

# Cross Plains Elementary

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## Campus Improvement Plan

2024–2025

### Mission Statement

Cross Plains ISD partners with our community to inspire students through exceptional education.

### Vision Statement

Better People Make Better Buffaloes; Better Buffaloes Make Better People.  
CPES is Growing Better Buffaloes.

### Core Beliefs

- Students have unlimited potential and should recognize how their choices today and in the future impact others positively.
- Families are critical partners in school success and must be actively involved in their child's education and activities.
- Faculty and Staff are professional educators who serve as role models, care for the whole child, and set high expectations for success.
- Administrators lead with professionalism, motivating and setting the tone for excellence.
- The Board of Trustees are servant leaders dedicated to students, staff, school success, and sound financial stewardship.

## State of Texas Public Education

### Mission

To ensure that all Texas children have access to quality education that:

- Enables them to achieve their potential.
- Prepares them to participate fully in social, economic, and educational opportunities.
- Builds upon strong families and meaningful parental involvement.

### Academic Goals

1. Demonstrate exemplary performance in reading and writing of the English language.

2. Demonstrate exemplary performance in mathematics.
3. Demonstrate exemplary performance in science.
4. Demonstrate exemplary performance in social studies.

## Objectives

1. Parents will be full partners with educators.
2. Students will be encouraged and challenged to reach their full potential.
3. All students will remain in school until high school graduation.
4. A well-balanced curriculum will prepare students for college, career, or military pathways.
5. Educators will prepare students to be thoughtful, active citizens.
6. Highly qualified personnel will be recruited, developed, and retained.
7. Students will perform at exemplary levels compared to national and international peers.
8. Campuses will maintain safe, disciplined environments.
9. Educators will use innovative techniques to improve learning.
10. Technology will improve student learning and instructional effectiveness.
11. Students will have access to career and technology education.

## Comprehensive Needs Assessment (CNA)

Area	Strengths	Needs/Priorities
Student Achievement	Math strong in grades 3, 5, 6; strong progress monitoring systems (STAAR, MAP).	4th grade Reading/Math/Writing low; weak K-2 alignment; SPED progress minimal; post-COVID gaps.
Instruction	Certified teachers; use of Region 14 PD; STAAR prep workbooks.	Vertical alignment; more data-driven practices (MAP, IXL, Eduphoria).
School Culture	Strong community support; positive recognition of students.	Over 50% single-parent homes; need expanded SEL and mental health supports.
Technology	1:1 Chromebooks (2-6), iPads (PK-1), Promethean boards in some rooms.	Upgrade tech in math & primary rooms; improve classroom audio.
Family Engagement	PTO, Family Literacy Night, parent conferences, concerts.	Need stronger written, verbal, and digital communication; build parent input into CNA.
Staff Quality	All teachers certified; ongoing PD participation.	Additional Lead4Ward, Driven by Data, and K-3 Reading Academies training.

## Performance Targets 2024–2025

Goal Area	Baseline	2024–2025 Target
Math Proficiency	STAAR/MAP 2024: ~65% Meets	Target: ≥70% Meets across grades K–6
Reading/ELA Proficiency	STAAR/MClass 2024: ~70% Meets	Target: ≥77% Meets across grades K–6
Attendance	2024: 95%	Target: ≥97%
Special Education Progress	Minimal growth in 2024	Target: ≥60% passing rate, growth shown in MAP
Technology Integration	Mixed usage 2024	Target: 100% of classrooms daily tech integration
Parent Engagement	Moderate participation 2024	Target: ≥75% families engaged in surveys/events

### Goal 1 – Student Achievement (Math)

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Evaluate/improve textbooks & supplemental math materials	Teachers	2024–25	State EMAT, ESC 14	Teacher surveys, adoption records	Improved STAAR/MAP results
Disaggregate test results to target needs	Teachers	2024–25	Local	Reports, analysis logs	More focused instruction
After school tutorials (ASPIRE)	Teachers	2024–25	Local Title I-A REAP	Attendance logs	Growth in STAAR/MAP math

### Goal 2 – Student Achievement (Reading/ELA)

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Disaggregate test results to target Reading/ELA	Teachers	2024–25	Local REAP SCE	Reports	Improved targeted instruction
After school tutorials (ASPIRE)	Teachers	2024–25	Local Title 1, part A SCE	Attendance logs	Improved STAAR Reading/ELA results

