



SH CROWLEY ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

S.H. Crowley Elementary is committed to establishing an environment that builds relationships, fosters academic excellence, and develops a life-long love of learning.

Vision

We prepare all students academically, socially, and emotionally to be successful life-long learners.

Campus Values

We value building relationships through positive and respectful connections among students, staff, families, and the community.

We value academic excellence by striving for high standards and continuous growth in learning.

We value lifelong learning by fostering curiosity, creativity, and a love of learning in every student.

We value social-emotional growth by supporting self-awareness, empathy, and resilience.

We value inclusivity and equity by ensuring all students have access to meaningful learning opportunities.



Comprehensive Needs Assessment

Needs Assessment Overview

Campus administrators and respective planning committees, including the Campus Instructional Leadership Team (ILT) and the Campus Performance Objectives Committee (CPOC), and Campus Advisory Committee collaborated to develop the campus improvement plan. The campus leverages the district's Vision 2030 and SH Crowley Elementary's Comprehensive Needs Assessment to guide alignment and focus of strategies aimed at increasing student achievement and providing excellence in education through four key goals:

Goal 1: Thriving Students

Goal 2: Engaged Community

Goal 3: Empowered Staff

Goal 4: Safe and Healthy Environment

Key priorities include strengthening Tier 1 instruction and small-group interventions to ensure all students, particularly at-risk subgroups, meet or exceed state standards. The campus emphasizes equity and access by providing targeted support for students receiving special education services, English-Second language learners, and other at-risk populations to close performance gaps. Professional development continues to enhance teacher capacity through data-driven instruction, differentiated teaching strategies, and effective implementation of district curriculum. Student support and well-being are reinforced through Multi-tiered Support Systems (MTSS), Social Emotional Learning (SEL) programs, and access to wraparound services that address both academic and personal growth. Family and community engagement are expanded through various opportunities for parent involvement and strengthened community partnerships, while a focus on maintaining a safe and healthy campus culture supports attendance, behavior, and overall student wellness. This comprehensive approach ensures that all students have access to a high-quality, equitable education and the support needed to achieve their full potential.

Demographics

Demographics Summary

SH Crowley Elementary serves 438 students in grades Pre-Kindergarten through 5th and reflects a diverse student population across multiple racial, cultural, and linguistic backgrounds. This diversity enriches the school community and the importance of equitable instructional practices that provide access to rigorous learning for all students.

The instructional team is composed of 28 instructional classroom teachers supported by three campus-based Teacher Development Student Interventionist (TDSI) who provide ongoing coaching and professional development. The campus delivers core academic instruction alongside specialized services, including Gifted and Talented programming, Special Education services, 504 supports, and services for Limited English Proficient/English Learner (EB) students. These structures ensure that every student has access to appropriate instructional opportunities, enrichment, and interventions aligned to individual strengths and areas of growth.

Total Students: 438

Total Male: 231

Total Female: 207

School Enrollment Demographics:

Black	Hispanic	White	Multi-Race	Nat.Haw.	Asian
201	139	65	27	1	5

Emergent Bilingual	Gifted & Talented	Special Education	504
60	59	90	21

Demographics Strengths

SH Crowley Elementary demonstrates progress in reading achievement, language proficiency, and targeted subgroup growth. Multiple student groups, including Special Education, African American, Hispanic, and Economically Disadvantaged learners, are showing measurable gains, with 4th grade emerging as a key area of strength. These outcomes highlight the effectiveness of targeted instruction, intervention, and subgroup supports that are positively impacting student outcomes.

Analysis of 2024–2025 STAAR performance and federal accountability indicators reflects encouraging progress across multiple student groups, with notable strengths in both achievement and growth.

- **Reading Achievement:** All student groups met interim targets in reading, with gains across grade levels. Special Education students showed measurable progress, especially in 4th grade reading, while African American, Hispanic, and Economically Disadvantaged students made growth at Meets and Masters levels in both 4th and 5th grades.
- **Mathematics Progress:** While overall growth in math remains an area for continued focus, gains were evident across several groups. Special Education students posted strong improvements in 4th grade math, and both African American and Economically Disadvantaged students demonstrated upward movement in Meets and Masters performance across multiple grades.
- **High Focus Students:** Growth was consistent across reading and math achievement levels, reflecting the effectiveness of targeted supports and interventions.
- **Lowest Racial/Ethnic Groups:** Multi-Race students met or exceeded federal interim targets across reading, math, growth, and student success measures. White students demonstrated steady progress toward interim targets, particularly in math.
- **English Language Proficiency:** Students identified as English Learners demonstrated growth meeting federal interim targets in proficiency.

Student Achievement

Student Achievement Summary

SH Crowley Elementary has demonstrated consistent academic growth across grade levels and content areas, reflected in both state assessments and local measures. For the 2024-2025 school year highlighting measures of significant growth in student outcomes, the campus earned two TEA Accountability Distinctions:

- Academic Achievement in Reading
- Post-Secondary Readiness

Student achievement data reflect a need to strengthen reading comprehension and writing across content areas, problem solving and algebraic reasoning in Math, and scientific inquiry skills in 5th grade Science. Sustained Tier 1 instruction, targeted interventions and equity-focused strategies are necessary to ensure all students reach high levels of proficiency.

