



MEADOWCREEK
ELEMENTARY

**2025-26 CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

To be the premier elementary campus where academic excellence, family engagement, and collaboration among all stakeholders are of top priority for EVERY MUSTANG, EVERYDAY.

Vision

With intentionality, **WE** will construct a blueprint for scholars that empowers a lifetime of success and productivity for every individual student. We will utilize **OUR** school's diverse community to foster unity within the **US** to move MUSTANG PRIDE forward, while cultivating the leaders of tomorrow.

Campus Values

Meadowcreek Mustangs GALLOP with PRIDE. We:

Move with **Purpose**

Display **Respect**

Lead with **Integrity**

Mustangs are **Dedicated**

and Show **Empathy**



Comprehensive Needs Assessment

Needs Assessment Overview

The Meadowcreek Elementary CNA was created in June 2025 with input from stakeholders including the principal, classroom teachers, a special education teacher, community members, and parents. The CNA examined demographics, student achievement, culture and climate, staff quality, curriculum and instruction, parent and community engagement, school context and organization, and technology. Data sources included attendance, mobility, enrollment, discipline, program participation, staff surveys, focus groups, MAP, STAAR, district assessments, parent forums, volunteer engagement data, and professional development calendars.

Focus: While the school has many strengths, it is also focusing on key areas for improvement. For early literacy, the focus will be on phonics and decoding skills to strengthen reading for kindergarten students. To address literacy in grades 1 and 2, the campus plans to focus on reading strategies and phonics skills. In mathematics, the school will implement targeted interventions to improve proficiency across grades 3-5, with an emphasis on conceptual understanding and problem-solving skills. For reading language arts, the campus will enhance its literacy programs with differentiated instruction, reading comprehension strategies, and writing strategies. The school will also provide professional development focused on effective instructional strategies, data-driven decision-making, formative assessments, and culturally responsive teaching practices to support its academic goals.

Demographics

Demographics Summary

Meadowcreek School celebrates a diverse student body! As of the latest update, our school has a total of 480 students. School dependent students make up 89.6% of the population, reflecting the challenging economic conditions many of our families face. The ethnic composition of our student body is notably varied: 46% are African American, 43% are Hispanic, 5% are White, 1% are American Indian, 1% are Asian, and 4% identify as two or more races.

Demographically, 89.6% of our students come from under-resourced backgrounds according to the 2025 free and reduced-price meal applications. Our school also experiences a high student mobility rate of approximately 25%.

We have observed an increasing number of students relying on the school for essential resources such as snacks, clothing, and hygiene products. Additionally, there has been a noticeable rise in the social-emotional needs of our students, particularly in Pre-Kindergarten and Kindergarten. Meadowcreek is committed to supporting our students and addressing these evolving needs to foster a nurturing and inclusive environment.

Demographics Strengths

We celebrate our diverse student population and are dedicated to meeting the needs of all student groups. The campus's focus on supporting every learner has contributed to the success of our students. We achieved the maximum possible points on TELPAS (Texas English Language Proficiency Assessment System) and saw a 5-point increase in Domain 3 scores.

Despite the fact that 89.6% of our students are school dependent, their families demonstrate remarkable resilience and determination. This has helped to cultivate a strong culture of perseverance among our students, who consistently rise to challenges with grit and Mustang Pride

Student Achievement

Student Achievement Summary

Meadowcreek students are demonstrating consistent growth across subjects. In reading, more learners are reaching higher levels of comprehension and fluency, while mathematics achievement continues to improve as students strengthen their problem-solving skills and deepen their understanding of concepts. Science instruction has become more engaging through hands-on, inquiry-based learning, resulting in measurable progress. Across all areas, fewer students are performing below grade level, reflecting the impact of targeted interventions and small-group instruction. Guided by a culture of high expectations and data-driven instruction, Meadowcreek continues to build steady momentum toward campus goals.

Focus Area(s):

Early Literacy Proficiency: Our Kindergarten class had 39% who did not meet. We need to focus on phonics and decoding skills to strengthen reading in kindergarten.

Grade 1 and Grade 2 Literacy: In Grade 1, 41% of students are at the Meets level, and in Grade 2, we have 50% of students who did not meet and only 26% that were at meets. This demonstrates that we need to focus on reading strategies and phonics skills.