Dyslexia interventions with compensatory strategies	Dyslexia Teacher	2024-25	Local SCE	Lesson plans	Growth for identified students
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### Goal 3 – Attendance

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Encourage homerooms to promote attendance	Teachers	All year	Local	Class logs	97% attendance achieved
Daily parent calls if absence not reported	Resource Officer	All year	Local	Attendance reports	Improved accountability

### Goal 4 – Safe and Supportive Environment

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Conduct regular crisis/fire/tornado drills	Principal, Staff	All year	Local	Drill logs	Preparedness improved
Drug awareness & prevention (Red Ribbon Week)	Principal, Counselor	Oct	Activity Fund	Assemblies, posters SCE	Fewer incidents

### Goal 5 – Parent & Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Annual Parent Information Meeting	Teachers	Aug	Local Title 1, part A	Sign-in sheets	Improved communication
Website/Facebook updates	Principal	All year	Local REAP	Updated posts	Greater parent engagement

### Goal 6 – Technology Integration

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Promethean boards used daily	Teachers	All year	Local Title IV A	Lesson plans	Increased engagement

Provide Chromebooks/iPads for low-performing students	Principal, Tech Staff	All year	Local Title IV A REAP	Usage logs	Improved scores
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### Goal 7 – Professional Development

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Region 14 provides staff development	Principal, ESC 14	All year	Title I, Local	Certificates	Improved T-TESS
Faculty attend professional conferences	Principal, Teachers	As scheduled	Title IIA REAP	Certificates	Enhanced instruction

### Goal 8 – Highly Qualified Staff

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Recruit and retain HQ teachers	Principal	As needed	Local Title IIA	Applications	All classes staffed
Recognize teachers/paraprof for performance	Principal	All year	Local	Recognition logs	Improved morale

### Goal 9 – Comprehensive Needs Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Distribute/analyze STAAR, MAP data	Principal, Teachers	Fall/Spring	Local Title 1, part A	Data sheets	Instructional adjustments
Parent/teacher surveys via SurveyMonkey	Principal	Spring	Local REAP	Survey results	Needs prioritized

### Goal 10 – Limited English Proficient Students

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
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Pull-out ESL classes	ESL Teacher	All year	Local	Attendance logs	Improved scores
LPAC meetings BOY/EOY	Principal, ESL Teacher	Fall/Spring	Local	Sign-in sheets	Progress monitoring

### Goal 11 – Gifted & Talented

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Teachers complete 30 hrs GT + 6 hrs update	Principal, GT Teacher	Summer	ESC 14	Certificates	Improved enrichment
Pull-out GT classes	GT Teacher	All year	Local	Lesson plans	Improved performance

### Goal 12 – Transition Activities

Activity/Strategy	Person(s) Responsible	Timeline	Funding Source(s)	Evidence of Implementation	Evidence of Impact
Pre-K/Kindergarten Round-Up	Principal, Staff	Apr/Aug	Local	Sign-in sheets	Smooth transitions
6th grade tour of JH	Elem & JH Principals	May	Local	Schedules	Prepared for transition

### Evaluation and Monitoring

- Six-week benchmarks and STAAR interim assessments reviewed by teachers.
- Monthly attendance and discipline reports.
- Semester review of Special Education and ESL progress.
- Annual technology usage and integration audit.
- Parent and community engagement surveys.
- Board presentation of progress each semester.

### Funding Alignment Summary

Funding Source	Supported Strategies	Goal(s)
Title I, Part A	Tutorials, interventions, literacy nights	Goals 1, 2, 5, 7

Title II, Part A	Professional development	Goal 7
Title III, Part A	Support for English Learners	Goal 10
Title IV, Part A	Technology upgrades, SEL programs	Goals 4, 6
REAP/SRSA	Flexible support for PD, curriculum	Goals 1, 2, 7
State Comp Ed (SCE)	Tutorials, credit recovery	Goals 1, 2, 4
IDEA-B	Special Education services	Goal 4
Local Funds	Attendance incentives, recognition, enrichment	All Goals

### **Compliance Appendix – Cross Plains Elementary School (2024–2025)**

This appendix ensures the Cross Plains Elementary Campus Improvement Plan (CIP) meets all state and federal requirements for a Title I campus in Texas.

#### **Parent and Family Engagement (ESSA §1116)**

Cross Plains Elementary will jointly develop and revise the Parent and Family Engagement Policy with parents, staff, and community stakeholders annually.

