



SIDNEY H. POYNTER
ELEMENTARY SCHOOL

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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District Mission Statement

Provide our students with excellence in education so that all students achieve their full potential.

Campus Vision

Poynter Elementary will partner with parents and the community to promote a safe, student-centered learning environment that sets high expectations with measurable goals to create successful life long learners.

Campus Values

Theme: “Committed to Excellence”

Motto: “Poynter Bulldogs: Unleashing Excellence, Every Day”



Comprehensive Needs Assessment

Needs Assessment Overview

The Sidney H. Poynter Elementary 2025–2026 Comprehensive Needs Assessment (CNA) was developed on **May 27, 2025**, through a collaborative process that included campus leadership, instructional specialists, teachers, parents, and community representatives. Stakeholders analyzed a wide range of quantitative and qualitative data sources, including district benchmarks, MAP and mCLASS assessments, STAAR results, and Lead4ward reports, to identify strengths and areas of growth across eight key domains: demographics, student achievement, school culture and climate, staff quality, curriculum and assessment, family and community engagement, school organization, and technology.

Findings from the CNA highlight Poynter’s strong sense of family and belonging, consistent academic growth in math and science, and improved instructional practices that emphasize small-group instruction and data-driven decision-making. Areas of focus for the 2025–2026 school year include increasing student achievement in 4th grade math and 5th grade reading, strengthening Tier 1 instruction and writing integration, expanding mentorship and enrichment opportunities for male students, and enhancing parent engagement through initiatives such as All Pro Dads and Principal Chats.

Additionally, the campus will continue to focus on staff diversity and retention, professional development aligned to high-quality instructional materials (HQIM), and the implementation of new resources such as the Bluebonnet Learning math curriculum and SAVVAS science program. With the upcoming installation of interactive learning boards and targeted professional learning, the campus is positioned to build upon current strengths and address identified needs to ensure continued student growth and success.

Demographics

Demographics Summary

A campus New Employee cohort, however we could do better with continuing meetings throughout the school year. The plan for 2025-2026 is to offer once a month/six week meetings for new staff and any returning staff and offer support with grades, behavior management, instructional

practices, lesson planning and more. As we enter the 25-26 school year we will continue to encourage our students to learn about other cultures and represent our campus in culture competitions such as the Hispanic Heritage and Black History quiz bowl. As a campus we also recognize different culture groups, by reading spotlights each day during that month they are celebrated and highlight books that can be read in the classroom.

Focus Area(s): We recognize the vital role positive male figures play in the growth and development of our students. With our largest student demographic being male (231 students), it is essential that we create opportunities for mentorship, leadership, and meaningful connection.

We believe that having All Pro Dads present on campus provides not only a visible source of encouragement and guidance but also reinforces the importance of character, responsibility, and academic success. Their presence serves as a powerful example and support system for our young boys as they navigate school and life. For the 25-26 school year we will invite and encourage more male role models to join our efforts in cultivating a culture of mentorship, belonging, and excellence through active participation in All Pro Dads.

Staff

Focus Area(s): We continue to focus on increasing the diversity amongst our teaching staff so that all major demographic groups are represented. There is a need to increase our male staff ratio due to our largest demographic group being male. We have established

Demographics Strengths

Strengths: Sidney Poynter is a demographically diverse campus with the largest demographic group being African American, followed by Hispanic. Ground in our campus culture is the theme of family. Most of our families and students begin their journey at Poynter in Pre-Kindergarten and often stay through 5th grade. Most of our students have siblings which allows us to truly get to know our families and build strong connections. As a result of our diverse staff and student demographics there is intentionality with ensuring students and staff alike have opportunities to learn about other cultures.

Strengths: The staff demographics is predominantly female teachers and paraprofessionals with 3 male certified teachers and 1 male paraprofessional returning for the 2025 - 2026 school year. Total staff number for staff is 31 certified teachers and 13 paraprofessional. At the conclusion of the 24-25 school year our resignation rate was 5/43 professional staff members.

Student Achievement

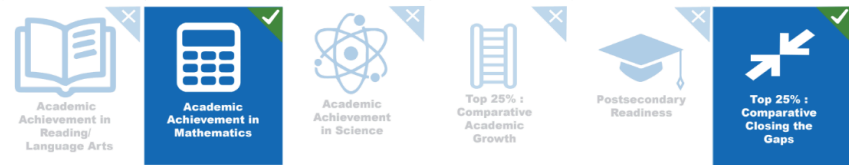
Campus Name	Subject	Current Record Count	Current Approaches	Current Meets	Current Masters	Comparison Record Count	Comparison Approaches	Comparison Meets	Comparison Masters	App +/-	Meets +/-	Masters +/-
SIDNEY H POYNTER	3rd Math	64	58%	36%	14%	60	53%	28%	7%	4%	8%	7%
SIDNEY H POYNTER	3rd RLA	64	67%	45%	14%	60	55%	32%	7%	12%	14%	7%
SIDNEY H POYNTER	4th Math	61	62%	39%	23%	59	46%	25%	7%	17%	14%	16%
SIDNEY H POYNTER	4th RLA	61	79%	44%	18%	59	66%	29%	8%	13%	15%	10%
SIDNEY H POYNTER	5th Math	69	65%	38%	16%	67	73%	48%	15%	-8%	-10%	1%
SIDNEY H POYNTER	5th RLA	69	57%	33%	17%	66	67%	44%	17%	-10%	-11%	1%
SIDNEY H POYNTER	5th Science	69	54%	17%	4%	67	43%	18%	6%	10%	-1%	-2%

