



MARY HARRIS
ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement:

To equip all students to reach their greatest potential for lifelong success.

Vision Statement:

The policies, programs, and practices of MHE ensure that all students receive high-quality instruction every day.

Campus Values

Dignity

Professionalism

Courtesy

Respect

Comprehensive Needs Assessment



Needs Assessment Overview

The 2025–26 Campus Needs Assessment (CNA) for Mary Harris Elementary identified key strengths and challenges that will guide the development of the Campus Improvement Plan (CIP). Academic data show growth in Reading and Math for Grades 3–4; however, significant declines in Grade 5 performance and persistent gaps in constructed response writing highlight areas requiring urgent attention. Achievement disparities remain most evident among African American males, students receiving special education services, and economically disadvantaged learners. While schoolwide initiatives such as Husky PRIDE, SEL lessons, and restorative practices have contributed to positive cultural shifts, challenges with disproportionate discipline, high mobility, and attendance below district goals continue to impact student consistency and success.

In terms of capacity and support systems, the CNA noted improvement in teacher retention but emphasized the need for targeted professional development in writing instruction, lesson planning, and coaching, especially in upper grades. While high-quality instructional materials and interventions are in place, fidelity of implementation and progress monitoring require strengthening. Families remain actively engaged in campus events, though participation varies across subgroups, and parents expressed a desire for more involvement in academic support and decision-making. Technology access is universal, but integration into instruction and readiness for STAAR technology-enhanced items must be improved. Overall, the CNA points to critical priorities in advancing student achievement, ensuring equity in culture and climate, deepening staff development, and strengthening family and community partnerships, all aligned to the CIP goals of Thriving Students, Engaged Community, Empowered Staff, and a Safe & Healthy Environment.

Demographics

Demographics Summary

Mary Harris Elementary is a PK–5th grade school located in Crowley ISD serving 445 students. It is a Title I campus with 92% of students identified as economically disadvantaged. The student population is 68% African American, 20% Hispanic, and 4% White, reflecting a highly diverse community. Approximately 15% of students receive Special Education services, 6% are English Learners, and 2% are identified as Gifted/Talented. Student mobility averages 18% annually, presenting an ongoing challenge to instructional continuity and campus culture. The average student-to-teacher ratio is 22:1, which supports more individualized attention to student needs. The campus benefits from stable leadership, with Principal Bell and Assistant Principal Roberts entering their third year together, providing consistency in vision and direction.

Community and family engagement remain a strong focus at Mary Harris. Parents and guardians actively participate in events and express interest in deeper involvement in decision-making and academic support. The campus offers a range of student supports including social-emotional learning lessons, restorative practices, and the Husky PRIDE initiative to foster positive behavior and culture. Enrichment opportunities are enhanced through the Mary Harris Fine Arts Foundation, which provides students with access to music, art, and extracurricular programs aligned with their interests. Attendance for 2024–25 averaged 92.7%, which is an improvement from prior years but still below the district goal of 96%. Partnerships with local organizations, district-level resources, and family engagement programs continue to strengthen the campus commitment to educating the whole child academically, socially, and emotionally.

- 445 Enrolled
- 92% Economically Disadvantaged
- 68% African American
- 20% Hispanic
- 4% White
- 15% Special Education
- 6% English Learners
- 2% Gifted/Talented
- 18% Student Mobility Rate

Demographics Strengths

Culture & Climate

- We implement the Husky PRIDE initiative, which reinforces positive behavior expectations and celebrates students who demonstrate perseverance, respect, integrity, determination, and excellence.
- Social-Emotional Learning (SEL) lessons are embedded weekly to equip students with strategies for self-awareness, self-management, and relationship skills.
- Restorative practices are used consistently to address conflict and promote accountability, empathy, and community building.
- Students are recognized weekly during morning announcements as “Husky Leaders” for modeling positive behavior and character.
- Attendance incentives such as class celebrations, certificates, and recognition are used to motivate students to meet attendance goals.

