, and Retention Strengths

- 7/31 instructional staff with earned Teacher Incentive Allotment designations
- One staff member accepted to the Paraeducator Teacher Advancement Program (PTAP)
- Staff represents experience levels from first year teacher to 28 years
- Teacher and Staff of the month
- Weekly shoutouts in the newsletter and in real time via the campus Teams thread

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

June W. Davis Elementary school believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. Data driven decisions are made for improvement through the adopted curriculum. Effective instructional methodologies, walkthrough information, feedback from the teachers, assessment data, and continuous analysis of data help to ensure that the curricular needs of the campus are being met. The campus utilizes the approved district curricula in addition to the supportive planning documents offered to ensure that teachers are prepared to deliver high quality Tier 1 instruction as well as a 90 minute PLC structure that increases teachers' time with coaches to prepare for instruction.

Curriculum, Instruction, and Assessment Strengths

- Students in every grade level participate in subject specific goal setting with their teachers
- Student data is housed in a central location to allow teachers to identify trends and specific student needs
- Student and teacher growth is celebrated frequently
- 90 minute PLC structure allows for increased preparation for Tier 1 instruction and intervention

Parent and Community Engagement

Parent and Community Engagement Summary

June W. Davis Elementary is a unique school, and is fortunate to have a highly active community of teachers, teachers' families, students and their families, community partnerships with Southcliff church, and a partnership with Junior Achievement of Fort Worth. Parents and community members contribute socially, emotionally, financially, and through the contribution of their time to the success of the campus in the areas of academics, fine arts, athletics, and student organizations. Parents and families frequently visit the campus for lunch visits and actively collaborate with administrators and teachers to make beneficial campus decisions.

Parent and Community Engagement Strengths

Strengths for the campus include:

- Davis Dads
- MISS
- House System
- Career Day with Junior Achievement
- Reading Buddies with Southcliff church
- Grandparent's/Veteran's/Parent celebrations
- Teal Team (Step Team)
- Dance Team

School Context and Organization

School Context and Organization Summary

The Campus Improvement Plan is reviewed by district administrators to ensure that the plan addresses measurable strategies that have a high likelihood of generating progress toward our goals. Strategies for campus improvements are based on the root causes associated with each identified need as determined by the campus leaders and Campus Performance Objective Committee. District, campus, and outside consultants provide professional development related to best practices enabling campus personnel with the necessary skills to achieve the established goals. Personnel also monitor the data, conduct classroom walkthroughs, provide support, and give feedback to ensure that progress is being made.

Campus Administrators collaborate with staff and the Campus Performance Objective Committee to develop the campus improvement plan. The Campus Needs Assessment in combination with the campus goals are used to guide the alignment and focus of the strategies to our mission of providing students a real and impactful elementary education, driven by a deliberate pursuit of excellence.

School Context and Organization Strengths

- Expansion of real-world exposure opportunities through field trips (\$2000) tied to academics, the arts, and school organizations (Step Team, STEM, dance)
- Continuation of after school tutorials to increase exposure and practice for students with identified needs. **(\$4,000)**
- Expansion of community partnerships to support students and families
- Expansion of Career Day partnership with Junior Achievement of Fort Worth to increase CCMR readiness and increase problem solving skills

Technology

Technology Summary

June W. Davis Elementary strives to integrate technology into the learning environment in ways that enhance learning. In pursuit of this goal, each classroom has a class set of chromebooks housed in mobile carts with the expectation that they be used by students to access supportive instructional materials including the curriculum resources and texts, individualized intervention lessons, screeners, and assessments.

Technology Strengths

Technology strengths include:

- Class sets of chromebooks for all instructional classes
- Implementation of a campus Technology Lead who gives quarterly updates with resources that enhance learning in the targeted areas of Math, Science, and Reading/Writing
- Utilization of online platforms to provide individualized intervention and support

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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 released test questions
- mClass early reading assessment results
- Observation results
- CLI data
- NWEA MAP reading and math assessment data
- Attendance data
- Discipline trend data

Student Data: Student Groups

- Dyslexia data
- Special Education Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Goal 1 – Thriving Students

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement a Career Day in partnership with Junior Achievement of Fort Worth that provides students in PK-5 exposure to careers and the JA entrepreneur curriculum promoting problem solving skills. Expected Result/Impact: Students gain insight into future career paths and participate in entrepreneurial games that promote deeper thinking and problem solving. Staff Responsible for Monitoring: Principal, AP, Counselor, JA Partnership Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Ensure that each grade level takes students on a field trip that will build on curricular knowledge and provide new real-world experiences to support their thinking Expected Result/Impact: Students gain an understanding of the world through social interactions outside of the school building as well as strengthen their connections between the curriculum and real world.	%			