Texas Education Agency
2025 Accountability Rating Overall Summary
SIDNEY H POYNTER (220912110) - CROWLEY ISD - TARRANT COUNTY
 * Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		82	B	
Student Achievement		67	D	0%
STAAR Performance	39	67		
College, Career and Military Readiness				
Graduation Rate				
School Progress		81	B	70%
Academic Growth	72	81	B	✓
Relative Performance (Eco Dis: 76.1%)		70	C	
Closing the Gaps	66	84	B	30%

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Student Achievement Summary

Our 2025 Math Spring Benchmark data and our EOY Math Map data clearly show that 3rd grade math is our area of need which means that our 2025-2026 math focus will be 4th grade math. According to our Math Spring Benchmark CoPilot Data, our 3rd grade earned a scaled score of 55 and a letter grade of F. They are also the only grade level which regressed when comparing the EOY Math Map assessment to the MOY Math Map assessment. They went from the 38th percentile to the 31st percentile. We need to increase the number and percentage of our incoming 4th grade students performing at approaches, meets, and masters on our District Benchmarks and STAAR and increase our achievement and growth on MAP

when comparing EOY to MOY and BOY. In addition to the math teacher and Math TDSI providing math interventions during our campus-wide intervention time and small group instruction at the end of each math class, our science teacher, who taught 4th grade math in 2024-2025, will also facilitate math interventions during our campus-wide intervention block and the last 20 minutes of each of her instructional blocks. We will also continue goal setting with students and ensure they are aware of their personal academic goals and growth.

According to MAP we regressed in Growth and Achievement in 3rd and 5th grade. In 3rd grade there was a slight decline from 53rd to 50th percent. While this is a small decrease, it still signals a need to revisit instructional strategies to ensure students are progressing toward or exceeding grade-level expectations. For 5th Grade there was a significant decrease from 44th to 33rd percent. Our two performance areas of opportunity were Author's Purpose/Craft and Multiple Genres. Both 3rd and 5th graders struggled to analyze the author's intent, use of language, and choices, which are critical for deeper comprehension. Performance in the Multiple Genres domain indicated that students had difficulty navigating texts from various genres and applying appropriate strategies for understanding each type. These findings suggest that more explicit instruction is needed in comparing literary forms, identifying genre-specific characteristics, and analyzing how authors develop meaning across different text types.

Moving forward, our next steps will include embedding more intentional mini-lessons focused on the author's craft and genre analysis during whole group and small group instruction. We also plan to integrate frequent spiral reviews and scaffolded practice activities to reinforce these concepts.

While we experienced growth in our approaches category, our Meets performance declined by 12 percentage points, we went from 24% to 12% in the SBM, indicating a need to strengthen Tier 1 instruction. Our SBM data has identified the Meets and Masters (decreased by 3%) performance levels as key areas for growth. Moving forward, this data will inform our instructional planning and targeted support strategies. To strengthen student mastery and deepen conceptual understanding of the science standards, we will incorporate an increased number of hands-on lab experiences into daily instruction. Addressing this will be a priority in the upcoming school year through targeted support embedded within PLCs and instructional coaching sessions.

The implementation of the new SAVVAS Science Curriculum for Kindergarten through 5th grade will be a central focus for the 2025–2026 school year. Teachers will engage in targeted professional development designed to support the internalization of the curriculum, with an emphasis on lesson customization. This will include the integration of student engagement strategies, differentiated scaffolding, and hands-on lab experiences to enhance instructional delivery and student understanding.

In grades 3–5, our instructional focus will include the daily use of spiral review and small group instruction beginning at the start of the school year. Each science block will begin with a 10–15 minute spiral review, followed by lesson implementation using the 5E instructional model. The block will conclude with Tier 1 small group interventions to address specific student needs. Additionally, we will embed intentional practice with Short Constructed Response (SCR) questions to support student growth in critical thinking and written communication, targeting an area of identified need.

Our campus wide intervention times will be staggered this year which will allow each 3rd-5th grade teacher and the TDSI to facilitate Tier 2 interventions with small groups. In grade 4th and 5th, based on Spring BM, STAAR, and MAP data we have identified that students will benefit from having extra support from the TDSI 2-3 times a week to increase percent of students performing at the Meets and Masters level. We will implement stations at the beginning of the year in order to increase reteach and provide additional practice/application opportunities throughout the week. During work stations teachers will be expected to conduct small group reteach or intervention. Our instructional focuses will also include an increase of: revising, editing, response to literature, and creating original pieces. These changes will help us align reading and writing which will help increase reading comprehension and student's writing ability.

All staff will engage in professional development throughout the school year that continues to leverage the work we are doing in planning, analyzing data, and building teacher capacity and leadership capacity (admin) by doing so will directly impact and improve student achievement.

Student Achievement Strengths

Math Strengths: According to our 2025 Spring Benchmark CoPilot Data, our 4th grade earned a scaled score of 84 and a letter grade of B. Our 5th grade earned a scaled score of 79 and a letter grade of C. Our overall math scaled score was an 81 and our overall letter grade in math was a B as compared to a scaled score of 65 and an overall letter grade of D on our 2024 Spring Benchmark and a scaled score of 77 and an overall letter grade of C on 2024 STAAR. Our strength is in Domain 2 Part A: Academic Growth. Our 4th graders earned an 87 in growth and our 5th grade earned an 80 in growth on the 2025 Spring Benchmark.

Another strength in math is that we were invited to host and hosted a Eureka Math Learning Lab twice during the 2024-2025 school year. We were also one of four elementary campuses rated exemplary when Great Minds conducted the Student Engagement Inventory across CISD.