Student Achievement & Instruction

- Students benefit from daily WIN (What I Need) intervention time, allowing targeted support in reading and math to accelerate growth.
- Teachers participate in Professional Learning Communities (PLCs) weekly to plan lessons, analyze student data, and align instructional practices.
- High-quality instructional materials (Bluebonnet Reading/Writing, Eureka Math, AVID strategies) are in place to support rigorous instruction.

Family & Community Engagement

- Our Fine Arts Foundation provides students with opportunities to explore art, music, and performance, strengthening engagement and creativity.
- The campus hosts family engagement nights focused on literacy, math, and fine arts, encouraging parents to actively support student learning.
- Parents are invited to participate in campus events and decision-making opportunities, strengthening the home-school partnership.

Leadership & Staff Capacity

- Leadership stability with Principal Bell and Assistant Principal Roberts in their third year together provides a consistent vision and strong support for staff and students.
- Staff surveys and feedback are used to inform professional development, coaching, and instructional priorities.
- Teacher-to-student ratios remain low (1:16), allowing staff to provide more individualized attention to student needs.

Student Achievement

Student Achievement Summary

Mary Harris Elementary continues to demonstrate promising academic growth, particularly in Grades 3 and 4. Both Reading and Math show consistent gains, with more students achieving at the Meets and Masters levels, and Grade 3 making especially strong progress in Reading mastery. Individual growth trends in Reading are also evident, reflecting steady improvement in comprehension and skills development.

Constructed response writing remains a notable area of concern, as 68% of 4th grade students scored a zero on open-ended responses. Achievement gaps are most pronounced among African American males, students served in special education, and economically disadvantaged learners. These results highlight the need for targeted interventions in upper grades, stronger writing instruction across all grade levels, and more consistent use of high-quality instructional materials and progress monitoring systems.

Student Achievement Strengths

While Grade 5 results highlight areas for targeted improvement in Math and Science, these outcomes provide clear direction for focused interventions and instructional support. Overall, the data reflect a pattern of growth in the lower tested grades, a strong foundation to build upon, and actionable insights that will guide instructional planning and student support in the upper grades.

- Established systems for intervention and progress monitoring support student growth:
 - A campuswide Multi-Tiered System of Support (MTSS) has been implemented, with teachers, the assistant principal, and counselor meeting every three weeks to review intervention data and student progress.
 - Teachers upload progress monitoring data and work samples regularly, allowing for individualized instructional decisions.
 - Daily acceleration lessons and small-group instruction are built into the schedule to support targeted student needs.
 - High-Impact Tutoring (HIT) provides additional academic support after school and on one Saturday each month, with teachers documenting interventions and progress.
- Weekly Data Meetings (WDM) are embedded into teacher practice, where staff analyze student work, unpack standards, and plan reteach lessons for high-leverage skills.

Campus Culture and Climate

Campus Culture and Climate Summary

Mary Harris Elementary has the opportunity to strengthen its school culture and community connections by expanding recognition systems for student achievement, attendance, and leadership through the House System, aligned with the district's PBIS framework. Embedding recognitions and competitions each six weeks will foster motivation, school pride, and a stronger sense of belonging among students and staff. By refining attendance incentives, celebrating students through programs such as Student of the Month, and expanding SEL instruction with Character Strong and counselor-led lessons, the campus can build a more consistent and engaging culture of excellence.

Additionally, the campus has an opportunity to deepen relationships through whole-school culture training, morning meetings, House pep rallies, and the induction of all students and staff into global houses to strengthen connections across grade levels. Partnerships with families and community organizations will support outreach and volunteer opportunities, while continued investment in the Student Leadership program will empower students as Husky Leaders and House Leaders. With student mobility on the rise, these efforts present a timely opportunity to engage and connect with students and families more systematically, ensuring a sense of belonging while addressing learning gaps through intentional support.