Subject	Total Students	Weight	Did Not Meet		Approaches and Higher		Meets and Higher		Masters	
			#	%	#	%	#	%	#	%
3rd RLA	82	14%	23	28%	59	72%	44	54%	20	24%
4th RLA	92	15%	20	22%	72	78%	40	44%	10	11%
5th RLA	85	14%	23	27%	62	73%	51	60%	22	26%
Reading Overall	259	43%	66	25%	193	75%	135	52%	52	20%
3rd Math	82	14%	25	31%	57	70%	42	51%	22	27%
4th Math	92	15%	39	42%	53	58%	29	32%	12	13%
5th Math	84	14%	35	42%	49	58%	25	30%	8	10%
Math Overall	258	43%	99	38%	159	62%	96	37%	42	16%
5th Science	85	14%	33	39%	52	61%	11	13%	3	4%
Total	602	100%	198	33%	404	67%	242	40%	97	16%

Domain 1		
	Raw Score	Scaled Score
STAAR	43	72

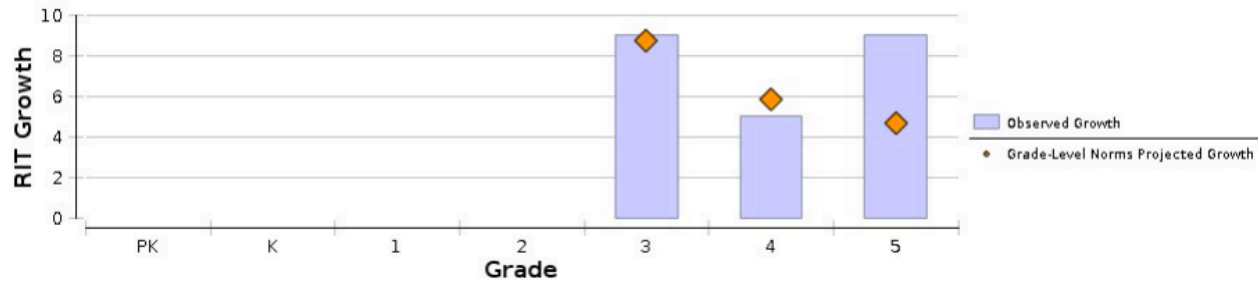
Domain 2B		
Eco Dis	STAAR Perf.	Scaled Score
79	43	77

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Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
		PK	0	**		**		**					**			
		K	0	**		**		**					**			
		1	0	**		**		**					**			
		2	0	**		**		**					**			
3	83	185.7	17.0	57	194.8	18.6	58	9	1.0	8.7	0.10	54	83	50	60	51
4	97	197.4	17.1	60	202.4	17.8	55	5	0.8	5.8	-0.21	42	97	44	45	45
5	82	200.1	19.4	36	208.8	18.1	57	9	1.1	4.7	1.00	84	82	56	68	62

Language Arts: Reading

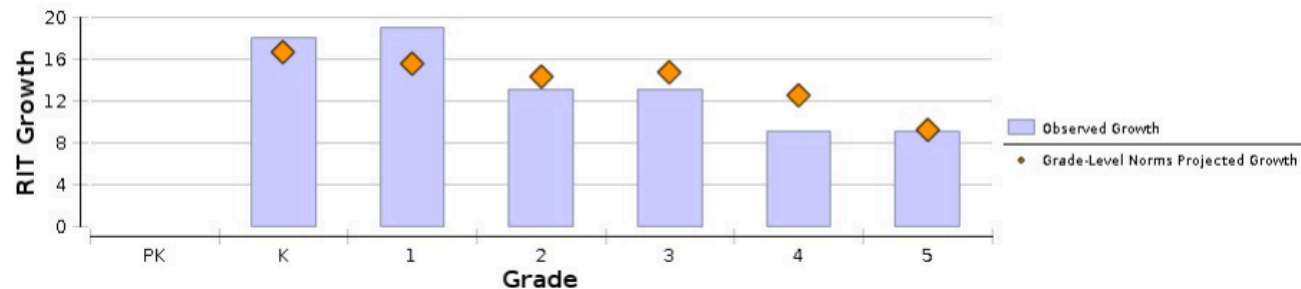


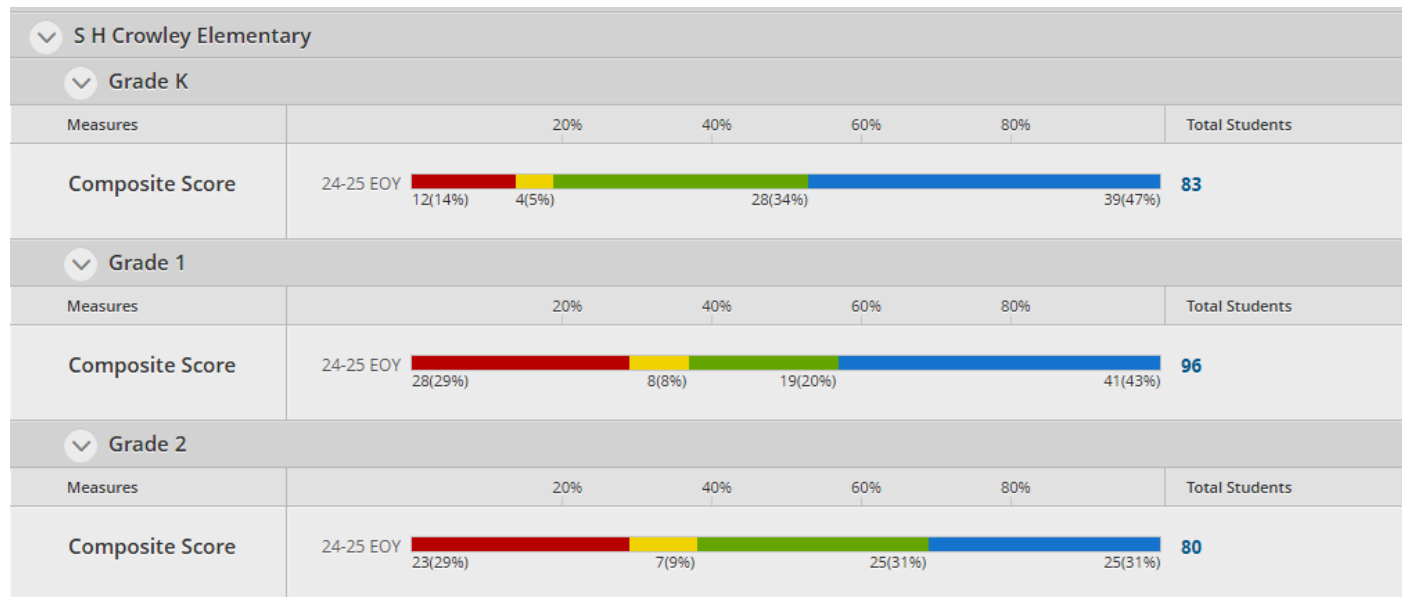
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Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	67	139.8	9.6	37	158.0	12.4	51	18	1.1	16.6	0.43	67	67	43	64	66
1	79	160.4	12.0	56	179.4	17.4	75	19	1.2	15.5	1.12	87	79	51	65	70
2	71	174.3	16.5	56	187.2	18.3	48	13	0.9	14.3	-0.40	34	71	31	44	41
3	85	186.4	17.2	63	199.4	19.4	53	13	0.8	14.8	-0.42	34	85	36	42	42
4	98	194.7	17.7	41	204.0	20.1	31	9	0.8	12.5	-0.51	30	98	33	34	34
5	84	201.0	21.0	27	209.5	21.6	29	9	0.8	9.2	-0.11	45	84	35	42	41