Mathematics Achievement: In STAAR Mathematics, 43% of students did not meet the standard, with only 12% achieving the Masters level. We need targeted interventions to improve mathematical proficiency across Grades 3, 4, and 5, focusing on conceptual understanding and problem-solving skills.

Reading Language Arts Performance: With 34% of students not meeting the standard in STAAR Reading Language Arts and only 10% achieving Masters, we need to enhance our literacy programs and support to target specific student needs. This includes differentiated instruction, reading comprehension strategies, writing strategies, and strengthening our love of reading.

Professional Development: Equipping our teachers with effective instructional strategies and data-driven decision-making will be essential. Professional development focused on differentiated instruction, formative assessments, and culturally responsive teaching practices will support our academic goals.

Student Achievement Strengths

Meadowcreek has demonstrated growth in multiple areas of student achievement. Our Grade 4 Reading scores improved significantly at all performance levels, showing the impact of our literacy focus. Science achievement in Grade 5 also increased, with more students moving into Meets and Masters. Growth data confirms that more students are making year-to-year academic gains, particularly in reading. These improvements reflect the effectiveness of targeted instruction, teacher collaboration, and our commitment to closing learning gaps. The school's overall academic progress has shown improvement, moving its academic rating from a D to a C.

Campus Culture and Climate

Campus Culture and Climate Summary

Campus leadership is in their third year of working together. This team is continuing the process of implementing processes and systems which include: whole school culture, observation, feedback and data practices. We will collaborate to set clear expectations of specific leadership roles and support across the campus.

Campus instructional leaders have clear written and transparent roles and responsibilities. Core leadership tasks are scheduled on weekly calendars.

Campus instructional leaders use consistent written protocols and processes to lead grade level teams or other areas of responsibilities. Campus leaders consistently use data and other evidence to track progress towards intended outcomes. Campus counseling provides student support through: weekly lunch bunch groups, guidance lessons and individual student support.

We aim to strengthen community and parent involvement by building meaningful partnerships, enhancing communication and creating accessible opportunities for engagement.

To celebrate teachers and their academic successes the campus does the following things: teacher and staff member of the month, “Marigold” teachers for displaying instructional best practices, weekly “shout outs” through the weekly campus newsletter. To promote and increase staff morale there are monthly “boosters” implemented such as: Whoot Whoot Wagon, Extra PayDay Carts, Warm-up Wednesdays, Culture celebrations, 12 days of Christmas, engaging Academic Nights, Sneaker Ball, Fall Festival and more.

Focus Areas: The school will rebuild the volunteer and mentor program, strengthen systems such as safety and cafeteria routines, expand student recognition through initiatives like Character Champions, rebuild staff culture and engagement through the Hospitality Team, and continue promoting SEL supports including social stories and restorative practices.

Campus Culture and Climate Strengths

Meadowcreek Elementary is distinguished by a strong and collaborative leadership team that provides clear direction through transparent roles, structured protocols, and data-driven practices. The campus prioritizes comprehensive student support by addressing academic, social, and

emotional needs through targeted interventions. Family and community engagement remain a central focus, strengthened through meaningful partnerships and inclusive events. Meadowcreek also celebrates and supports its staff through varied recognition systems and creative morale-building initiatives, fostering a positive and unified campus culture that values both achievement and collaboration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our greatest strength lies with our staff. Meadowcreek teachers are equipped to teach and reach a diverse student population in order to improve achievement for all students. Our Reading Specialists, Math Specialist, Innovation Specialist, Counselor, and paraprofessionals are key players in early student intervention and in supporting teachers to ensure high performance across student groups.

Collaboration is integral to our teaching teams. Teams are provided time to meet weekly in content PLC. Weekly staff meetings are focused on professional development.

Our teachers participate in the TIA program and maintain designation for coming years. Our mentor/mentee program is successfully implemented and supports new year teachers. We have designated days to engage in professional development throughout the school year.