Campus Culture and Climate Strengths

Mary Harris Elementary has established a comprehensive, school-wide behavior system that promotes both academic achievement and a healthy social-emotional mindset. The Husky PRIDE framework, rooted in perseverance, respect, integrity, determination, and excellence, sets clear expectations and fosters a safe and supportive learning environment across all instructional settings. Staff and students are consistently taught common practices for arrival, hallways, dismissal, and shared spaces, ensuring a culture of safety, consistency, and maximized instructional time.

The campus integrates daily SEL instruction through Character Strong lessons, restorative circles, and counselor-led guidance activities, building positive relationships among students and staff while reinforcing empathy, accountability, and community. School-wide service projects, Red Ribbon Week, and other culture-building initiatives provide students with opportunities to practice kindness, leadership, and social responsibility. Communication with families remains a priority through bi-weekly Parent Square newsletters, Class Dojo, and Facebook, ensuring transparency and strong school-to-home partnerships. Positive Husky Referrals are used to celebrate student achievements and highlight a growth mindset, further cultivating a culture of recognition, encouragement, and pride in the Mary Harris Elementary community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Mary Harris Elementary offers a strong support system for both new and experienced teachers, making it an excellent place to grow professionally. Targeted professional development is aligned with instructional needs, equipping teachers with effective strategies to support LEP, special education, and economically disadvantaged students. New teachers, including first-year educators and Teacher Residents (TIRs), benefit from structured coaching, mentoring, and a clear campus system that ensures both teacher success and student achievement. Administrators collaborate with staff to thoughtfully determine grade-level placements, always keeping the best interests of students and teachers in mind.

In addition to professional growth, Mary Harris is committed to fostering a culture of appreciation and recognition. Teachers are consistently celebrated through strategies such as snack carts, monthly staff appreciations, staff shout-outs, and other morale-boosting initiatives. The combination of meaningful professional support and intentional teacher recognition makes Mary Harris Elementary a welcoming, stable, and rewarding environment for dedicated educators.

Staff Quality, Recruitment, and Retention Strengths

Mary Harris Elementary is committed to investing in its educators by providing meaningful professional development and structured time for collaboration. Professional learning is designed based on staff feedback from the End-of-Year survey, ensuring that training meets the real needs of teachers. All classroom teachers benefit from a daily 60-minute planning period, extended planning time once a week, and a designated monthly PLC meeting, creating space for collaboration, innovation, and instructional growth.

MHE also fosters teacher leadership by offering opportunities to participate in campus and district leadership series, preparing staff to take on expanded roles in the future. Candidates experience a supportive, high-expectation environment from the start, with demonstration lessons serving as both a showcase of skills and a gateway to the school's collaborative culture. This intentional balance of support, planning time, and leadership opportunities makes Mary Harris Elementary an attractive and rewarding place for educators to build their careers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Mary Harris Elementary has the opportunity to strengthen its instructional culture by refining assessment practices and aligning curriculum to state standards. Teachers will use timely assessments and student goal-setting to inform instructional decisions and increase ownership of learning. Vertical team collaboration and (TDSI) Teacher Development Student Interventionist support will further enhance evidence-based instructional strategies, ensuring consistency and rigor across grade levels.

The campus will continue to focus on building a rich academic environment that highlights reading, math, and science while embedding AVID strategies to promote college readiness. From vocabulary-building initiatives and interactive flashcards throughout the building to campus-wide visual reinforcements such as pennants and print-rich displays, MHE is committed to fostering curiosity, engagement, and lifelong learning for all students

Curriculum, Instruction, and Assessment Strengths

Mary Harris Elementary has the opportunity to deepen instructional impact through a strong focus on professional learning and collaborative planning. Consistent PLCs, led by the campus TDSI, provide teachers with structured time to internalize lessons, practice instructional delivery, and analyze student data at a meaningful level. Extended PLCs, along with weekly planning sessions, are intentionally designed to support teachers in creating quick checks, exit tickets, targeted interventions for struggling learners, and enrichment opportunities for high-performing students. These structures not only enhance Tier 1 instruction but also build teacher leadership and capacity within the PLC process.