Math: Math K-12





Student Achievement Strengths

Overall gains were seen across Reading, Math, and Science, with notable progress in early literacy and numeracy skills in the primary grades. Student groups, including African American, Hispanic, Economically Disadvantaged, and Special Education students, showed measurable improvement; however, achievement gaps remain compared to overall campus averages. Continued focus is needed to increase the percentage of students reaching the Meets and Masters levels as measured by STAAR, strengthen higher-order reasoning in Math and Science, and ensure equity in performance across all student groups.

Reading:

- 14% gain in Meets and 8% gain in Masters on 5th grade STAAR Reading compared to 2023–24.
- Over 80% of 1st–2nd grade students demonstrated end-of-year growth in Reading as measured by M-Class.
- 5th grade Reading MAP showed both high achievement and high growth compared to 2023-2024 end of the year MAP Test.

Math:

- Gains across 3rd–5th grade STAAR Math at Meets and Masters levels.
- Special Education students demonstrated significant growth in 4th grade Math (37% Approaches, 12% Meets, 13% Masters).
- Over 70% of 1st–2nd grade students across all student groups performed on-track or higher by EOY in Math (MAP).

Science:

- 10% gain in 5th grade STAAR Science Approaches compared to 2023–24.

Foundations:

- 1st grade strengths: Decoding; Numerical Representations and Relationships as measured by NWEA MAP
- 2nd grade strengths: Oral Reading Fluency/Accuracy; Computations and Algebraic Relationships as measured by NWEA MAP

Student Groups:

- African American, Hispanic, Economically Disadvantaged, and Special Education students all showed gains in STAAR Reading and Math across multiple grade levels.

Campus Culture and Climate

Campus Culture and Climate Summary

SH Crowley Elementary climate and culture are built on positive relationships, inclusivity, and community connection. Students engage in regular SEL and guidance lessons, Morning Meetings, and PBIS systems that promote respect, responsibility, and positive behavior. In 2025–26, we introduced the Coyote Den SEL initiative, a small-group setting where students practice skills such as identifying and managing emotions, building positive relationships, problem-solving, conflict resolution, empathy, and kindness. These groups help students strengthen communication, self-control, confidence, and coping strategies while fostering positive peer and adult relationships. Recognition programs like Coyote Bucks, Student of the Month, and positive referrals celebrate student success, while extracurricular clubs and cultural performances foster belonging and diversity. Staff morale is supported through consistent recognition, appreciation, and feedback opportunities, ensuring a collaborative and motivated work environment. Family and community partnerships are further strengthened through events that connect home and school, creating a welcoming, supportive, and thriving culture for all.

Campus Culture and Climate Strengths

Positive Behavior Supports: PBIS, positive behavior referrals, Coyote Bucks, Class Dojo points, and the Coyote Store reinforce respectful behavior and provide consistent recognition of student success. Regular guidance lessons, Morning Meetings, and the newly implemented *Coyote Den SEL initiative* support students in developing emotional regulation, relationship-building, and problem-solving skills.

Student Recognition & Engagement: Student of the Month, affirmations in hallways, extracurricular clubs, and mentoring programs strengthen belonging, leadership, and pride in school. Cultural celebrations and fine arts performances (Hispanic Heritage, Black History, Veterans Day, etc.) foster inclusivity and celebrate diversity.

Staff Morale & Collaboration: Teacher/Employee of the Month, Daily Staff Shout-Outs, Weekly Staff Spotlight, and monthly staff appreciation events alongside staff feedback surveys promote a supportive and motivated work culture.

Family & Community Engagement: Events such as Literacy Night, Math Night, Science Night, Trunk or Treat, and PTA involvement provide meaningful opportunities for families to connect with the school community. Bi-weekly Girl Scouts of America sessions (K–5 girls) and Boys & Girls Club sessions provide leadership development, mentoring, and skill-building opportunities during the school day, further promoting character development and student engagement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SH Crowley Elementary maintains a stable teaching force of highly qualified teachers demonstrating a strong commitment to teacher quality, retention, and support. Retention has improved significantly, supported by thoughtful placement decisions, collaborative hiring panels, and a structured mentoring program for new staff. Weekly Professional Learning Communities, designated planning time, and consistent communication through newsletters further strengthen collaboration, professional growth, and instructional effectiveness. New teachers benefit from a mentoring program, further supporting growth and retention.