Focus Area(s):

To continue supporting teachers with 0-2 years of teaching experience, we will continue to follow the mentor/mentee guidelines

Community building and additional collaboration and planning opportunities in calendars and schedules, including Hospitality Team relaunch

Professional Development to support systemic and systematic MTSS

Professional Development to support SEL and relationship-building with students, restorative practices, and trauma-informed practices

Professional Development for effective instructional practices, including Fundamental Five

Staff Quality, Recruitment, and Retention Strengths

Continued retention of high quality teachers. We have five identified Teacher Incentive Allotment designated teachers in grades PK-5th. The principal implements “one on one” meetings with each staff member to receive feedback on campus improvement. At the middle and end of the year a feedback survey is dispersed to receive feedback in the areas of: Special education, counseling and instructional support to improve all areas.

The staff is highly collaborative, participates in meaningful professional development, and maintains professional designations.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and staff will implement the Science of Teaching Reading using the Bluebonnet Reading Units in grades K–5 with fidelity, focusing on phonics, small group instruction, and independent reading, while PreK teachers will continue to use Frog Street. The Bluebonnet Math curriculum will also be implemented with fidelity across all grade levels, and staff will be trained on the use of Savvas for science and social studies. This year, Science MAP testing will be introduced in grades 3–5, and microteaching will be incorporated into weekly PLC meetings to improve teacher practice. Horizontal and vertical alignment, long-range planning, and daily intervention blocks are in place to close student learning gaps, with additional coaching and modeling support provided by TDSI. Instructional delivery for 2025–2026 will emphasize ECR/SCR strategies and small group math interventions to target student achievement growth.

Focus Area(s):

Increase parent partnerships through student-led conferences and frequent, meaningful progress updates

Resources for classroom teachers to support student goal-setting & parent engagement in learning progress

Resources to support effective implementation of new curriculum, intervention and high-yield instructional practices across all content areas

Maintain supplies for the Science lab and in class experiments

Professional Development surrounding ECR strategies, Decoding, and phonics K-2

Increase library books in spanish for spanish readers

Curriculum, Instruction, and Assessment Strengths

Meadowcreek fosters a culture of high expectations and shared responsibility for every student, demonstrated by the motto “Every Mustang Every Day.” Teachers implement district-adopted curriculum with fidelity, including Amplify, Eureka, and Stemscores, and have been recognized statewide for their instructional practices. After-school enrichment programs, STEM opportunities, and tutoring support student learning needs and extend access to high-quality instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Our success is directly related to the involvement of our parents and community. Our children need to know that the community believes in them. We value early, supportive partnerships with parents and with organizations from the community, strategically designed to support our students in creative ways and primarily focused on developing reading and relationships.

Focus Area(s):

Rebuild connections with community partners, including establishing a volunteer and mentor base for students.

Increased engagement of some families (especially those with work conflicts, language barriers, or limited internet access) are underrepresented at school events and meetings.

Increase PTO involvement

Use flyers/yard signs to promote events

Parent and Community Engagement Strengths

The campus excels in parent, family, and community engagement, recognizing its direct link to student success. Teachers and staff consistently use communication tools like ClassDojo, newsletters, and social media to keep families informed and involved. The school hosts at least one family engagement event per quarter, which includes popular activities such as Fall Fest, Family Game Time, Open House, STEM night, and Literacy Night. These events, along with friendly front office staff and available bilingual support, help families feel welcome on campus. The school also strengthens its community ties by partnering with local organizations like MeadowRidge Church and Clayton to further engage the community.

School Context and Organization

School Context and Organization Summary

The campus is self-contained PreKindergarten and Bilingual Kindergarten. General education grades K-5 are departmentalized. Monolingual K-5th grade are with a math/science and reading/social studies teacher. Bilingual 2nd-5th grade are bridged with a math/science and reading/social studies teacher. The campus leadership team includes the principal, assistant principal, counselor, Math, Reading and Science TDSI. CPOC is the site-based decision making team, who meet monthly. Culture Crew also includes leaders from each grade level and team to meet at least quarterly regarding campus culture needs.