Professional development opportunities including summer learning sessions in AVID, Amplify, and Bluebonnet Math, as well as continued HQIM trainings for ELAR teachers further strengthen instructional practice across content areas. Frequent progress monitoring in reading, math, science, and social studies, supported by teacher-kept data logs and MTSS profiles, ensures instructional decisions are responsive to student needs. Together, these systems create a culture of collaboration and continuous growth, positioning MHE to elevate student achievement and teacher excellence.

Parent and Community Engagement

Parent and Community Engagement Summary

Mary Harris Elementary has the opportunity to strengthen school–home–community connections by fostering deeper partnerships with families and local organizations. The campus will focus on improving consistent, effective communication with parents through newsletters, social media updates, and family advisory opportunities such as CPOC and PTA. A Community Outreach Committee will lead efforts to organize family nights, summer meet-and-greet events, and other activities designed to build trust, engagement, and collaboration with families.

In addition, MHE will expand community partnerships to support both academic enrichment and family resources, while reinforcing student attendance through targeted interventions and incentive programs. Social-Emotional Learning and trauma-informed practices will be prioritized through the use of Character Strong and counselor-led professional development, ensuring students, staff, and families are supported in maintaining balance and well-being. These efforts provide a focused opportunity for MHE to strengthen its culture of connection, care, and collaboration in service of student success.

Parent and Community Engagement Strengths

Mary Harris Elementary has the opportunity to deepen family engagement by expanding communication and creating meaningful opportunities for parents to connect with their child’s learning. The campus will leverage online platforms such as ParentSquare and Class Dojo to ensure consistent communication, while utilizing parent and student questionnaires to strengthen relationships and better understand individual needs. Family involvement will be fostered through curriculum nights, fine arts events, and student performances, as well as career day experiences that invite parents and community members to volunteer and share their expertise. Parent–teacher data conferences and home visits will serve as additional avenues to build trust, increase collaboration, and support student success.

School Context and Organization

School Context and Organization Summary

At Mary Harris Elementary, organizational structures are intentionally designed to strengthen teaching, learning, and community. The **House System** serves as a global theme that unites staff and students through shared values, recognition, and leadership opportunities, ensuring every child feels a sense of belonging and purpose. To support academic growth, **Friday Enrichment Time (E-Time/STAAR Fridays)** provides targeted opportunities for enrichment and intervention. Staff members play an active role in shaping campus priorities through **Campus Committees** and the **Campus Leadership Team**, which also provides input in developing the enrollment-based school budget. Title I funds, allocated by central office, further enhance resources to meet student needs. Through the **Multi-Tiered System of Supports (MTSS)** and the **Beginning-of-Year At-Risk process**, students are carefully identified for academic, social-emotional, or behavioral supports, with timely interventions provided to ensure progress. Together, these systems align with our district's commitment to equity and whole-child development, ensuring that every student at MHE is supported, celebrated, and empowered to reach their fullest potential.

School Context and Organization Strengths

At Mary Harris Elementary, we are proud of the strong systems and practices in place that create a safe, supportive, and high-achieving learning environment for all students. Our **Husky Matrix** guides the teaching of procedures and expectations, ensuring consistency across the campus and helping students thrive academically and socially. With the **Additional Days School Year (ADSY) calendar**, we can provide extended learning opportunities that enrich student experiences and deepen understanding. A **strategic focus on hiring highly qualified staff** ensures that our students are supported by educators who bring expertise, dedication, and a passion for teaching.