Staff Quality, Recruitment, and Retention Strengths

- 91% of classroom teachers are highly qualified
- 94% of K-3 General Education teachers completed Reading Academy.
- Retained 90% of PK-5 classroom teachers from 24-25 school year, which is a 7% increase from 23-24.
- Utilize panel approach for interviews that consist of Instructional Leadership Team and Team Leads for grade-level vacancy.
- TIA Designated Teachers = 9
- Staff receives a weekly SMORE newsletter that provide pertinent information relative to campus/district in the following areas: Teaching and Learning; Action Items; Professional Development; Upcoming Events; Staff Spotlight
- Campus Mentor Program: 1st and 2nd year teachers or teachers new to the campus are paired with a campus teacher leader.
- Administration and Instructional Leadership Team (ILT) work collaboratively to determine the best grade/content placement for teachers to positively impact student achievement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SH Crowley Elementary has established a strong foundation in curriculum, instruction, and assessment through intentional professional development, structured PLCs, and data-driven practices. Teachers receive bi-weekly PD aligned to observation data, while PLCs—facilitated by campus leaders and the TDSI specialist—support collaboration around high-leverage TEKS, curriculum alignment, and instructional strategies. Progress monitoring through the “Data Hub” and regular use of data trackers ensures that instructional decisions are responsive to student needs, while coaching and lesson plan reviews help maintain instructional rigor and alignment. Going forward, the campus will focus on strengthening fidelity of Bluebonnet Learning implementation, intentional small group instruction, phonics and grammar skills, and science extensions. Additionally, SH Crowley will emphasize teacher-led PD, targeted coaching, and student artifact walks to deepen instructional delivery and application of practice.

Curriculum, Instruction, and Assessment Strengths

Teacher Development Intervention Specialist (TDSI): There are three TDSI specialists on campus, each focused on Reading, Math, Science and STEM, whose role is to build teachers’ capacity in content and pedagogy through ongoing professional learning, coaching, and feedback, as well as monitoring and analyzing student learning. Their work deepens teachers’ content knowledge, strengthens instructional practice, and supports elevated student achievement.

Professional Development: Teachers receive bi-weekly professional development informed by weekly observation data to strengthen instruction and student learning. Focus areas include: Student learning, Instructional delivery, Teaching strategies, Student application of learning, and Data analysis.

Professional Learning Communities:

- **Vertical:** K–5 teachers engage in content specific PLCs each marking period to reinforce prerequisite skills, helping students build the foundation needed to achieve proficiency in on-grade-level standards. PLC discussions focus on aligning curriculum across grade levels and content areas and identifying and implementing strategies that support mastery of key concepts
- **PK–5 core-content and Special Education collaborative teachers** participate in weekly PLCs facilitated by the TDSI specialist and administrators to refine instruction and address student needs. Key focus areas include: reviewing student data and trends, targeting high-leverage TEKS for mastery, micro-teaching strategies to enhance instructional delivery along with coaching and feedback, and data reflection.

Progress Monitoring: Progress Monitoring is conducted bi-weekly and teachers input all progress monitoring data (district/unit assessments, MAP, mClass, Circle Test) into the digital “Campus Data Snapshot Tracker” to make data-driven instructional decisions. Data trackers are reviewed regularly to inform instructional planning and identify low-performing essential skills. This process ensures targeted interventions for students requiring additional support and identification of students for tutorials or enrichment opportunities

Coaching & Feedback: The TDSI specialist provides targeted coaching and feedback to build teacher capacity and increase student engagement and achievement. Focus areas include: Enhancing instructional rigor, improving student engagement, building teacher capacity

Companion Document: All teachers have access to content specific Companion Document that serves as a bridge to the HQIM designed to build pedagogical and content capacity in teachers. The purpose of the companion document is to ensure student access to the grade-level curriculum in ways to promote mastery and equity.

Online Supplemental Learning Resources: Students have access to IXL, Zearn, and BURST to reinforce grade-level skills, provide targeted practice, and support personalized learning across Reading, Math, and STEM.

Parent and Community Engagement

Parent and Community Engagement Summary

SH Crowley Elementary promotes strong family and community engagement through consistent communication, interactive events, and opportunities for parent involvement. Families receive regular updates via a bi-weekly digital newsletter and Dojo messages, and are invited to participate in academic, cultural, and enrichment activities such as Fine Arts performances, Literacy and Math Nights, STEM events, ALL Pro Dads and Muffins with Mom activities, and Career Day. Parent feedback is collected through surveys to guide programming, strengthen parent-child connections, and increase overall engagement, which has shown measurable growth from the previous school year.

Parent and Community Engagement Strengths

- Bi-weekly digital SMORE Parent Newsletter and event fliers shared via digital communication platforms (Class Dojo, Facebook, and Parent Link)
- Fine Arts performances each marking period
- Literacy Night
- Math Night
- STEM Night
- ALL Pro Dads
- Dads at Recess
- Career Day
- Family Engagement improved this year from the previous school year.
- Parent Surveys conducted three times a year to receive input regarding the topics they would like to see presented that engages parent-child connection.
- Faith-based Partnership with Grace Bible Fellowship
- Girl Scouts of America
- Boys and Girls Club
- Junior Achievement (JA)
- Parent Teacher Association (PTA)

School Context and Organization

School Context and Organization Summary

SH Crowley Elementary fosters a collaborative and well-organized campus environment that prioritizes shared decision-making and staff leadership. Teachers and staff actively contribute to school initiatives by serving in leadership roles such as grade-level team leads, committee members, and other campus leadership positions, ensuring that diverse perspectives inform instructional practices and campus operations. The campus leadership team maintains open communication with staff and students, providing consistent guidance and support to promote academic success, social-emotional growth, and a positive learning environment for all students.