An Annual Title I Parent Meeting will be held to review program requirements, parents' rights, and the campus plan.

A School–Parent–Student Compact will be distributed and reviewed, outlining shared responsibilities for academic success.

Title I funds (if >\$500) will be reserved to support parent engagement activities, such as literacy nights, workshops, and communication tools.

Parents will have opportunities to participate in decision-making, the Site-Based Decision-Making (SBDM) Committee, and Title I planning.

#### **Coordination of Federal, State, and Local Programs**

The CIP integrates and coordinates the following funding sources to maximize student support:

- Title I, Part A – Supplemental instruction and intervention for at-risk students.
- Title II, Part A – Professional development to strengthen teacher quality.
- Title III, Part A – Language instruction support for English Learners.
- Title IV, Part A – Student well-being, technology integration, and safe/healthy schools.
- REAP/SRSA – Flexibility funding for rural/small schools.
- IDEA-B – Special education services.
- State Compensatory Education (SCE) – Intensive intervention for struggling learners.
- Local funds – Support core operations, technology, and enrichment.

### **Homeless and Foster Youth Provisions**

Ensure immediate enrollment of homeless/foster students, even if records are incomplete.

Provide transportation, tutoring, and counseling as needed.

Coordinate with the district Homeless Liaison and Child Welfare agencies to ensure stability and continuity of services.

Provide access to Title I-funded supports, regardless of student's assigned campus.

### **School Safety and Security (TEC §37, HB 3, SB 11)**

Maintain an Emergency Operations Plan (EOP).

Conduct required drills (fire, lockdown, severe weather, evacuation).

Utilize a Threat Assessment Team to evaluate and address potential concerns.

Partner with the district's Safety and Security Director to ensure compliance with HB 3 requirements.

Provide mental health training (e.g., SB 123 Character Education, Project Restore) to staff and students.

### **Annual Review Requirement (TEC §11.251–11.253)**

This CIP will be reviewed and revised annually by the Site-Based Decision-Making (SBDM) Committee.

Review will include parents, community members, staff, and administrators.

Annual evaluation will consider student academic performance, effectiveness of strategies, use of funds, and parent/family engagement outcomes.

Results of the review will be shared publicly with staff, families, and the Board of Trustees.

## Parent and Family Engagement Policy

Cross Plains Elementary School (2024–2025)

In accordance with ESSA §1116 and Texas Education Code §26.001, Cross Plains Elementary (CPES) will implement programs, activities, and procedures that encourage and support parent and family engagement in the education of their children. This policy will be reviewed annually with parent and community input.

### **Purpose**

The purpose of this policy is to establish a strong partnership between school, parents, and community to improve student academic achievement and support the mission of CPES: Better People Make Better Buffaloes; Better Buffaloes Make Better People.

### **Policy Components**

- Annual Title I Parent Meeting – CPES will convene an annual meeting to inform parents of Title I participation, explain requirements, and review parent rights.
- Parent Involvement in Planning, Review, and Improvement – Parents will be invited to serve on SBDM and help review/revise the CIP, Parent and Family Engagement Policy, and Compact.
- School–Parent–Student Compact – A compact will outline shared responsibility for academic achievement and be reviewed annually with parent input.
- Communication – Information will be shared in a language/format parents can understand, using newsletters, website, Facebook, Remind, phone calls, and conferences.
- Parent Capacity Building – CPES will provide resources, workshops, and training (e.g., literacy nights, STAAR prep, technology support).
- Accessibility – All activities will be accessible to all families, including those with disabilities and Spanish-speaking parents (translation as needed).
- Use of Title I Funds – Reserved Title I funds will support family engagement activities (workshops, resources, family nights).

### **Policy Review**

This Parent and Family Engagement Policy will be reviewed and updated annually by the SBDM Committee, parents, and staff. The updated policy will be distributed to all families and posted on the school website.

## Compliance Checklist

Requirement	Reference in CIP	Included (Yes/No)
Mission & Vision	Mission & Vision section	
Campus Committee	Committee Table	
Comprehensive Needs Assessment	CNA Summary	
Performance Targets	Performance Targets Table	
Strategies & Goals	Goals 1–12 Tables	
Funding Sources Identified	Funding Alignment Summary	
Evaluation & Monitoring	Evaluation section	
Parent & Family Engagement Policy	Appendix	
Annual Board Review	Cover Page Approval Line	