



SUE CROUCH ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Our mission is to foster a welcoming and collaborative learning environment where every student is empowered to achieve their fullest potential.

Vision

Campus Values

Sue Crouch Knights Beam with **PRIDE**

We move with Purpose

Give respect

Display Integrity

Knights are Dedicated and Show Empathy.



Comprehensive Needs Assessment

Needs Assessment Overview

Sue Crouch Elementary demonstrates strengths in leadership stability, teacher retention, and reading achievement supported by curriculum fidelity and coaching. The most pressing needs are academic growth for special education students, math achievement consistency, and deeper curriculum internalization by teachers.

Additionally, expanding parent/community partnerships, monthly professional development, and student technology literacy will enhance whole-child development and long-term student success.

Demographics

Our economically disadvantaged student group is 84%. Our campus consists of 61% of them are African American, 20% Hispanic, 3% Asian, 9% White and 5% of two or more races.

Strengths: Campus focuses on the needs of all student groups. The success and growth of all students is recognized through campus and district data.

Focus Area(s): Improve academic achievement and measurable growth for our special education population through targeted instructional strategies, data driven supports and inclusive practices.

Student Achievement

As a campus reading is an overall strength and growth area. With fidelity to the new curriculum teachers have excelled due to consistent implementation and intentionality with tier one instruction. By having a second year teacher in 3rd grade math we have seen tremendous academic growth. Coaching and providing intentional feedback has helped develop the teachers' content knowledge and capacity.

For the 2025 STAAR results the campus was rated a B rating according to the Texas Education Agency. Sue Crouch also received 4 distinctions in the following categories: Academic Growth, Reading, Closing the Gaps and Science.

The goal is for our students to continue to display academic readiness in all content areas.

Campus Culture and Climate

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

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

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

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

To celebrate teachers and their academic successes the campus does the following things: teacher and staff member of the month, "Knighting" teachers for displaying instructional best practices, weekly "shout outs" through the weekly campus newsletter. To promote and increase staff morale there are monthly "boosters" implemented such as: November- "leaves on the loose", February- "heart attack", 12 days of Christmas and sweet treats cart.

Each grade level team host a monthly potluck for the campus to foster togetherness and team.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Strategic recruiting efforts are implemented with the campus leadership team. Teachers are provided an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected academic expectations.

Teachers and staff have worked collaboratively with campus administration to create a shared campus mission and vision. Every teacher that is new to the campus is provided with on campus support and mentorship. Over 80% of faculty and staff have worked on campus for 3 or more years.

We have implemented “in school” student clubs. The clubs are facilitated by paraprofessionals bi weekly which allows teachers additional 45 minutes of planning within the week. This additional time is beneficial for teachers to complete lesson internalization, parent phone calls etc.

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and staff will implement the science of teaching reading using the Benchmark Reading Units for grades 3rd-5th including phonics, small group reading, and independent reading with fidelity for all students. Teachers in K-1st grade were trained on the Bluebonnet reading curriculum and this school year 2nd grade was added to the use and implementation of Bluebonnet reading.

Teachers and staff will continue to implement the Bluebonnet math curriculum with fidelity for all students. Teachers will be trained on the use of Savaas for science and social studies curriculum for the upcoming school year. Science MAP testing will be new to the campus this year for students in grades 3rd-5th. All 3rd grade math teachers will now teach math and science content during each rotation. All reading teachers will integrate social studies with reading content.

Our area of focus will be guiding all returning teachers to internalize at a deeper level to improve student outcomes based on all learners. Microteaching will be conducted during weekly PLC meetings based on teacher need.

Curriculum, Instruction, and Assessment Strengths

Teachers receive ongoing support for reading, science and math from campus instructional specialists during weekly PLC's and grade level meetings. Bi weekly extracurricular student clubs allow for an additional 45 minutes of instructional planning for teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that:

1. Parents play an integral role in assisting their child's learning.
2. Parents are encouraged to be actively involved in their child's education at school.

Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. Teachers and staff communicate through various channels including: Class Dojo, monthly parent newsletter, campus calendars, event flyers etc. Students who receive special services have annual updates to existing support plans.

Parent and Community Engagement Strengths

The campus counselor conducts bi monthly family nights that integrate: SEL, coping strategies, parenting tips etc. As a campus we support families and the community through events such as: Turkey Trot, Knight's Roundtable, Curriculum Carnival, Winter Accessory Give away, Muffins with Mom, Donuts with Dad and many more community outreach events. As a campus, we've increased family engagement opportunities from year to year.