Reading Strength:

Our 3rd grade 2025 Spring Benchmark scores showed growth in all 3 performance categories (app, meets, masters) by 8% or higher compared to the 2024 STAAR. 4th Grade scores were also above last year STAAR in approaches and meets. One of the key factors that contributed to these improvements was the strategic restructuring of the instructional block. We increased the dedicated time for small-group instruction, which allowed teachers to provide more targeted support based on data. In addition, we incorporated brief, focused grammar and writing mini-lessons into the daily schedule. These lessons helped reinforce foundational language skills and improve students' overall fluency and written expression.

Science Strengths:

During the 2024–2025 school year, we began implementing the STEMscopes curriculum across grades K–5. Following its implementation, we observed a 7-percentage point increase in the percentage of 5th-grade students performing at the Approaches level on the Spring Benchmark assessment compared to the previous school year STAAR data.

Our 3rd-grade science data demonstrated notable growth. In the Approaches category, 86% of students met the standard reflecting a 5-point increase from the previous year. Additionally, 72% of students achieved the Meets standard, marking an 8-point increase. These gains highlight the effectiveness of instruction and student engagement at this grade level. This particular grade level highly focused on incorporating many labs which contributed to the growth. To assist 5th grade growth for the upcoming year, this approach will be adopted in the science classroom to support instructional consistency and student achievement in the 5th grade classroom.

Campus Culture and Climate

Campus Culture and Climate Summary

Our baseline data currently indicates we are at 93% with our campus expectations with room to improve. There are inconsistencies with morning greetings. Our goal is for all of our students to be greeted and welcomed by every adult they come into contact with as they enter our building. This will increase engagement with morning announcements. Our Bulldog of the month ceremony will also include students being recognized for perfect attendance each month. Data trends show a dip in attendance around the 4th and 5th six weeks. We hope this offsets this trend by layering student incentives.

Campus Culture and Climate Strengths

Ground in our campus culture is the theme of family. Most of our families and students begin their journey at Poynter in Pre-Kindergarten and often stay through 5th grade. Most of our students have siblings which allows us to truly get to know our families and build strong connections. As a result of our diverse staff and student demographics there is intentionality with ensuring students and staff alike have opportunities to learn about other cultures. As we enter the 25-26 school year we will continue to encourage our students to learn about other cultures and represent our campus in culture competitions such as the Hispanic Heritage and Black History quiz bowl. As a campus we also recognize different culture groups, by reading spotlights each day during that month they are celebrated and highlight books that can be read in the classroom.

In addition to culture awareness we instill in our students a sense of character and intentionally highlight a Character Strong trait each month with daily character developing examples and characteristics shared each day during our morning announcements. Teachers are encouraged to leverage the character trait of the month in their classrooms. We also utilize the Character Strong curriculum to support Social, Emotional, Learning during a protected time aligned with breakfast in the classroom. Teachers have access to lessons, songs, and other activities to support the work of SEL.

For the 2025-2026 school there is a need to implement additional clubs during the school day and after school such as Art, Gardening, Running, and Performing Arts. As well as implementing a male mentoring program.

We started the year monitoring our Whole School Culture by conducting culture walks to monitor our campus arrival expectations for staff and students. We also continued utilizing our campus Playbook of culture expectations that outlines what staff and students should be going during transitions, arrival, dismissal, and lunch. Each grade level is required to develop a grade level specific Culture Playbook.

Our campus celebrates our students by recognizing Bulldogs of the Month. This is a monthly celebration where students are recognized at a monthly celebration. Students receive a certificate, a medal, and a goodie bag from our faith based partner, Turning Point Church. Students also have the opportunity to earn Bulldog Bucks for displaying and upholding our campus behavior expectations. Students can shop at our Bulldog Store using their Bulldog Bucks at the end of each six weeks. In addition, we celebrate student birthdays each day by announcing their names during morning announcements, having those students come to the office, and presenting them with a birthday pencil.

Our students who have perfect attendance for the week prior receive a wristband for “Wristband Wednesdays” and are allowed a free dress day with school appropriate attire. In addition, students receive a certificate and earn an opportunity to receive varied celebrations (popcorn party, popsicles, etc.). We also have a student safety patrol team that assists with monitoring the hallways, helping primary grades with breakfast as well as putting up and taking down the flags.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our 1st grade, Kinder, and Special Education teams will consist of new to Poynter staff. There will be an intentional focus on coaching and development with ensuring instruction is quality and promotes student academic growth.

Staff Quality, Recruitment, and Retention Strengths

90% of our teachers are veteran teachers. Going into the 2025-2026 school year we will have 1 staff member with less than 2 years of teaching experience. We had very little turnover and will only have 5 new to Poynter teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

(Math) Year 1 Bluebonnet Learning Curriculum for grades Kinder - 5th grade. Teachers will use the revised CISD Lesson Internalization Protocol to internalize lessons which includes additional student engagement strategies, scaffolding, addressing misconceptions, and including the success criteria for the problem(s) they will academically monitor in addition to the prior components. They will also use the new CISD Companion Guides when internalizing. In grades 3-5, we will continue to implement a spiral review at the beginning of each math class and facilitate small group instruction at the end of each math class. We will begin the Math block with a 10 minute spiral review, then teach the Bluebonnet Learning lesson

cycle, and end the math block with Tier 1 interventions in small groups.

(Reading) Due to there being a deficit in writing, we started using Think Up to support grades 3-5. This change helped us teach specific grammar skills in isolation but it did not follow a specific scope and sequence. For the 25-26 school year the C&I department will be creating a day by day grammar/writing plan for teachers to follow. These lessons will also provide opportunities for students to learn and practice grammar skills and the writing process.