School Context and Organization Strengths

- Staff members actively participate in decision-making by serving as grade-level team leads, committee members, or other campus leadership roles.
- The Instructional Leadership Team (ILT) collaborates to guide campus-wide planning and operations.
- Grade levels provide end-of-year feedback through surveys to share recommendations and perspectives on campus practices.
- The principal, assistant principal, counselor, and campus monitor collaboratively support students' social-emotional needs, including self-regulation, mental breaks, and counseling.
- K–5 students receive the required instructional minutes in Science, Social Studies, Math, and Reading for each grade level.
- The principal conducts regular meetings to maintain consistent communication and support:
 - Weekly meetings with the ILT and campus monitor
 - Bi-weekly with the counselor and secretary
 - Every six weeks with grade-level team leads

Technology

Technology Summary

SH Crowley Elementary effectively integrates technology into classroom instruction to enhance student learning and engagement. Teachers creatively incorporate digital tools across content areas, and students demonstrate strong proficiency in using technology to practice skills, access online learning programs, and complete assignments. The campus provides access to a variety of platforms and devices, ensuring that technology is embedded seamlessly into instruction to support both foundational and higher-level learning.

Technology Strengths

- Every classroom has working projector and document camera
- All classroom teachers issued a district laptop
- All K-5 classrooms have a Chromebook Cart with at minimum 22 student devices
- Teachers are receptive to creative ways of integrating the use of technology throughout their lesson.
- Purchase of Mimeo for 3-5 Math teachers to use during instruction
- Student's proficiency with the use of technology is high
- Teachers and students have adjusted to embedding the use of chromebooks with different programs to allow exposure and practice to technology formatted questions and inputting answers as well as typing.
- 1:1 student-chromebook ratio

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
- mClass early reading assessment results
- Observation Survey results
- CLI data
- NWEA MAP reading and math, science assessment data

Student Data: Student Groups

- Dyslexia 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: Parent Needs Assessment Survey, Student Survey, After-school participation, STEAM Competition Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Host annual Career Day that connects students with community professionals to showcase a wide range of careers and the academic skills required for success. Expected Result/Impact: Presentations and hands-on activities will highlight how subjects such as math, science, reading, and technology are applied in real-world contexts, helping students make meaningful connections between classroom learning and future opportunities. Students will develop stronger awareness of career pathways and the relevance of academic skills in real-world settings. Staff Responsible for Monitoring: Principal, AP, TDSI, and Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: K-5 grade-levels will participate in field trip experiences that extend learning beyond the classroom through interactive, curriculum-aligned programs. These opportunities will include Fine Arts, science lessons that reinforce TEKS standards through hands-on activities that strengthen STEM knowledge and real-world application. (<i>DFW Zoo, River Legacy Nature Center, KidZania</i>) Title 1 Part A: Semester 1 \$2,789 Expected Result/Impact: Field experiences will strengthen students' understanding of Earth, space, and STEM concepts, increasing engagement and retention. Students in grades 3–5 will show improved mastery of science TEKS. Staff Responsible for Monitoring: Principal, AP, TDSI, and Counselor	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Implementation of STEM after-school programs in the following areas: Robotics, STEAM, Coding for 3rd-5th grade students. Expected Result/Impact: Students in grades 3–5 will develop problem-solving, collaboration, and critical-thinking skills through hands-on STEM enrichment with competition results serving as measurable evidence of growth and readiness for future academic and career success. Staff Responsible for Monitoring: Principal, AP, and Science TDSI	%			

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

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

Evaluation Data Sources: District and Campus Assessment Data, Walkthrough Data, MAP Data, Intervention Data, Student Product

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Conduct targeted small group instruction across all grade levels in all core-contents to ensure equitable access to the district-aligned curriculum. Teachers will use assessment data to group students by skill level, providing differentiated support, enrichment, or remediation as needed. Title I Part A: \$393 (Literacy-Math-Science Supplemental Resources) Expected Result/Impact: Close learning gaps, ensure consistent access to high-quality instruction, and improve overall student achievement. 70% of K-2 students perform At-Benchmark or above for EOY m-Class Reading Assessment. 44% of 3rd-5th grade students perform at Meets or above in reading, math, and science as measured by STAAR. 10% increase in 5th grade students that meet EOY MAP Reading Growth Target 10% increase in 3rd-5th grade students meeting EOY MAP Math Growth Target	%			

Staff Responsible for Monitoring: Principal, AP, TDSI, and Classroom Teachers				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Implement Progress Learning, an interactive online program, to provide all students equitable access to STAAR-aligned reading materials, targeted intervention, 2nd-5th grade after-school tutorials, and enrichment resources. Teachers will use the platform to differentiate instruction, reinforce foundational skills, and extend learning opportunities for students at all levels of proficiency. Title 1 Part A: Semester 2 \$2,200 (tutorials) Title 1 Part A: Semester 1 \$3,000 (Progress Learning 5th Math/Science) Expected Result/Impact: Increase engagement and supporting growth in reading and math skills. Progress will be monitored to ensure students receive the appropriate level of support, promoting equitable learning outcomes and readiness for STAAR assessments. • 60% of 2nd grade students perform at Meets or above in Reading and Math SBM • 44% of 3rd-5th grade students perform at Meets or above in reading, math, and science as measured by STAAR. • 10% increase in 5th grade students that meet EOY MAP Reading Growth Target • 10% increase in 3rd-5th grade students meeting EOY MAP Math Growth Target • Maintain Reading Achievement Distinction Staff Responsible for Monitoring: Principal, AP, TDSI, Classroom Teachers	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Implement ongoing, professional learning and collaborative planning time for teachers to strengthen Tier 1 instruction, ensure fidelity to the district-aligned curriculum, and integrate equitable instructional practices that address diverse learner needs. Expected Result/Impact: Improved student performance on district and state assessments. Reduced achievement gaps among subgroups. Increased percentage of students demonstrating growth in core content areas Staff Responsible for Monitoring: Principal, AP, TDSI, Classroom Teachers	%			