School Context and Organization

School Context and Organization Summary

Sue Crouch is one of 17 elementary schools in Crowley Independent School District. We are located on the Southwest side of Fort Worth. We are a Title One Campus servicing approximately 470 Pre-K through 5th grade students. We have 4 self contained special education units that serve students from PreK through 5th grade. The campus consists of Campus principal, assistant principal, three TDSI's and a school counselor.

Parent portal and campuswide Dojo provides campus and district updates, events and resources. Monthly parent newsletter is sent out from campus principal with monthly updates. The staff hub is a source of reference for campus information, data, instructional and behavioral supports.

School Context and Organization Strengths

All TDSI's provide ongoing instructional support and feedback during weekly PLC meetings. Real time coaching is conducted by full administrative team which supports a growth mindset.

Technology

Technology Summary

Students have one to one chromebook access. Students are provided targeted instruction through online platforms such as Amplify, Lexia, Accelerated Success, IXL and Zearn. Teachers also implement the use of Google classroom and various online platforms to support in class learning such as Sirius for reading, math and science.

Technology Strengths

Through the use of one to one chromebook access we have seen an increase in student engagement, academic growth across content areas and personalized instruction that is accessible to all learners.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Goal 1 – Thriving Students

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide hands-on science lab experiences weekly. Title 1: \$500 Expected Result/Impact: Student academic growth in science Increase in student engagement Staff Responsible for Monitoring: Science TDSI Teachers	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Implement and teach explicitly the Read Draw Write strategy on word math problems. Title I: \$1,000 Expected Result/Impact: Academic growth in math Build student comprehension skills Increase test scores Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

TDSI's Teachers				
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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Integrate writing across content areas. Title I: \$500 Expected Result/Impact: Students will demonstrate higher-order thinking by synthesizing information and clearly expressing ideas across subjects. Staff Responsible for Monitoring: Classroom Teachers (K–5) – implement daily writing activities in lesson plans. Campus TDSI – model lessons, provide professional development	%			

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide targeted campus professional development based on identified trends Title I: \$500 Expected Result/Impact: Build teacher capacity & confidence Decrease achievement gaps Improve student engagement Staff Responsible for Monitoring	%			

Campus administration Teachers TDSI's				
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Strategy 2 Details	Reviews			
Strategy 2: Weekly lesson rehearsal during PLC's (microteaching) Expected Result/Impact: Identify and clear misconceptions Build teacher capacity Staff Responsible for Monitoring: TDSI's Campus Administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Implement the coaching and feedback model using SND (see it, name it, do it) Expected Result/Impact: Increase teacher content knowledge level Real time teacher support Effective Tier 1 instruction Staff Responsible for Monitoring: Campus administration TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Celebrate and recognize HBCU and College week. Expected Result/Impact: College exposure Staff Responsible for Monitoring: Campus administration Counselor	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Host annual Career Day Expected Result/Impact: Job trades exposure Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

Counselor				
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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Participate in District Academic Bowls and Competitions Title I: \$2500 Expected Result/Impact: Provides a fun and engaging way to review core academic content Encourages critical thinking, problem-solving, and quick recall of information Staff Responsible for Monitoring Campus Administration	%			

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: Provide an opportunity for families to have parent/teacher conference at our “Knights Roundtable”. Teachers will share BOY data and discuss how we will support and grow students throughout the year. Expected Result/Impact: Student academic growth Family and school partnership Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Increase Social and emotional opportunities through hosting bi monthly Family Nights that focus on SEL tips and strategies. Title I: \$300	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Decrease in student emotional outburst Decrease in behavior referrals Increase student & family connection Staff Responsible for Monitoring: Counselor Campus Administration				

Strategy 3 Details	Reviews			
Strategy 3: Build partnership with community vendors and businesses. Expected Result/Impact: Receive monetary resources to support instruction Increase community outreach on campus Staff Responsible for Monitoring: Principal Counselor Secretary	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews
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Strategy 1: Provide opportunities for community members to be present for campus events. Title I: \$500 Expected Result/Impact: Increased community engagement for Career Day Increased community and school collaboration Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Incorporate opportunities for students to engage with college and career experiences. Expected Result/Impact: Increase of information shared to students Increase of future ready students Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to learn in the community through field trips, battle of the books, and other events. Title I: \$300 Expected Result/Impact: Increase in student social awareness and modeling expectations in the community Decrease in referrals for student behavior Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