Following the implementation of STEMscopes across K–5, 5th grade saw a **7-point increase** in the Approaches category on the Spring Benchmark assessment. In 3rd grade, **86%** of students scored at Approaches (a **5-point gain**) and **72%** scored a

Curriculum, Instruction, and Assessment Strengths

We grew in achievement when comparing our [EOY Math Map Assessments](#) to our MOY Math MAP Assessment in Kinder, 1st, 2nd, 4th and 5th grades. Providing weekly lesson internalization feedback, weekly observations with feedback in grades 3 - 5, and biweekly observations with feedback in grades K-2 ensured fidelity with high quality Tier 1 math instruction using HQIM. Consistent student work analysis of exit tickets and quick-checks during Look Forward PLCs and student data analysis on end-of-module Eureka Math assessments and district benchmarks during Look Back PLCs were practices that positively impacted our growth and performance.

For the 24-25 school year we entered into our second year of the Amplify curriculum for K-1. After utilizing the Amplify curriculum we noticed an increase in our mClass data with 14% growth in Kinder and 28% in 1st grade (met/above benchmark). 2nd Grade implemented Amplify this year and showed a 4% increase in met/above benchmark on mClass. 3rd-5th used Benchmark for Tier 1 instruction (year 6 of implementation). Based on MAP, 3rd grade increased from the 45th to 49th in achievement on the NWEA MAP universal screener. 4th grade showed a 7% increase in overall growth from 45% to 53%.

Following the implementation of STEMscopes across K–5, 5th grade saw a **7-point increase** in the Approaches category on the Spring Benchmark assessment. In 3rd grade, **86%** of students scored at Approaches (a **5-point gain**) and **72%** scored at Meets (an **8-point gain**), reflecting strong

instructional impact supported by hands-on labs.

Parent and Community Engagement

Parent and Community Engagement Summary

We are currently in the planning stages of installing a monitor in the front office that will display the campus calendar of events, photos, Poynter Principles, and other important announcements for parents and visitors to view during their time on campus.

We are also working to launch our All Pro Dads program. While it has been a challenge due to the limited male presence on campus, we are committed to getting it off the ground. Dr. McFarland has generously covered the program registration costs for all campuses, so now we simply need to identify a dedicated individual to chair the program at Poynter.

Additionally, our PTA was successfully revamped this year, and we are fortunate to have a dynamic new President at the helm. This revitalized organization offers another meaningful opportunity for parents to engage with the campus and be part of positive change.

This year, the administration will host Quarterly Principal Chats to foster stronger engagement with parents. These gatherings will provide meaningful opportunities for open dialogue—allowing parents to share how they'd like to support our campus in achieving both academic and behavior goals, address concerns, and celebrate successes together.

Parent and Community Engagement Strengths

This past academic year Poynter hosted events such as Mathoween, Literacy Week, Literacy Night, Family Week, Black History Program and several other family engagement events. Parents are also given opportunities to engage with staff regarding their students academic progress during other various events (Meet the Teacher/Curriculum Night). Poynter also participates in volunteer activities through our partnership with Crowley House of Hope by sponsoring a Penny Drive, Can Food Drive, and an Angel Tree. The after school program, 21st Century also hosts various activities such as Bingo Night and Glow Dance Parties for parents and students to engage.

There is an intentional focus on partnering with parents by reserving dates in the fall and spring for parent conferences. Teachers also have the discretion to schedule conferences whenever there is an academic or behavior concern. Conferences are important to ensure students are progressing academically and parents along with students are aware of their academic opportunities to improve.

School Context and Organization

School Context and Organization Summary

Sidney H. Poynter ended the academic year with 431 students. Each grade level consists of 3 teachers with the exception of 2nd grade. Most class rations maintained a 22:1. Due to rezoning we inherited additional students from Deer Creek Elementary. We did not receive as many students as projected, however we are excited for the opportunity to grow our enrollment.

School Context and Organization Strengths

Our student behavior increased from the year prior, mostly due to new students that were not familiar with our Poynter expectations. We were able to connect and build relationships that eventually led to new students acclimating to the campus culture and expectations. However, our attendance increased which led to us receiving district recognition 4 out of 6 marking periods. This indicates a positive change in how students view attending Poynter.

Technology

Technology Summary

We're excited to share that the district has approved the installation of interactive learning boards in every classroom, beginning in Fall 2025! Installations will take place in phases, and this upgrade represents a major win for our students. These boards will enhance instruction by providing more innovative, interactive, and engaging learning experiences across all grade levels.

To ensure we are fully leveraging the impact of this technology, ongoing professional development will be provided for all staff. This support will help teachers maximize the boards' potential to enrich student learning.

Technology Strengths

We use technology in all content areas (Amplify Boost, IXL, Zearn, StemScopes, and Studies Weekly) for the purposes of tier 1 instruction, intervention, and acceleration of learning. Technology is made available for students in grades Kindergarten through fifth grade. Teachers also utilize google slides and interactive lessons to enhance student learning and engagement in the classroom.