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: Academic Assessment Data, Gifted and Talented Program Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Continue the annual college and career field trip for 5th grade students to explore postsecondary options, interact with campus representatives, and participate in activities that highlight the academic and professional skills needed for future success.				
Expected Result/Impact: All 5th grade students will gain ongoing awareness of college and career pathways, fostering motivation, goal-setting for middle school, and readiness for future academic and professional opportunities.				
Staff Responsible for Monitoring: Principal, AP, TDSI, and Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Gifted and Talented (GT) students will engage in projects, competitions, mentorships, and real-world applications that connect academic content to college and career pathways.				
Expected Result/Impact: Enhance postsecondary opportunities by developing higher-order thinking skills, self-directed learning, and exposure to rigorous, real-world experiences. Increase in percentage of GT students performing at Masters in 3rd-5th in reading, math, and science as measured by STAAR. Maintain Post-Secondary Readiness Distinction				
Staff Responsible for Monitoring: Science TDSI/STEM Specialist/GT Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3: Continue to celebrate College Week and HBCU Week annually, providing students with opportunities to explore postsecondary options, learn about college and career pathways, and engage with diverse institutions of higher education.				

Expected Result/Impact: All students will increase awareness of college and career opportunities, develop aspirations for postsecondary success, and build understanding of diverse educational pathways and future readiness.

Staff Responsible for Monitoring: 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: Parent Needs Survey, CPOC

Strategy 1 Details	Reviews			
Strategy 1: Conduct an annual Open House to engage students, families, and community members in learning about classroom instruction, academic programs, and campus initiatives. Expected Result/Impact: Increase community engagement with the school, gain a better understanding of academic programs, and strengthen partnerships that increase student performance and attendance. Staff Responsible for Monitoring: Principal, AP, and Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Conduct annual family engagement nights focused on Literacy, Math, and STEM to provide students, families, and community members with hands-on, curriculum-aligned learning experiences and learn strategies to support student learning at home. Title I Part A: \$393 (Literacy-Math-Science Resources) Expected Result/Impact: Students and families will increase engagement with academic content, increase student achievement, and improve student attendance. Staff Responsible for Monitoring: Principal, AP, TDSI, and Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Conduct one fall and one spring parent workshops on literacy and math foundational skills while embedding mental, social, and emotional awareness check-ins to strengthen family engagement and support the whole child. The workshops will equip families with practical, curriculum-aligned strategies, and the check-ins will foster student well-being and stronger home-school connections.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Increased student attendance, parent involvement, culture and climate, and student achievement				
Staff Responsible for Monitoring: Principal, AP, and 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: Partnership Assessment data, Participation documentation, Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Maintain the campus partnership with Girl Scouts of America to provide K–5 female students with opportunities to build leadership, collaboration, and character skills through enrichment activities during the school day that extend learning beyond the classroom. Expected Result/Impact: Increased community involvement, improved student attendance, student achievement, and classroom behavior. Staff Responsible for Monitoring: Principal, AP, and Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Maintain the campus partnership with the Boys and Girls Club of Tarrant County to facilitate small-group SEL lessons that promote student well-being, enhance social-emotional skills, and provide meaningful opportunities for community engagement. Expected Result/Impact: Increased community involvement, improved student attendance, student achievement, and classroom behavior. Staff Responsible for Monitoring: Principal, AP, and Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Maintain an active partnership with the PTA to engage families in school programs, events, and volunteer opportunities that support student learning, enrichment, and community connections.	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: Increased family participation in school events and volunteer activities. Stronger family-school partnerships that promote engagement, student attendance, and student achievement. Staff Responsible for Monitoring: Principal, AP, PTA President, PTA	%			

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: Distribute bi-weekly parent newsletters via email, text, Facebook, and school app to provide families with timely information about events, academic updates, and important announcements. Expected Result/Impact: Clear communication leading to more engagement in school activities and academic support at home, improved student attendance, increased participation in learning opportunities, and overall student achievement. Staff Responsible for Monitoring: Principal, AP, and TDSI				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Maintain an active presence on social media platforms to provide timely updates, highlight student achievements, and engage families and community members in school programs and events, fostering two-way communication and strengthening community involvement. Expected Result/Impact: Increased student participation, improved attendance, enhanced academic achievement, and strengthen home-school partnerships . Staff Responsible for Monitoring: Principal, AP, and TDSI				

Strategy 3 Details	Reviews			
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Strategy 3: Conduct interactive surveys, polls, and suggestion forms to gather input from families and community members to reflect the needs and perspectives of the school community and guide campus decisions. Expected Result/Impact: Increase school community engagement, inform decision-making, and support initiatives that positively impact student attendance, and academic achievement. Staff Responsible for Monitoring: Principal, AP, and Counselor	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: Walkthrough/Observation Data, Coaching and Feedback Data, Professional Development Plan/Calendar