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

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Utilize communication platforms such as Class Dojo, PBIS, parent newsletters, and flyers to communicate important information. Also use PBIS to incentivize students for displaying great character traits. Title I: \$500 Expected Result/Impact: Increased parent knowledge of campus happenings Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Utilize parent needs assessments and surveys to obtain school wide highlighted needs. Expected Result/Impact: Increased family sense of belonging and impact	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Counselor				
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Strategy 3 Details	Reviews			
Strategy 3: Hold quarterly advisory committee meetings with members of the community to assess the most current campus needs. Expected Result/Impact: Increased participation in campus events Staff Responsible for Monitoring: 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:

Strategy 1 Details	Reviews			
Strategy 1: Create a campus PD calendar that addresses current trends and patterns observed through weekly walkthrough. Teachers will lead the PD sessions. Expected Result/Impact: Increase teacher capacity Student academic growth Staff Responsible for Monitoring: Campus Administration TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure lesson rehearsal occurs weekly in all PLC's and provide teachers with real time feedback. Expected Result/Impact: Build teacher confidence Content knowledge awareness Staff Responsible for Monitoring: Campus administration TDSI's	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:

Strategy 1 Details	Reviews			
Strategy 1: New teacher orientation campus day. An opportunity to inform teachers of campus wide expectations. Title I: \$500 Expected Result/Impact Increase school culture Provide a sense of belonging Staff Responsible for Monitoring: Camus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Meet with campus “accountability” partners monthly. Every staff member has a knowledgeable resource for on campus wonderings or questions. Expected Result/Impact: Increase school culture Provide a sense of belonging Staff Responsible for Monitoring: Assistant Principal	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: Conduct weekly PLC meetings Expected Result/Impact: Increase teacher capacity Student academic growth Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Providing instructional coaching conversations Expected Result/Impact: Create engaging lessons increase of Tier 1 instruction with fidelity Staff Responsible for Monitoring: Campus administration TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide weekly “one on one” meetings with all 1st year teachers Expected Result/Impact: Teacher retention Create a sense of belonging	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Principal				
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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: Daily exterior and interior door checks Expected Result/Impact: Meet TEA requirements Create safe learning environments Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Check in each visitor through the Raptor system. Title I: \$200 Expected Result/Impact: Student safety	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Campus administration				
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Strategy 3 Details	Reviews			
Strategy 3: Conduct monthly safety drills such as: fire and lockdown. Expected Result/Impact: Students follow the safety protocols Follow state guidelines Staff Responsible for Monitoring: Principal Assistant Principal	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: Provide lunch and learns for teachers that covers social and emotional topics. Title I: \$500 Expected Result/Impact: Improves moral Professional growth	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Counselor				
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Strategy 2 Details	Reviews			
Strategy 2: Provide monthly guidance lessons. Expected Result/Impact: Student self regulation Increase positive relationships and behaviors Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Implement bi weekly student clubs. Title I: \$1000 Expected Result/Impact: Expand student experiences Increase campus culture and climate Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

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

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Host family connection events such as: Family Nights, Grandparents Day, Turkey Trot, A Day in the Life of a KNIGHT, Holiday Performance, Community Holiday Winter accessory give away, STEM Night, Career Day Title I: \$1200 Expected Result/Impact: Increase family engagement Community partnership Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Celebrate students through monthly Shining Knight ceremonies. Title I: \$300 Expected Result/Impact: Increase positive student behaviors Promote social skills and character building Staff Responsible for Monitoring: Campus Administration Counselor Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

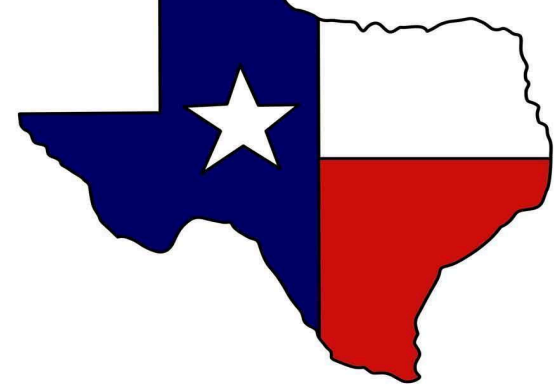
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Incorporate SEL meditation moments in bi weekly staff meetings. Expected Result/Impact: Decrease teacher anxiety Staff Responsible for Monitoring Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Incorporate weekly wellness initiatives for all students, teachers, and staff. Title I: \$600 Expected Result/Impact Increase in positive student behaviors and mindsets Increase in staff morale and retention Increase in staff awareness of tips, tools, and resources for their overall mental health. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			



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