Staff Responsible for Monitoring: Principal, AP, Team Leads, Secretary				
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Strategy 3 Details	Reviews			
Strategy 3: Encourage and promote hands-on learning opportunities including field trips (\$2,000), labs, and classroom transformations through the provision of resources and allocation of funds to purchase materials. Additionally, allocate preparation time through June U and PLC to ensure materials are ready for high quality teaching and learning. Expected Result/Impact: Students' connections between concepts and application will increase, yielding deeper understanding and increased performance. Staff Responsible for Monitoring: Principal, AP, TDSIs	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide training to staff on differentiation strategies that reach both students in need of prerequisite skills to be successful and students in need of extension above grade level to achieve at a higher level.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Students of all levels receive tailored instruction that meets their needs, leading to increased levels of growth and success for students. Staff Responsible for Monitoring: Principal, AP, TDSIs				
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Strategy 2 Details	Reviews			
Strategy 2: Ensure working technology for all students and teachers. Teachers should be provided a laptop, document camera, projector, and smart board. Students should have access to a fully functional classroom set of chromebooks with QR login codes and headphones. Expected Result/Impact: An increase in the functionality of all technology for students and teachers should reduce the amount of time needed to manage technology and increase the meaningful use of technology resources as assets to Tier 1 instruction. Staff Responsible for Monitoring: Principal, AP	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Implementation of 90 minute PLCs with lesson rehearsal to ensure high quality delivery for all classrooms from all teachers.	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: Consistency in instruction leads to consistency in the experience of families and students across grade levels. Staff Responsible for Monitoring: Principal, AP, TDSIs	%			
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Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement a Career Day in partnership with Junior Achievement of Fort Worth that provides students in PK-5 exposure to careers and the JA entrepreneur curriculum promoting problem solving skills. Expected Result/Impact: Students gain insight into future career paths and participate in entrepreneurial games that promote deeper thinking and problem solving. Staff Responsible for Monitoring: Principal, AP, Counselor, JA Partnership Coordinator	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Incorporate future ready skills such as collaboration, verbal communication, and written communication practice across subjects and grade levels. Expected Result/Impact: Students will gain confidence in skills that will directly correlate to those needed for success in their future college, career, or military endeavors. Staff Responsible for Monitoring: Principals, AP, TDSIs	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Provide targeted academic and social emotional support through tutorials (\$4,000), mentor groups, and character trait education. Expected Result/Impact: Students receive support that grows their confidence and skillset for academic and emotional growth. Staff Responsible for Monitoring: Principal, AP, Counselor	%			

Goal 2 – Engaged Community

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

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Host curriculum nights (Stem-o-Ween in the Fall and Sneaker Ball in the Spring) that focus on opportunities for parents and students to work together to solve problems through games and tasks that are tied to major Readiness and Supporting standards. Expected Result/Impact: Increased parent understanding of the academic challenges and tasks students must be able to perform Staff Responsible for Monitoring: Principal, AP, STEM specialist	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Host morning and lunch session family events (to accommodate those who prefer daytime activities) in which students and their family members engage in reflective practices and strengthen their communication. Expected Result/Impact: Acquisition of new communication strategies that fortify relationships at home and school	%			

Staff Responsible for Monitoring: Counselor, PTO, Principal, AP				
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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Implement a Career Day in partnership with Junior Achievement of Fort Worth that provides students in PK-5 exposure to careers and the JA entrepreneur curriculum promoting problem solving skills. Expected Result/Impact: Students and community members engage in a day of learning from one another in a safe, supportive environment Staff Responsible for Monitoring: Principal, AP, Counselor, JA Partnership Coordinator	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Continue our partnership with Junior Achievement and expand it to include their curriculum that promotes problem solving and collaboration. Expected Result/Impact: Increased opportunities for students to collaborate and think critically to solve problems using the curriculum during Computer Lab Specials. Staff Responsible for Monitoring: Principal, AP, Counselor	%			