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: Expand Hands-On, Real-World Learning in Core Subjects Integrate STEM-focused labs, writing workshops, and cross-curricular projects (e.g., science experiments, math in real-life budgeting, literature tied to history and culture). Teachers will embed opportunities for students to apply academic skills in authentic, problem-solving contexts that mirror real-world scenarios. Expected Result/Impact: Growth in student ability to make connections between academic content and real-world applications to support an increase in student achievement on STAAR, MAP, and Benchmarks by at least 10% in Meets and Masters across Reading, Math, and Science. Title Expenditures: Title 1: \$ 1,500 - <i>Spring Semester Saturday Schools</i> (2 - enrichment opportunities) Staff Responsible for Monitoring:				

- Classroom Teachers (implementation in daily lessons) - Teacher Development & Student Intervention Specialists (coaching and data monitoring) - Principal & Assistant Principal (progress checks through PLCs, walkthroughs, and data reviews)				
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen Career, Leadership, and Mentorship Opportunities Launch mentorship and leadership initiatives such as <i>All Pro Dads</i> , <i>student clubs (Art, Gardening, Performing Arts, STEM)</i> , and <i>student leadership roles (Safety Patrol, Bulldog Ambassadors)</i> . Partner with local businesses and community organizations to provide career exposure (guest speakers, career days, service-learning projects). Expected Result/Impact: Improved student engagement and sense of belonging, measured by participation in clubs/programs and positive climate survey results. Strengthened character, leadership, and responsibility. Improved attendance rates (offsetting dips noted in 4th & 5th six weeks) and reduced behavior referrals. Staff Responsible for Monitoring: - Counselor (mentorship program coordination) - Club Sponsors & Teachers (facilitation of leadership and enrichment opportunities) - Principal & Assistant Principal (oversight, community partnerships, attendance/behavior data monitoring)	Formative			Summative
	Nov	Feb	May	July

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Fidelity of District-Aligned Curriculum Implementation Provide ongoing professional development and PLC support for teachers to internalize the Bluebonnet Math, Bluebonnet/Benchmark Reading, and SAVVAS Science curriculum using CISD protocols. Focus on lesson internalization, scaffolding, student engagement strategies, and Tier 1 instructional practices to ensure equitable access across grade levels. Expected Result/Impact: Consistent delivery of high-quality Tier 1 instruction across all classrooms to improve student performance in Math, Reading, and Science Benchmarks, with a minimum 5–10% increase in Meets/Masters performance categories. Reduced achievement gaps among student subgroups through consistent access to aligned materials and practices. Staff Responsible for Monitoring - Principal & Assistant Principal (walkthroughs, data reviews, coaching feedback) - Teacher Development & Student Intervention Specialists (planning/internalization support, observation feedback) - Classroom Teachers (implementation and student monitoring)	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Leverage Technology and Resources for Equitable Student Access Implement and monitor use of interactive learning boards, online instructional tools (IXL, Zearn, SAVASS, Sirius, and mCLASS), and differentiated scaffolds to provide equitable access for diverse learners (emergent bilinguals, special education, and at-risk students). Provide targeted training so staff maximize these resources for engagement, intervention, and enrichment. Expected Result/Impact: Increased student engagement and participation in lessons across grade levels. To narrow performance gaps for identified subgroups (African American, Hispanic, Economically Disadvantaged) through differentiated, tech-supported instruction. Growth in MAP and mCLASS data indicating equitable progress across student groups. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July

- Principal & Assistant Principal (ensure tech integration fidelity, review subgroup data) - Technology Integration Lead / Innovation Specialist (staff PD, tech coaching) - Classroom Teachers (daily integration and monitoring of student access/usage)				
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Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Build College and Career Awareness Through Academic Experiences Integrate college and career readiness lessons into instruction by embedding project-based learning, financial literacy, and exposure to career pathways within math, reading, and science lessons. Host career days, college shirt days, and guest speaker events featuring professionals, military service members, and higher education representatives. Title Expenditures: Title 1: \$500 - <i>Career Day and Guest Speaker</i> (lunch and refreshments) - Nov. 21 Expected Result/Impact: Students will demonstrate greater awareness of career pathways and postsecondary options, measured by student reflections, participation, and surveys. Academic achievement will strengthen as students see the real-world value of learning, contributing to growth in STAAR, MAP, and Benchmark performance. Staff Responsible for Monitoring: - Counselor (career readiness lessons, coordination of guest speakers/events) - Teachers (integration of real-world connections in lessons)				

Principal & Assistant Principal (oversight, data monitoring, community partnerships)				
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Strategy 2 Details	Reviews			
Strategy 2: Develop Leadership, Character, and Workforce-Ready Skills Expand opportunities for student leadership and responsibility through Safety Patrol, Bulldog Ambassadors, mentoring programs, and participation in extracurricular clubs (STEM, Art, Gardening, Performing Arts). Embed Character Strong lessons and SEL practices to strengthen soft skills like communication, collaboration, and problem-solving needed for success in college, careers, and the military. Expected Result/Impact: Students will show measurable growth in leadership, responsibility, and social-emotional competencies, reflected in reduced behavior referrals and improved attendance. Increased participation in clubs, mentoring, and leadership programs will prepare students with both academic and soft skills for postsecondary readiness. Staff Responsible for Monitoring: - Counselor (SEL, leadership development tracking) - Club Sponsors & Teachers (mentoring, club engagement) - Principal & Assistant Principal (monitor discipline/attendance data, oversee leadership initiatives)	Formative			Summative
	Nov	Feb	May	July

Goal 2 – Engaged Community

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Academic and Cultural Family Engagement Events Host family learning nights (Mathoween, Literacy Night, STEM Showcase) and cultural celebrations (Black History, Hispanic Heritage) where students, families, and community partners collaborate through interactive learning activities, performances, and projects. Expected Result/Impact: Increased family attendance and participation in academic and cultural events (measured by sign-in sheets and surveys). Stronger school-home partnerships leading to higher student engagement and improved academic performance. Staff Responsible for Monitoring: - Principal & Assistant Principal (event planning oversight) - Counselor & Parent Engagement Liaison (coordination with families and partners) - Teachers & Specialists (designing and facilitating academic/cultural activities)	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Build Sustainable Community Partnerships to Support Learning Partner with local organizations, faith-based groups, and businesses to provide workshops, mentorship, and resources for families (e.g., financial literacy, digital skills, parenting support, wellness education). Align sessions with student academic goals so families and students can learn and grow together. Title Expenditures: Title 1: \$500 - <i>Quarterly Parent University Sessions</i> (Refreshments and Paper Goods) Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July

Families and students will report increased access to resources and shared learning opportunities. Strengthened community ties will result in greater volunteerism, mentorship, and support for school initiatives. Staff Responsible for Monitoring: - Principal & Assistant Principal (community partnership development) - Parent Engagement Liaison / PTA (family communication and coordination) - Teachers & Specialists (student engagement alignment with workshops/resources)				
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Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students [and staff](#).