Strategy 1 Details	Reviews			
Strategy 1: Continue bi-weekly professional development aligned to instructional priorities, instructional best practices, and data analysis Expected Result/Impact: Increase in teacher implementation of targeted strategies (as observed in walkthroughs) with 100% implementation. Increase in student achievement. Staff Responsible for Monitoring: Principal, AP, and TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Continue vertical PLCs and cross-grade collaboration by embedding dedicated time for teachers to analyze data, share best practices, and design responsive instructional strategies. Expected Result/Impact: Teachers understand how standards and skills build from grade to grade, and adjust instruction accordingly so students experience fewer gaps and stronger progression in learning. Staff Responsible for Monitoring: Principal, AP, and TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

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

Performance Objective 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources: New Teacher Mentor Professional Development Plan, New Teacher Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Pair each new-to-campus staff member with an experienced mentor for regular check-ins to support new staff in understanding campus culture, instructional expectations, and student needs.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: 90% of new staff report feeling supported. Improvement in new staff classroom performance as evidenced by walkthroughs and observations. Staff Responsible for Monitoring: Principal, AP, TDSI, and Counselor, Mentor Teachers				
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Strategy 2 Details	Reviews			
Strategy 2: Provide targeted workshops designed to address the specific instructional and classroom management needs of new-to-campus staff, ensuring they have the tools to meet diverse student needs effectively. Expected Result/Impact: Walkthrough and observation data show growth in instructional effectiveness and classroom management. Increase in student achievement. Staff Responsible for Monitoring: Principal, AP, TDSI, and Counselor, 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: Staff Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Continue structured opportunities for teachers to serve in leadership roles, such as team leads, or committee chairs to build leadership skills and support professional growth. Expected Result/Impact: Increased teacher participation in leadership roles across grade levels. Teacher leaders facilitate Professional Development at the campus or district level. Staff Responsible for Monitoring: Principal and AP	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Maintain a staff recognition program such as Employee/Teacher of the Month, weekly staff spotlight, and coyote teacher bucks incentives to celebrate staff contributions, promote leadership, and support long-term retention. Expected Result/Impact: Increase employee retention and teachers report increased satisfaction and engagement in their roles based on staff quarterly climate survey. Staff Responsible for Monitoring: Principal and AP	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Leverage Team Leads and TIA-recognized teachers to lead, and facilitate professional development sessions, workshops, and instructional support for peers, promoting collaborative growth and strengthening campus-wide instructional practices. Expected Result/Impact: Observable improvements in classroom instruction as evidenced by walkthroughs and student work aligned to PD focus areas. Teacher leaders develop leadership skills, enhancing capacity for campus-wide instructional support and contributing to long-term retention. Staff Responsible for Monitoring: Principal, AP, TDSI, Team Leads, TIA Teachers	%			

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: Satisfaction surveys, discipline data, and attendance data. Walkthrough Observation data

Strategy 1 Details	Reviews			
Strategy 1: Ensure the Safe School Plan is implemented with fidelity on our campus and maintain an Emergency Operations Plan that includes staff training, regular emergency drills, and coordination with local agencies. Expected Result/Impact: All staff are compliant with safety requirements. All staff and students know the plans and what steps to follow in the event of an emergency. Parents and community members know and adhere to the plans. Staff Responsible for Monitoring: Principal, Safety and Security Team	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Monitor morning meetings, embedded in the master schedule, are conducted with consistency and fidelity using the Character Strong curriculum to strengthen relationships, teach social-emotional skills, and build a positive classroom culture. Expected Result/Impact: Strengthen student-staff and peer relationships, improve social-emotional skills, and contribute to a safe, respectful, and supportive school culture. This will lead to increased student engagement and fewer discipline incidents. Staff Responsible for Monitoring: Principal, AP, and Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Coyote Pack Attendance campus-wide initiative to incentivize students with perfect attendance each marking period. Expected Result/Impact: Improved student attendance and student engagement. Increased student academic achievement. A stronger sense of belonging. Staff Responsible for Monitoring: Principal, AP, Counselor, and Advisory Committee	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: Discipline data, Attendance data, Assessment data, Survey data

Strategy 1 Details	Reviews			
Strategy 1: Maintain and monitor the campus-wide recognition and behavior support system (Student of the Month, Positive Behavior Referrals, and PBIS/ClassDojo) to intentionally promote social-emotional development, reinforce positive behaviors, and celebrate student success. Expected Result/Impact: Enhanced student engagement, motivation, and sense of belonging. Decrease in discipline referrals by 10% as compared to 24-25. Staff Responsible for Monitoring: Principal, AP, Counselor, Advisory Council	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional development for all teachers and staff focused on social-emotional learning best practices, mental health awareness, and trauma-informed approaches. Expected Result/Impact: Staff demonstrate consistent, trauma-informed practices that support students' social-emotional growth. Increased teacher confidence in addressing mental health and behavioral needs. Increased student attendance and student achievement. Decrease in discipline infractions Staff Responsible for Monitoring: Principal, AP, Counselor, All staff	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Offer a variety of after-school clubs and enrichment programs to provide students with opportunities to explore interests, develop social-emotional skills, and extend learning beyond the classroom.. Expected Result/Impact: Increased student engagement and sense of belonging within the school community. Strengthened social-emotional skills. Increased attendance and student achievement. Staff Responsible for Monitoring: Principal, AP, Counselor, All staff	%			