Focus Area(s):

Consider strategic scheduling to leverage support team in highest-impact areas

Define whole school systems at the beginning of the school year

Yearly calendar for Culture Crew, Hospitality, and other leadership/input meetings

Quarterly opportunities for parents to engage directly with principal

Volunteer systems for parents

Purchase doorbells for teachers who will now have a hallway that leads to their classroom

Begin using stop/go sign and vests to have a safe dismissal

School Context and Organization Strengths

At Meadowcreek Elementary, new teachers are supported through intentional mentoring and professional growth structures. Each new teacher is paired with a campus mentor, and all first-year teachers participate in the district's Newbie Network/MINT Program. This includes guidance from a campus-based mentor, monthly campus meetings with other new staff and a campus lead, as well as regular district professional development sessions with their mentor.

Our campus culture is rooted in a shared mission that is announced each morning, reinforcing our collective purpose. School-wide expectations are clearly communicated daily and consistently modeled and coached for both staff and students to ensure alignment and success.

Leadership is a shared responsibility at Meadowcreek. While our Administration Team plays a key role, opportunities for leadership extend across the campus through team leader roles and committee leads, empowering staff members to contribute their strengths and grow as leaders.

Technology

Technology Summary

Our campus is equipped with a variety of technology tools to support teaching and learning. Beginning in the 2025–2026 school year, every classroom features interactive BenQboards. Students already have regular access to devices with one to one devices, and teachers integrate digital tools like iStation, IXL, Boost, and Zearn to enhance instruction. Platforms such as ClassDojo also keep families engaged and connected to the classroom.

Focus Area(s):

Take inventory of technology on campus and set a specific room to store

Provide more support for digital citizenship and safe technology use for students.

Campus wide headphones for online programs

Technology Strengths

We have strong blended learning programs for reading and math. Technology integration is part of daily instruction, supporting differentiated learning and student engagement for personalized instruction.

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide structured opportunities for students to engage in real-world, project-based learning aligned to core content areas. Title I: \$2400 Expected Result/Impact: Students will demonstrate deeper understanding of academic concepts, improved problem-solving skills, and increased readiness for future academic and career pathways as evidenced by formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade Level Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Implement enrichment opportunities such as academic competitions, STEM challenges, and fine arts showcases to extend learning beyond the classroom. Expected Result/Impact: Increased student engagement and achievement through authentic learning experiences that strengthen academic outcomes and support well-rounded development. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Specialists, Grade Level Teachers	%			

Strategy 3 Details	Reviews			
Strategy 3: Monitor student progress through BOY, MOY, and EOY assessments with intentional reteach and enrichment opportunities. Title I: \$500 Expected Result/Impact: Increased percentage of students meeting and exceeding expectations on local and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers.	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide intentional intervention, enrichment opportunities during the school day and beyond that align with district curriculum and ensure all students receive targeted support. Title I: \$10,500 Expected Result/Impact: Students across all performance levels will demonstrate academic growth, with fewer students performing below grade level and more students reaching Meets and Masters standards. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade Level Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure consistent implementation of district-aligned curriculum through structured PLCs, vertical/horizontal planning, and classroom walk-throughs focused on alignment and rigor.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Instructional practices across all grade levels and content areas will reflect high levels of alignment, ensuring equitable access to high-quality instruction for every student. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Leads, TDSI Specialists				
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Strategy 3 Details	Reviews			
Strategy 3: Expand student access to academic resources and experiences by ensuring all learners, including those identified as at-risk or in specialized programs, receive equitable opportunities for enrichment, tutoring, and advanced coursework aligned to district expectations. Expected Result/Impact: Increased equity in participation and achievement across student groups, with measurable growth in both intervention and enrichment outcomes. Students will have fair access to resources that close gaps while also providing pathways for advanced learning. Staff Responsible for Monitoring: Principal, Assistant Principal, MTSS Team, Instructional Coaches, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Integrate career and college readiness skills into core instruction by embedding problem-solving, collaboration, and digital literacy into daily lessons. Expected Result/Impact: Students will demonstrate readiness skills across grade levels, building a foundation for future college, career, and military pathways.	Formative			Summative
	Nov	Feb	May	July

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Provide students with opportunities to explore careers and post-secondary pathways through guest speakers, career day events, and project-based learning connected to real-world professions. Expected Result/Impact: Students will increase awareness of diverse career and post-secondary options, supporting long-term goal setting and readiness. Staff Responsible for Monitoring:				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3: Establish goal-setting conferences where students track academic progress, set personal goals, and reflect on how their learning connects to future readiness, including college, career, and military opportunities. Expected Result/Impact: Students will take ownership of their academic and personal growth, resulting in a stronger alignment between classroom performance and future readiness outcomes. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers				