Performance Objective 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			
Strategy 1: Expand Partnerships for Academic and Enrichment Opportunities Collaborate with local colleges, businesses, and organizations to provide guest speakers, mentorships, field trips, and hands-on learning projects that connect academics to real-world experiences. Leverage partnerships to support STEM, literacy, arts, and leadership initiatives. Expected Result/Impact: Increased student access to enrichment opportunities that extend learning beyond the classroom. Improved academic engagement and achievement as students connect content to real-world applications Staff Responsible for Monitoring: - Principal & Assistant Principal (partnership development and alignment with CIP goals) - Counselor (coordination of mentorship/career readiness activities) - Teachers & Specialists (integration of partnership activities into instruction)	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Strengthen Community-Based Support for Families and Students Maintain and grow relationships with faith-based partners, nonprofits, and civic organizations (e.g., Turning Point Church, Crowley House of Hope) to provide student recognition, family resources, and volunteer support. Ensure partnerships align with campus priorities for academics, attendance, and culture. Expected Result/Impact: Increased family participation in school initiatives supported by community organizations. Greater access to social, emotional, and academic support for students and families. Sustained community presence on campus that reinforces a culture of belonging and shared responsibility. Staff Responsible for Monitoring: - Principal & Assistant Principal (oversight and partnership accountability) - Parent Engagement Liaison / PTA (family communication and collaboration) - Counselor & Teachers (integration of community supports for student needs)	Formative			Summative
	Nov	Feb	May	July

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Multi-Platform Communication for Families and Community Utilize multiple communication platforms (campus website, newsletters, Class Dojo, social media, *front office monitor, and Blackboard) to share updates on academics, events, and celebrations. Ensure communication is accessible by providing translations and using visuals to reach diverse audiences.	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: Families will report improved awareness of campus events, academic supports, and student celebrations (measured by surveys and attendance at events). Increase in family engagement and satisfaction, leading to stronger school-home partnerships Staff Responsible for Monitoring: - Principal & Assistant Principal (oversight of consistent messaging) - Parent Engagement Liaison / Office Staff (updating platforms, translations, announcements) - Teachers (sharing class-level updates and maintaining communication with families)				
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Strategy 2 Details	Reviews			
Strategy 2: Increase Interactive Communication Opportunities Host Quarterly Principal Chats, PTA meetings, and family forums where parents and community members can share feedback, ask questions, and collaborate on solutions. Embed interactive tools such as surveys, QR codes, and live polling during events to capture input in real time. Expected Result/Impact: Improved two-way communication between school and families, with higher participation in decision-making processes. Data from surveys and forums will guide adjustments in programming, leading to more responsive school practices. Staff Responsible for Monitoring: - Principal (leading family/community forums and reviewing input data) - Assistant Principal & Counselor (facilitating feedback loops and ensuring follow-up) - Parent Engagement Liaison / PTA (coordination of logistics and communication with families)	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: Implement Ongoing, Data-Driven Professional Development and Student Tutorials Use student performance data (STAAR, MAP, Benchmarks, mCLASS) and walkthrough feedback to design professional learning sessions tailored to teacher needs. Focus on lesson internalization, scaffolding, small-group instruction, and student engagement strategies to ensure alignment with district curriculum. Identify student needs for tutorials based of data and camps academic goals Title Expenditures: Title 1: 3,5000 <i>Teacher Compensation</i> (afterschool student tutorials) Expected Result/Impact: Increased teacher effectiveness as measured by walkthrough and observation data. Improved student achievement with at least a 5–10% increase in Meets/Masters on state and district assessments. Staff Responsible for Monitoring: - Principal & Assistant Principal (analyze data trends, align PD to needs) - Teacher Development & Student Intervention Specialists (facilitate and coach) - Classroom Teachers (implementation of strategies in daily practice)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Strengthen Collaborative and Continuous Learning Structures Enhance Professional Learning Communities (PLCs) by embedding cycles of planning, observation, reflection, and coaching. Provide job-embedded learning such as model				

lessons, peer observations, and monthly new staff cohort sessions to ensure ongoing support and growth. Expected Result/Impact: Teachers will demonstrate increased confidence and consistency in delivering high-quality Tier 1 instruction. Strengthened teacher retention and satisfaction due to supportive, collaborative professional culture. Staff Responsible for Monitoring: - Principal & Assistant Principal (oversight of PLC structures and coaching cycles) - Teacher Development & Student Intervention Specialists (modeling lessons, facilitating PLCs, coaching teachers) - Grade-Level Team Leaders (supporting collaboration and accountability within teams)				
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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: Develop a Structured New Staff Onboarding Program Establish a New Employee Cohort with monthly/six-week sessions that provide training in classroom management, lesson planning, data analysis, and instructional best practices. Pair new staff with mentor teachers for continuous support. Expected Result/Impact New staff will report increased confidence and preparedness (measured through surveys and reflection logs). Improved instructional consistency and student achievement as new staff implement aligned practices.	Formative			Summative
	Nov	Feb	May	July