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Plan and host regular family-focused events such as Curriculum Nights, Literacy or STEM Nights, and cultural celebrations to encourage family participation and strengthen school-community relationships. Expected Result/Impact: Increased family involvement and engagement in school activities. Improved communication and trust between families and staff. Increased student attendance and student achievement Staff Responsible for Monitoring: Principal, AP, Counselor, TDSI, STEM-Literacy Committee	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Administer campus culture and climate surveys in the spring and fall semester to staff to assess perceptions of safety, support, communication, and overall work environment. Expected Result/Impact: Survey results will inform targeted initiatives, professional development, and leadership practices that foster a welcoming, safe, and collaborative	%			

campus community. Improved satisfaction, staff attendance, and retain high-quality staff.				
Staff Responsible for Monitoring: Principal, AP				

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			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 1: Provide professional development and training for staff on holistic wellness practices, including stress management, mindfulness, work-life balance, and mental health awareness, to equip staff with strategies to maintain and improve their overall well-being. Expected Result/Impact: Increase in early identification and support for students in need of mental health intervention, partnerships with outside mental health agencies that support CISD students on a priority basis, increase management of staff mental health burnout, and promote greater development of SEL competencies for both students and staff. Staff Responsible for Monitoring: Principal, AP, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Implement monthly staff appreciation initiatives, such as recognition events, small tokens of appreciation, or personalized acknowledgments, to celebrate contributions, boost morale, and reinforce a culture of care and support for holistic staff well-being. Expected Result/Impact: Enhanced positive campus culture that supports collaboration, retention, and overall staff wellness. Staff Responsible for Monitoring: Principal, AP, Sunshine Committee				



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 (52%) is below the state average (54%).
2. The percentage of students achieving “meets grade level standards or above” in Math (37%) is below the state average (43%).
3. The percentage of students achieving “meets grade level standards or above” in Science (13%) is below the state average (46%).

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, TDSI, and campus administration. The committees participating in the development of the campus improvement plan include: Instructional Leadership Team (ILT), Campus Performance Objective Committee (CPOC), Advisory Council Committee.

2.2: Regular monitoring and revision

The Campus Improvement Plan (CIP) is monitored quarterly in terms of identifying the progress being made on each strategy. The quarterly designation is based on data collection during that quarter. In terms of Title One, a major data source is the district winter and spring formative benchmark assessments so that the campus can determine areas of strength and weakness by content, grade-level, and sub-population. The

assessment is designed to measure the effectiveness of the instruction taking place as it relates to the specific targeted items identified in the scope and sequence during the measured time frame.

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

The Campus Improvement Plan (CIP) is made available to parents and the community in an understandable and accessible format. The plan is posted on the campus website in both English and Spanish, and paper copies are available in the front office upon request. Key goals, strategies, and expected outcomes are shared during parent meetings, community events, and through school newsletters to ensure all families are aware of the campus priorities. Information is presented in plain, family-friendly language and avoids educational jargon, so that parents and community members can easily understand how the plan supports student learning and school improvement.

2.4: Opportunities for all children to meet State standards

The Campus Improvement Plan (CIP) outlines strategies that provide all children, including those from diverse backgrounds and with varying academic needs, equitable opportunities to meet State standards. The plan emphasizes high-quality, district-aligned curriculum and instruction, targeted interventions for students who are at risk of not meeting grade-level expectations, and enrichment opportunities for students who are ready to extend their learning. Teachers and administrators regularly analyze student performance and attendance data to identify learning gaps, monitor progress, and adjust instruction to meet individual needs. By using data to drive instructional decisions and by addressing attendance as a key factor in student success, the CIP ensures that every child has increased access to meaningful learning opportunities and the support necessary to achieve state standards.

2.5: Increased learning time and well-rounded education

Increased learning time and a well-rounded education are prioritized through intentional scheduling and support structures. Extra support time is built into daily schedules, and professional development is provided to ensure that all students receive the highest quality Tier 1 instruction. The master schedule embeds required instructional minutes per state requirements and includes a 30-minute intervention block four days a week to target prerequisite skill deficits. In addition, built-in small group instruction during the instructional block provides targeted intervention on grade-level standards and skills. The district also monitors programming within the MTSS process to ensure interventions are effective and producing the desired results.

Beyond academics, students have access to extensive after-school extra-curricular opportunities ensuring a well-rounded education. A major area of focus is Social Emotional Learning (SEL). Guidance lessons are delivered each six-weeks grading period and are aligned with the Character Strong curriculum. Additionally, students participate in weekly SEL groups facilitated in partnership with the Girls Scouts of America and the Boys & Girls Club. These opportunities reinforce positive character development, relationship skills, and emotional well-being alongside academic growth.

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

The Campus Improvement Plan (CIP) addresses the needs of all students, with a particular focus on those identified as at-risk. The plan ensures equitable access to high-quality, district-aligned curriculum and provides tiered levels of instructional support to meet diverse learner needs. Teachers use ongoing assessment data to identify students at risk of not meeting grade-level expectations and provide targeted interventions through small group instruction, supplemental programs, and scheduled intervention blocks.

Additionally, the campus implements MTSS processes to monitor student progress, adjust instruction, and ensure support is aligned with individual student needs. Social Emotional Learning (SEL) programs, guidance lessons, and access to wraparound services to further address the whole child by supporting emotional well-being, attendance, and readiness to learn. Through these strategies, the CIP prioritizes removing barriers and creating opportunities that allow all students, particularly those most in need, to meet or exceed state standards.

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

The campus offers a flexible number of parent involvement meetings throughout the school year to ensure families have multiple opportunities to engage and participate. Meetings are scheduled at various times of the day, including mornings, afternoons, and evenings, to accommodate different work and family schedules. The campus also provides both in-person and virtual meeting options when possible to increase accessibility. Parent involvement opportunities include informational sessions, family nights, academic workshops, and input meetings for the Campus Improvement Plan and Title I programs. Communication is provided in english and spanish languages, and childcare is offered at select events to further support family participation.