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: Provide weekly parent communication through SMORE newsletters and ClassDojo updates to highlight engagement opportunities and campus events. Expected Result/Impact: Increased parent awareness and participation in school activities; stronger homeschool connection. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Host family academic nights (literacy, math, STEAM) and student-led events to provide opportunities for families to learn alongside their children. Title I: \$500 Expected Result/Impact: Improved student achievement through family involvement in academics; increased attendance at school events. Staff Responsible for Monitoring: Administration, Instructional Coaches, Grade Level Leads	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Transition traditional parent-teacher conferences into student-led conferences held at least twice per year (BOY and EOY). Students will prepare and present their academic progress, set personal goals, and share growth evidence with their families. Teachers and leaders will provide coaching and support to ensure students are equipped to lead meaningful conversations about their learning. Expected Result/Impact: Students will take increased ownership of their academic progress by articulating strengths, areas for growth, and personal goals. Parents will gain deeper insight into their child’s learning and progress, resulting in stronger home-school partnerships. Teachers will strengthen facilitation skills that promote student voice and agency. Collectively, these efforts will foster a culture of collaboration and accountability, leading to improved student achievement and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coaches, Counselor.	%			

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: Strengthen partnerships with community organizations (e.g., Divine 9, local businesses and churches) to support enrichment, mentoring, and resources for students and families. Expected Result/Impact: Expanded resources and opportunities for students; stronger community-school relationships Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Secretary	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Develop partnerships with local colleges, trade schools, and military representatives to provide students with exposure to diverse post-secondary pathways. Expected Result/Impact: Increased student awareness of college, career, and military options, supporting long-term readiness and community connections. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Collaborate with community partners to co-host service projects, cultural celebrations, and mentorship opportunities that enhance student experiences beyond the classroom. Title I: \$1500 Expected Result/Impact: Students will benefit from authentic, real-world learning experiences supported by the community, while partnerships strengthen a culture of collaboration and shared responsibility for student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Community Liaison, Grade Level Leads	%			

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Utilize multiple communication platforms (newsletters, ClassDojo, campus website, and social media) to provide timely updates in English and Spanish. Expected Result/Impact: Families will remain consistently informed about school events, academic expectations, and resources, resulting in increased trust and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Bilingual Support Staff	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Establish a system for two-way communication that includes parent surveys, feedback forms, and campus forums to ensure families have opportunities to share input. Expected Result/Impact: Improved responsiveness to family needs, stronger parent voice in decision-making, and enhanced alignment between school initiatives and community expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Parent Liaison	%			

Strategy 3 Details	Reviews			
Strategy 3: Implement a consistent communication calendar that includes weekly updates and targeted reminders to ensure all families receive timely and interactive information. Expected Result/Impact: Families will experience predictable, accessible, and interactive communication that meets diverse needs, leading to stronger family–school partnerships and higher levels of engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary	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:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide differentiated professional development aligned to teacher needs, including instructional strategies, MTSS implementation, and culturally responsive practices. Title I: \$978 Expected Result/Impact: Teachers will demonstrate stronger instructional practices, leading to improved student outcomes and more equitable classroom experiences. Staff Responsible for Monitoring: Principal, Assistant Principal, TDSI	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Use PLCs as a platform for microteaching, peer collaboration, and ongoing feedback to strengthen classroom practice and promote continuous professional growth. Expected Result/Impact: Increased teacher capacity through collaborative learning and consistent implementation of best practices across grade levels and content areas. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Leads, TDSI Specialists	%			

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:

Strategy 1 Details	Reviews			
Strategy 1: Provide a comprehensive onboarding program that includes training on campus systems, instructional expectations, PBIS, and district curriculum resources. Expected Result/Impact: New staff will quickly acclimate to campus procedures and instructional practices, leading to smoother transitions and higher instructional effectiveness. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Mentor Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Assign each new staff member a mentor to provide ongoing coaching, classroom support, and regular check-ins throughout the school year. Expected Result/Impact: Increased retention of new teachers, stronger classroom management, and accelerated professional growth supported through consistent mentoring. Staff Responsible for Monitoring: Principal, Assistant Principal, Mentor Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 1: Provide leadership opportunities for teachers through roles such as grade-level leads, committee chairs, and instructional facilitators. Expected Result/Impact: Teachers will build leadership capacity while contributing to campus improvement efforts, resulting in stronger instructional alignment and staff investment. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Leads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Establish systems for staff recognition, feedback, and career growth planning that promote retention and celebrate contributions to student success. Expected Result/Impact: Improved teacher satisfaction and retention through intentional recognition and professional growth pathways, fostering a culture where staff are motivated to remain and lead at the campus long-term. Staff Responsible for Monitoring: Principal, Assistant Principal, Hospitality/Recognition Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3: Implement professional learning communities where teacher leaders facilitate collaborative planning, data analysis, and peer coaching.				

Expected Result/Impact: Increased teacher efficacy and collaboration, creating a sustainable leadership pipeline that strengthens overall campus performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches				
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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:

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent safety drills (fire, lockdown, severe weather) and ensure all staff are trained in emergency protocols. Expected Result/Impact: Students and staff will respond quickly and appropriately in emergency situations, creating a safer school environment. Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Team	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Increase adult visibility in hallways, cafeteria, and common areas during transition periods to support proactive supervision. Expected Result/Impact: Reduced discipline incidents and a stronger sense of security for students. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Support Staff	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide restorative discipline practices and SEL lessons to address conflict and build student self-regulation. Expected Result/Impact: Fewer repeated offenses and stronger student relationships that support a nurturing campus culture. Staff Responsible for Monitoring: Principal, Assistant 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 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:

Strategy 1 Details	Reviews			
Strategy 1: Integrate SEL into daily instruction through morning meetings, guidance lessons, and small-group support. Expected Result/Impact: Students will develop stronger emotional regulation and social skills that positively impact academic performance. Staff Responsible for Monitoring: Counselor, Teachers, Administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement recognition systems (e.g., Character Champions, Mustang Pride awards) to celebrate student achievements beyond academics.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Increased student motivation, engagement, and sense of belonging.				
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Partner with local agencies to provide mental health and wellness supports such as counseling referrals and parent workshops. Expected Result/Impact: Greater access to wellness resources for students and families, resulting in stronger overall well-being. Staff Responsible for Monitoring: Principal, Assistant 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:

Strategy 1 Details	Reviews			
Strategy 1: Host welcoming events (e.g., Back-to-School Night, Culture Fair) to build strong first impressions and community connections. Expected Result/Impact: Families will feel connected and valued, leading to higher engagement in school activities. Staff Responsible for Monitoring: Principal, Assistant Principal, Hospitality Team	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
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Strategy 2: Provide consistent opportunities for families to volunteer and participate in classroom and campus activities. Expected Result/Impact: Increased sense of belonging and community collaboration between staff and families. Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison	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.

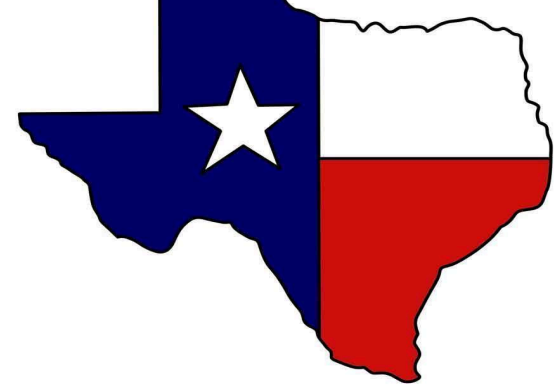
Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 2: Designate time for staff appreciation and morale-building activities (e.g., Wellness Wednesdays, monthly boosters). Expected Result/Impact: Improved staff morale and retention as employees feel valued and supported. Staff Responsible for Monitoring: Principal, Assistant Principal, Hospitality Team	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 3: Partner with local health providers to offer on-campus wellness opportunities such as health screenings or nutrition workshops.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Increased staff participation in holistic health initiatives and stronger work–life balance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

1. The percentage of students achieving “meets grade level standards or above” in __Reading__ (44%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in __Math__ (48%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in __Science__ (33%) is above the state average (29%).

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