Strategy 2 Details	Reviews			
Strategy 2: Continue our partnership with Southcliff Church “Reading Buddies” to provide academic and social emotional support to targeted students. Expected Result/Impact: A sense of connection and belonging for he students who are visited by Reading Buddies in addition to increased confidence in Reading. Staff Responsible for Monitoring: Principal, AP, RLA TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Rebrand and increase the involvement of our PTO through a focus on the Teacher participants who can bridge the gap between PTO officers and families. Expected Result/Impact: Increased involvement from families Staff Responsible for Monitoring: Principal, Secretary, Teacher Liaison	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Continue using the PBIS family app for communication between staff and families.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Increased awareness and connectedness through use of the messaging feature and the point tracker that provides positive feedback to families about student behavior. Staff Responsible for Monitoring: PBIS Champion, Counselor, Principal, AP, Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Monthly family newsletters sent via email, PBIS, Power Schools, and Social Media to ensure families are kept updated with dates and relevant information. Expected Result/Impact: A sense of connectedness, increased parent awareness of opportunities to engage with the campus community. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Increase social media engagement to 2 or more posts per week. Expected Result/Impact: Families and stakeholders gain insight into the daily work that happens on campus; allows us to tell our own story of who we are. Staff Responsible for Monitoring: Principal, STEM Specialist	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: PLC agendas/minutes, walkthrough data, student achievement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide differentiated PLC sessions focused on Tier 1 instruction, intervention, and use of student data. Expected Result/Impact: Improved teacher efficacy and student outcomes through consistent use of best practices. Staff Responsible for Monitoring: Principal, AP, TDSIs, Team Leads	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Provide staff with exit surveys from PD sessions to get feedback that informs future PD sessions and focuses. Expected Result/Impact: PD sessions and topics that are aligned to the needs of teachers that are presented in ways identified as most impactful Staff Responsible for Monitoring: Principal, AP, TDSIs	%			

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, new teacher surveys, retention data, Agendas, sign-ins, walkthrough observations, survey feedback.

Strategy 1 Details	Reviews			
Strategy 1: Establish a mentor/buddy system for all teachers new to JWD, including monthly check-ins. Expected Result/Impact: Smoother transition for new staff; higher retention rates. Staff Responsible for Monitoring: Principal, AP, mentor teachers.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide new teacher induction sessions on JWD systems (PBIS, PLCs, curriculum alignment, parent communication). Expected Result/Impact: Consistent implementation of campus systems; increased confidence among new staff. Staff Responsible for Monitoring: Principal, APs, TDSIs.	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources: Staff participation records, leadership team minutes, retention rates, Number of presentations, staff surveys, evidence of new strategies implemented. Climate survey results, retention/turnover data

Strategy 1 Details	Reviews			
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Strategy 1: Develop teacher leadership pathways (house leads, committee chairs, instructional coaches-in-training). Expected Result/Impact: Broader leadership capacity; improved morale and retention. Staff Responsible for Monitoring: Principal, ILT.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Recognize and celebrate staff contributions regularly (staff of the month, shout-outs, appreciation events). Expected Result/Impact: Positive culture that encourages staff to remain and grow at JWD. Staff Responsible for Monitoring: Principal, ILT, PTO.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Encourage staff to present at district or regional PD sessions and conferences. Expected Result/Impact: Increased visibility and pride in staff expertise; professional growth opportunities beyond campus. Staff Responsible for Monitoring: Principal, AP.	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4 – Safe and Healthy Environment

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

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources: Drill logs, staff/student feedback, district safety audits, Discipline data, PBIS app reports, climate surveys.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular safety drills (fire, lockdown, severe weather, etc.) and review procedures with staff and students. Expected Result/Impact: Students and staff will respond confidently in emergencies. Staff Responsible for Monitoring: Principal, AP, Counselor. SRO (Navarro)	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement consistent PBIS practices across classrooms and common areas. Expected Result/Impact: Decreased discipline referrals; improved student behavior. Staff Responsible for Monitoring: Principal, AP, Teachers, PBIS Team.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to connect with safe adults to work through emotional situations and regulation needs. Expected Result/Impact: Decreased disciplinary actions for minor issues and/or emotional issues that require support over consequences Staff Responsible for Monitoring: Principal, AP, 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 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: SEL survey data, counselor logs, attendance/discipline data. Walkthrough data, professional development feedback, referral data.

Strategy 1 Details	Reviews			
Strategy 1: Integrate SEL lessons (Morning Meetings, counselor guidance lessons, Character Counts curriculum). Expected Result/Impact: Increased student self-regulation, empathy, and academic focus. Staff Responsible for Monitoring: Counselor, Teachers, Principal.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide training for staff in trauma-informed practices and classroom management that supports emotional safety. Expected Result/Impact: Improved teacher-student relationships; reduction in disruptive incidents. Staff Responsible for Monitoring: Principal, AP, Counselor, TDSIs.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Find and implement a therapy dog program that supports students and staff in their ability to cope with stress. Expected Result/Impact: Decreased teacher and student absences, decreased office referrals for emotion-based reactions, increased use of counseling and SEL resources Staff Responsible for Monitoring: Principal, 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 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources: Duty rosters, climate survey feedback, reduction in behavior incidents in non-classroom settings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Host family engagement events (STEM-o-ween, Sneaker Ball, Literacy Nights) that reinforce a positive, inclusive culture. Expected Result/Impact: Increased parent participation and sense of belonging. Staff Responsible for Monitoring: Principal, PTO, Parent Engagement Committee. Evaluation Data Sources: Event attendance, family surveys, volunteer sign-in sheets.	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Maintain a visible, positive adult presence in hallways, cafeteria, and recess. Expected Result/Impact: Students feel safe and supported throughout the day. Staff Responsible for Monitoring: All staff, Administrators.	%			