Leadership is shared across the campus, with the **principal and assistant principals jointly supporting student discipline** and modeling collaboration. Teachers have clear access to resources, such as the **MHE Staff Handbook**, which reinforces shared expectations and systems. To ensure high-quality instruction, the **leadership team and instructional coaches conduct daily classroom visits and learning walkthroughs** that not only provide feedback but also celebrate the many effective strategies already in practice. Fidelity to the **Campus Improvement Plan** keeps our efforts aligned and focused on key priorities for growth, while **grade-level leaders play an essential role** in guiding communication and implementing systems that strengthen the school community.

Together, these strengths reflect our belief that every member of the MHE community, students, staff, and families contributes to building a culture of excellence, collaboration, and belonging. By fostering consistent expectations, celebrating effective instruction, and investing in extended learning opportunities, we are directly supporting equity, whole-child development, and academic success for every student on our campus.

Technology

Technology Summary

Mary Harris Elementary is committed to equipping students and staff with the tools and skills necessary to thrive in a digital learning environment. This includes refining the **Chromebook cart distribution and pick-up process** to ensure smooth and efficient access to technology across classrooms. To promote safe and responsible use, both students and teachers will participate in **cybersafety and Responsible Use training**, reinforcing digital citizenship and creating a culture of accountability. In addition, during the first six weeks, students will receive direct instruction on **how to access and navigate grade-level learning platforms**, ensuring that technology serves as a bridge to learning rather than a barrier. These efforts support our mission of preparing confident, capable learners who can engage responsibly and effectively in a technology-rich world. By ensuring equitable access to technology and empowering students with digital skills, we are directly supporting academic success, innovation, and lifelong learning for every child.

Technology Strengths

At Mary Harris Elementary, technology is seamlessly integrated into daily instruction to enhance learning, promote equity, and prepare students for success in a digital world. Students engage with **multiple online platforms** that extend and enrich classroom instruction, with **Progress Learning** specifically supporting readiness for the new STAAR Technology-Enhanced Items (TEIs) by bridging assessment expectations with meaningful practice. Access to technology is equitable across the campus, as **Chromebook carts are available in every classroom**, ensuring that all students have the tools they need to participate fully in digital learning opportunities. To further support academic growth, the campus has invested in **high-quality platforms such as Progress Learning, Zearn, IXL and Beanstacks**, providing targeted resources that strengthen foundational skills and accelerate achievement. By embedding technology into instruction with purpose and intentionality, MHE empowers students to build digital fluency, access rigorous content, and thrive as confident, capable learners.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

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

Parent/Community Data

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

Goal 1 – Thriving Students

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement project-based learning (PBL) across all grade levels to provide students with hands-on, real-world problem-solving experiences. This approach will be integrated into the existing curriculum to ensure that students can apply academic content in meaningful ways. Expected Result/Impact: Students will demonstrate improved academic performance through the application of learned concepts in practical scenarios, leading to higher engagement and retention of information. Staff Responsible for Monitoring: Campus administrator Grade level teacher	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Establish partnerships with local businesses and community organizations to create learning opportunities for students, allowing them to gain practical insights into various career paths. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 2 Details	Reviews			
Strategy 2: Professional Development - Provide ongoing professional development for teachers focusing on differentiated instruction and equitable teaching practices. <i>Title 1 Allocations: 1,000</i> Expected Result/Impact: Enhanced teacher ability to deliver equitable and inclusive instruction. Reduction in achievement gaps among different student groups. Staff Responsible for Monitoring: School Administrator, Curriculum Coordinators, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details		Reviews			
Strategy 3:		Formative			Summative
		Nov	Feb	May	July
		%			
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: Conduct surveys to assess student preparedness and satisfaction with college and career counseling services.