Staff Responsible for Monitoring: - Principal & Assistant Principal (program oversight and monitoring effectiveness) - Teacher Development & Student Intervention Specialists (facilitating sessions and coaching new staff) - Mentor Teachers (providing ongoing peer support and guidance)				
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Strategy 2 Details	Reviews			
Strategy 2: Provide Targeted Coaching and Feedback Cycles for New Staff Implement weekly observation and feedback cycles as needed for teachers in their first year at Poynter, with emphasis on lesson delivery, classroom culture, and student engagement. Provide access to model lessons and opportunities to observe veteran teachers. Expected Result/Impact: Accelerated growth of new teachers in instructional delivery and classroom culture. Increased staff retention rates as teachers feel supported and successful in their roles. Staff Responsible for Monitoring: - Principal & Assistant Principal (monitoring growth trends and retention data) - Teacher Development & Student Intervention Specialists (conducting coaching cycles and providing resources) - Mentor Teachers (hosting peer observations and sharing best practices)	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			
Strategy 1: Expand Teacher Leadership Roles Provide opportunities for teachers to serve as grade level leads, mentor teachers, and curriculum champions (Math, Reading, Science). Empower teacher leaders to co-facilitate professional learning, lead data talks, and model best practices campus-wide. Expected Result/Impact: Increased teacher leadership capacity and ownership of campus improvement efforts. Higher staff satisfaction and retention rates as teachers feel valued and supported in professional growth. Staff Responsible for Monitoring: - Principal & Assistant Principal (assign roles, monitor progress, provide leadership coaching) - Teacher Development & Student Intervention Specialists (collaboration with teacher leaders, support capacity building) - Teacher Leaders (model and guide peers in instructional practices)		Formative			Summative
		Nov	Feb	May	July

Strategy 2 Details		Reviews			
Strategy 2: Implement Recognition and Growth Pathways for Teachers Establish a teacher growth pathway that includes recognition programs (e.g., Teacher of the Month, Bulldog Leadership Spotlight) and opportunities for advanced responsibilities such as presenting at district PD or leading campus initiatives. Title Expenditures: Title 1: \$300 - <i>Student and Staff Certificates and Incentives</i> Title 1: \$1200 - <i>Colored Paper and Printer Toner</i> Title 1: \$600 - <i>Printer</i> Title 1: \$1000 - <i>Die Cut Machine</i> Expected Result/Impact: Increased teacher morale and motivation through recognition of excellence and leadership contributions. Improved teacher retention by creating a culture of growth, appreciation, and long-term investment in staff.		Formative			Summative
		Nov	Feb	May	July

Staff Responsible for Monitoring: - Principal & Assistant Principal (design recognition systems and growth pathways) - Teacher Development & Student Intervention Specialists (identify and prepare teachers for leadership roles) - Grade-Level Team Leaders (support recognition of peers and team growth)				
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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: Strengthen Campus-Wide Culture and Safety Practices Implement and monitor the Campus Culture Playbook for arrival, dismissal, transitions, and lunch expectations. Conduct regular safety drills, culture walks, and morning meetings to build consistency. Reinforce Character Strong lessons and SEL practices to promote respect, responsibility, and positive peer interactions. Expected Result/Impact: Improved consistency in student and staff behavior expectations, measured by culture walk data. Reduction in discipline referrals and an increase in positive student behavior recognitions. Staff Responsible for Monitoring: - Principal & Assistant Principal (monitoring implementation, reviewing behavior data) - Counselor (SEL lessons and student support services) - Teachers & Staff (daily implementation of culture and safety expectations)	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Expand Student Recognition and Engagement in Positive Behaviors Continue Bulldog Bucks, Bulldog of the Month, attendance incentives, and safety patrol leadership opportunities to encourage positive behaviors. Partner with faith-based and community organizations to provide recognition items and celebrations. Expected Result/Impact: Increased student motivation and sense of belonging, leading to improved attendance and engagement. Strengthened school climate with students actively contributing to a safe and nurturing environment. Staff Responsible for Monitoring: - Principal & Assistant Principal (program oversight and incentive tracking) - Counselor (recognition for character development and SEL growth) - Teachers & Staff (daily distribution of Bulldog Bucks, reinforcing expectations)	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: Expand Social-Emotional Learning (SEL) and Mentoring Programs Strengthen implementation of the <i>Character Strong</i> curriculum during the protected SEL time aligned with breakfast in the classroom. Launch a Male Mentoring/All Pro Dads initiative to provide positive male role models and mentoring opportunities for students, particularly the large male student population (231 students). Integrate monthly Zoom Morning Meetings to build schoolwide connection and ensure all students are greeted and welcomed daily.	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: Increased sense of belonging and positive school climate, measured by improved culture-walk data (target: 100% greeting compliance, up from 93%). Strengthened student character skills and resilience, supporting improved attendance and decreased behavioral referrals. Higher engagement of male students and families in campus life. Staff Responsible for Monitoring: - Principal and Assistant Principal – oversee program implementation and culture walks. - Counselor – monitor SEL lesson delivery and mentor/mentee connections. - Teacher Development & Student Intervention Specialists (TDSIs) – support classroom SEL integration and data collection.				
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Strategy 2 Details	Reviews			
Strategy 2: Integrate Academics with Well-Being through Enrichment Clubs and Targeted Interventions Implement new student clubs (Art, Gardening, Running, Choir) during and after school to promote creativity, teamwork, and stress reduction. Continue structured academic interventions (e.g., campus-wide math and reading small groups) combined with goal-setting so students track personal academic growth. Provide professional development for staff on balancing rigorous instruction with student wellness, using upcoming TEPSA and TABSE conference strategies the principal will gain by attending these conferences. Expected Result/Impact: Increased student engagement and motivation, reflected in improved attendance (maintain or exceed current district-recognition levels). Growth in academic performance, particularly 4th grade math and 5th grade reading, through improved Tier 1 instruction and targeted support. Enhanced student well-being and reduced stress by offering outlets for self-expression and physical activity. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July