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 participation logs, climate surveys, retention data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide wellness initiatives such as mindfulness sessions, therapy dog, staff step challenges, and optional yoga/fitness activities.	%			

Expected Result/Impact: Increased staff morale and reduced burnout.				
Staff Responsible for Monitoring: Principal, Counselor, Wellness Committee.				

Strategy 2 Details	Reviews			
Strategy 2: Protect staff time by minimizing unnecessary meetings and embedding PLC/PD into the school day. Expected Result/Impact: Staff report improved work-life balance and higher satisfaction. Staff Responsible for Monitoring: Principal, AP.	Formative			Summative
	Nov	Feb	May	July
	%			

State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Hannah Anthony	Principal	
Alando Moore	Assistant Principal	
Peace Jackson	Counselor	
Vanessa Vives	5th Grade Teacher	
Tonya Kennedy-Scarborough	4th Grade Teacher	
Amanda Staffieri	3rd Grade Teacher	
Joanna Shelton	2nd Grade Teacher	
Toni Clinkenbeard	1st Grade Teacher	
Ashley Motes	PK Teacher	

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 3-5 Reading (54.3%) is not below the state average (54%).
2. The percentage of students achieving “meets grade level standards or above” in 3-5 Math (51.5%) is not below the state average (43%).
3. The percentage of students achieving “meets grade level standards or above” in 3-5 Science (53.5%) is not below the state average (46%).
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

The Campus Improvement plan was developed with appropriate stakeholders as the campus solicited participation and feedback from parents, community members, teachers, principals, and other district and campus personnel. The areas considered included Curriculum and Instruction, Special Services, School Leadership, Teaching and Learning, Communication, Accountability, Safety and Security, Technology, and Operations.

2.2: Regular monitoring and revision

The campus formally monitors the plan quarterly for progress being made on each strategy. The quarterly designation is based on data collected during that quarter. Screeners and benchmarks are major data sources for determining areas of strength and need by teacher, as growth on those assessments measure the effectiveness of the instruction taking place as it relates to the specific targeted items identified and measured during the time frame.

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

The languages spoken and cultures represented by our campus are unique. The CIP is made available to families in a digital format that is compatible with the district webpage where it can be translated into 102 languages .

2.4: Opportunities for all children to meet State standards

Among many of the items identified in the plan, the campus maintains a focus on reviewing data to find teachers/areas of unusual success and/or need for improvement through the continuous review of data. Although the campus is not satisfied with the Special Education student performance, the campus does see growth occurring in this and many other subpopulations of the school community.

2.5: Increased learning time and well-rounded education

Increased learning time and a well-rounded education are priorities for the campus. Assistance and intervention are offered during the daily school schedule to ensure that access to academic support is equitable and available to all while still allowing for students to be engaged in other campus based clubs and organizations that occur at various points in the day (both during and after school).

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

Among many of the items identified in the plan, the campus maintains a focus on reviewing data to find teachers/areas of unusual success and/or need for improvement through the continuous review of data. Although the campus is not satisfied with the Special Education student performance, the campus does see growth occurring in this and many other subpopulations of the school community.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is revised yearly and distributed to families at the beginning of the year.

3.2: Offer flexible number of parent involvement meetings

Whenever possible, the campus ensures that meetings are available during multiple timeframes to ensure that families are able to attend while still maintaining their work and life commitments.

Campus Improvement Plan Committee		Meeting Date : _____
Name	Position	
Hannah Anthony	Principal – Chairperson	
Peace Jackson	Counselor	
Vanessa Vives	Teacher	
Joanna Shelton	Teacher	
Amanda Staffieri	Teacher	
Alando Moore	Assistant Principal	
Tashawna Rollins	Parent	
Alexis Benson	Parent	
(seeking new member)	Parent	
(seeking new member)	Community Member	
(seeking new member)	Community Member	
Dr. Paula Lewis	District Representative	