Strategy 1 Details		Reviews			
Strategy 1: Implement Personalized Learning Plans - Develop and implement personalized learning plans that cater to the individual strengths and interests of each student. These plans should be aligned with potential college, career, and military pathways. Expected Result/Impact: Increased Readiness: Students will have a clearer understanding of their post-secondary options, leading to higher college enrollment rates and successful career placements. Staff Responsible for Monitoring: School Administrator, Instructional Leaders		Formative			Summative
		Nov	Feb	May	July

Strategy 2 Details		Reviews			
Strategy 2: Integrate Technology and Digital Literacy - Incorporate technology-focused curriculum, emphasizing digital literacy and skills essential for future careers. Expected Result/Impact: Enhanced engagement in learning due to personalized and relevant educational experiences, resulting in improved graduation rates. Staff Responsible for Monitoring: School Administrator, Instructional Leaders		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 3 Details		Reviews			
Strategy 3:		Formative			Summative
		Nov	Feb	May	July
		%			

	Nov	Feb	May	July
Host quarterly family learning nights where families can engage in hands-on learning activities with their children. Topics may include math games, science experiments, or art projects Expected Result/Impact: Improved family engagement in student learning, fostering a supportive home environment for education. Staff Responsible for Monitoring: School administration and a dedicated family engagement coordinator.	%			

Strategy 3 Details	Reviews			
Strategy 3: Develop community service projects that involve students, families, and community members working together, such as neighborhood clean-ups, food drives, or charity events. Expected Result/Impact: Strengthened community ties and a greater sense of civic responsibility among students. Staff Responsible for Monitoring: Teachers and student council members, with guidance from local community organizations.	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: Collect data from families, staff, and community partners to measure satisfaction and engagement levels.

Strategy 1 Details		Reviews			
Strategy 1: Develop a structured program to identify, establish, and nurture partnerships with local businesses, non-profits, and community leaders. Expected Result/Impact: Enhanced relationships with community stakeholders leading to increased participation in school events and activities. Staff Responsible for Monitoring: School Administrator, Community Liaison		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 2 Details		Reviews			
Strategy 2: Create a directory of potential partners, including contact information and areas of expertise. Develop partnership agreements outlining mutual goals, responsibilities, and benefits. Expected Result/Impact: Access to additional resources and support from community partners will positively impact student learning and development. Staff Responsible for Monitoring: School Administrator, Community Liaison		Formative			Summative
		Nov	Feb	May	July
		%			

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: Engagement metrics from digital communication platforms.

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehension communication plan. Create a comprehensive communication plan that includes multiple platforms (e.g., social media, newsletters, community forums). Expected Result/Impact: Improved communication and engagement with families and community members. Staff Responsible for Monitoring: School Administrator, Communication Staff	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Community Feedback Sessions - Organize regular feedback sessions with families and community members to gather insights and address concerns. Expected Result/Impact: Increased community participation in school events and decision-making processes. Staff Responsible for Monitoring: School Administrator, Communication Staff	Formative			Summative
	Nov	Feb	May	July
	%			

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

Goal 3 – Empowered Staff

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

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

Evaluation Data Sources: Professional Development Attendance Records - Track participation rates in professional learning activities.

Strategy 1 Details	Reviews			
Strategy 1: Customized Professional Development Plans -Develop individualized professional development plans based on survey results and PLC feedback. Expected Result/Impact: Increased Staff Competence: Staff will be better equipped to address diverse student needs through targeted professional development. Staff Responsible for Monitoring: School Administrator	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Feedback and Reflection Sessions - Schedule regular sessions for staff to reflect on learning experiences and provide feedback on professional development initiatives. Expected Result/Impact: Informed Professional Development: Professional learning opportunities will be more relevant and effective, leading to continuous staff growth. Staff Responsible for Monitoring: School Administrator	%			

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: Staff satisfaction surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Assign Mentors to New Staff - Pair new staff with experienced mentors for guidance and support. Schedule regular check-ins to address challenges and provide feedback. Expected Result/Impact Improved Staff Retention: Enhanced job satisfaction and lower turnover rates. Staff Responsible for Monitoring: School Administrator	%			

Strategy 2 Details	Reviews			
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Strategy 2:	Formative			Summative
	Nov	Feb	May	July
	%			
Utilize Professional Learning Communities (PLCs) - Incorporate new staff into existing PLCs to encourage collaboration. Focus on data-driven instruction strategies and student engagement techniques.				
Expected Result/Impact:				
Enhanced Team Collaboration: Stronger collaboration within and across departments.				
Staff Responsible for Monitoring: School Administrator				

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: Surveys and Feedback Forms: Collect feedback from teachers participating in leadership and development programs.