- Principal and Assistant Principal – track club participation, attendance, and academic data. - Grade-Level Team Leaders and TDSIs – monitor intervention fidelity and student growth data. - Club Sponsors/Teachers – document enrichment activities and student feedback.				
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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: Strengthen Family Engagement & Communication Host Quarterly Principal Chats and family events (e.g., Mathoween, Literacy Week, Black History Program) to encourage two-way dialogue and celebrate student success. Install a front-office digital monitor to display the campus calendar, Poynter Principles, photos, and announcements, ensuring visitors feel informed and welcomed. Revitalize and promote PTA membership and All Pro Dads participation to increase parent leadership opportunities and visible male role models on campus. Expected Result/Impact: Increased family participation in campus activities (target: 10% increase in event attendance compared to 2024–25). Stronger home–school partnerships, reflected in parent survey results and feedback from Principal Chats.Enhanced visibility of events and celebrations, creating a more welcoming front-office experience. Staff Responsible for Monitoring: - Principal & Assistant Principal – oversee implementation and collect participation data. - Parent Engagement Liaison/Counselor – coordinate events, monitor parent feedback.	Formative			Summative
	Nov	Feb	May	July

PTA Board & All Pro Dads Chairperson – track volunteer involvement and event success.				
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Strategy 2 Details	Reviews			
Strategy 2: Consistent Campus-Wide Culture & Safety Practices Continue culture walks and use the <i>Campus Playbook</i> for arrival, dismissal, and transitions to ensure consistent expectations. Recognize students and staff through Bulldog of the Month, Perfect Attendance incentives (Wristband Wednesdays, monthly celebrations), and staff shout-outs to promote a positive, safe atmosphere. Expected Result/Impact: Improved consistency in daily greetings and routines (goal: 100% compliance with greeting expectations, up from current 93%). Reduction in discipline referrals and increased attendance, especially during the historically lower 4th and 5th six weeks. Higher staff morale and retention due to intentional recognition and a strong sense of community. Staff Responsible for Monitoring: - Principal & Assistant Principal – monitor culture walk data and discipline trends. - Grade-Level Team Leaders – ensure Playbook practices are implemented in each area. - Counselor & Office Staff – coordinate morning meetings and track attendance/celebrations.	Formative			Summative
	Nov	Feb	May	July

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

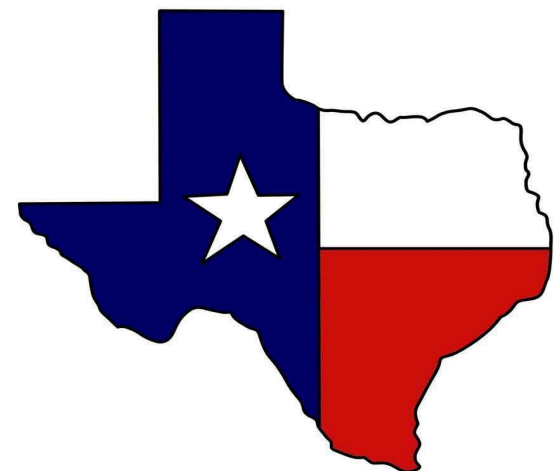
Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

Strategy 1 Details	Reviews
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Strategy 1: Launch a Staff Wellness & Balance Initiative	Formative			Summative
	Nov	Feb	May	July
Provide a Wellness Calendar highlighting district EAP (Employee Assistance Program) services, mental-health resources, and self-care tips. Expected Result/Impact: Improved staff morale and decreased burnout, reflected in mid-year and end-of-year climate surveys (target: 10% increase in positive responses regarding work-life balance). Increased participation in wellness activities (target: 75% of staff attend at least one activity per semester). Reduced staff absenteeism and improved retention. Staff Responsible for Monitoring - Principal & Assistant Principal – provide resources and monitor participation and survey data. - Staff Wellness Committee/Teacher Development & Student Intervention Specialists (TDSIs) – plan activities, collect attendance, and share feedback. - Counselor – promote mental health awareness and connect staff to EAP services.				

Strategy 2 Details	Reviews			
Strategy 2: Embed Professional Growth with Personal Well-Being	Formative			Summative
	Nov	Feb	May	July
Integrate wellness check-ins into regular PLCs or staff meetings—brief moments for gratitude sharing, stress-management strategies, or reflection. Expected Result/Impact Stronger campus culture where staff feel valued as whole individuals, not only as educators. Staff Responsible for Monitoring: Principal & Assistant Principal – review PD feedback and ensure wellness components in meetings. TDSIs – facilitate wellness check-ins during PLCs. Counselor & TDSIs – support staff with resources for stress management and track follow-up from conference learning.				



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

Campus Improvement Plan Committee		Meeting Date : _September 2025____
Name		Position
Dr. Charmaine Williams		Principal – Chairperson
Brinda Lowery		Counselor
Kristi Groom		Teacher Development Student Interventionist
Erica Jackson		Teacher Development Student Interventionist
Jasmin Jimenez		Teacher Development Student Interventionist
Dr. DeKisha Browning		Assistant Principal
Kourtney Nelson		Parent
Pastor Ray		Community Member - Turning Point
		Community Member
		District Representative