Strategy 1 Details	Reviews			
Strategy 1:	Formative			Summative
	Nov	Feb	May	July
	%			
Establish a Leadership Development Program - Create a leadership committee to identify potential teacher leaders. Develop a mentorship program pairing experienced staff with emerging teacher leaders.				
Expected Result/Impact:				
Enhanced Teacher Development: Teachers will gain valuable leadership skills and experience, improving instructional quality and student outcomes.				
Staff Responsible for Monitoring: School Administrator				

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

Create Clear Pathways for Career Advancement - Develop a clear framework outlining steps for career advancement within the district. Expected Result/Impact: Increased Staff Retention: By providing growth opportunities, staff will feel more valued and committed to the district, reducing turnover rates. Staff Responsible for Monitoring: School Administrator				
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Strategy 3 Details		Reviews			
Strategy 3:		Formative			Summative
		Nov	Feb	May	July
		%			
Expected Result/Impact:					
Staff Responsible for Monitoring:					

Goal 4 – Safe and Healthy Environment

Evaluation Data Sources: Monthly Safety data from preparedness drills

Strategy 1: Conduct Regular Safety Audits - Perform monthly safety inspections of school premises to identify and rectify potential hazards. Develop a reporting system for staff and students to report safety concerns anonymously. Expected Result/Impact: Increased Student and Staff Safety: Reduction in safety incidents and improved response to emergencies. Staff Responsible for Monitoring: School Administrator, Counselor, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Strengthen Emergency Preparedness - Conduct regular emergency drills (fire, lockdown, earthquake) and ensure all staff and students are familiar with procedures. Review and update emergency response plans annually. Expected Result/Impact: Increased Student and Staff Safety: Reduction in safety incidents and improved response to emergencies. Staff Responsible for Monitoring: School Administrator, Counselor, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

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 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: Surveys and feedback from students, staff, and families.

Strategy 1 Details	Reviews			
Strategy 1: Implement Regular Wellness Programs - Organize periodic wellness workshops and seminars for students and staff focusing on mental health, nutrition, and physical fitness. Expected Result/Impact: Enhanced Social-Emotional Skills: Students will exhibit improved emotional regulation and conflict resolution skills. Staff Responsible for Monitoring: School Administrator	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Academic Support Structures - Implement tutoring and mentoring programs to assist students with academic challenges. <i>Title 1 Allocation: 5,000</i> Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

Enhanced Safety: Students and staff will feel secure, knowing that effective and practiced safety protocols are in place. Staff Responsible for Monitoring: School Administrator				
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Strategy 2 Details	Reviews			
Strategy 2: Enhance School Safety Measures - Conduct regular safety drills and training for staff and students to ensure preparedness for emergencies. Upgrade security systems and increase the presence of trained safety personnel on campus. Expected Result/Impact: Increased sense of security and preparedness among the school community. Staff Responsible for Monitoring: School Administrator, 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:

Strategy 1 Details	Reviews			
Strategy 1: Implement a weekly mindfulness session for staff, encouraging practices like meditation and breathing exercises. Expected Result/Impact: Increased awareness and practice of holistic health among staff. Improved mental and physical health, leading to better staff morale and productivity.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring School Administrator, School Counselor				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Organize monthly workshops focusing on different aspects of holistic health such as mental well-being, physical health, nutrition, and stress management. Expected Result/Impact Reduction in staff absenteeism due to health-related issues. Enhanced sense of community and support among staff members. Staff Responsible for Monitoring: School Administrator, School Counselor	%			



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

[illegible]
