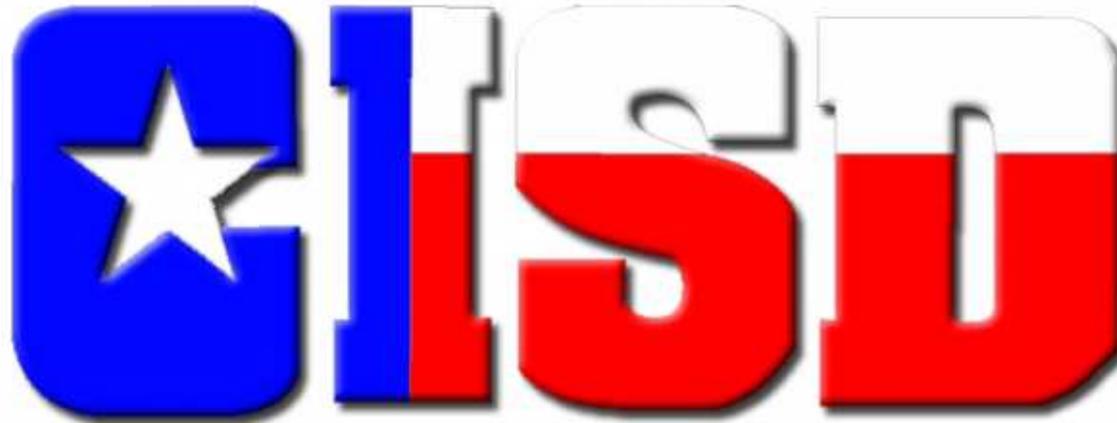


Crowley Independent School District
District Improvement Plan
2016-2017



School Board Approved on 11-17-16

Mission Statement

Crowley ISD provides our students with excellence in education so that all students achieve their full potential.

Vision

Crowley ISD will provide all students with a world-class, high-quality education where students are inspired to succeed in the global community.

District Values

We value high academic achievement.

All students can learn through a variety of instructional methods and opportunities that meet their individual needs.

Learning is enhanced through social interaction in a diverse setting.

We value a safe and secure learning environment.

We value a positive work place in which each employee is appreciated and is provided opportunities for professional growth.

We respect and value the opinions of all students, employees and community members.

We encourage open, effective and timely communication with district stakeholders.

We support effective stewardship of public resources.

Comprehensive Needs Assessment

Needs Assessment Overview

Annually, district and campus administrators utilize the district strategic goals and performance objectives approved by the Board to develop, review and revise the district and campus improvement plans in collaboration with staff and respective planning committees (District-Wide Educational Improvement Committee-DWEIC and Campus Performance Objectives Committee-CPOC). Comprehensive data analysis is essential in the determination of district and campus strengths and needs for improving student performance for all student groups. This data analysis is conducted through the Comprehensive Needs Assessment (CNA) as defined by the former No Child Left Behind (NCLB). The district and Plan4Learning consultants will continue to use this analysis process until a new or improved version is developed by Every Student Succeeds Act (ESSA).

State and federal law both outline the requirement for schools to conduct a CNA as part of the planning and decision-making process. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

District and campus administrators ensure all federal, state and local requirements are met within each improvement plan. Goals of the planning process include: assessment of student achievement information, evaluation of instructional methods, of dropout reduction and accelerated education programs, of the integration of technology, of professional development, of the discipline management program, of suicide, bullying and violence prevention, and determination of resources, responsible staff and timelines needed for implementation and ongoing monitoring, Board Policy BQ (Legal).

District and campus administrators review all strategies at least three times during the school year (October, January, and April) and perform a summative review in July. As they continue to work to complete their strategies throughout the school year, strategies may be modified to reach targeted measures.

For the third year, Crowley ISD is using Plan4Learning's web-based improvement planning software as a platform to house the District and Campus Improvement Plans. We can now review two years of successful planning and best practices to guide our improvement efforts.

Demographics

Demographics Summary

Crowley Independent School District is a suburban school district covering 58.4 square miles in south Tarrant County and stretches over two municipalities: Fort Worth and Crowley. Crowley ISD serves about 15,100 students in grades Pre-Kindergarten through 12th across 23 campuses. The district's Pre-K-12 enrollment decreased slightly from a high of 15,240 students during the 2010-2011 school year to a low of 14,985 students during the 2014-2015 school year. According to the 2014-15 enrollment records provided by the Texas Education Agency, Crowley Independent School District is the 80th-largest school district in Texas.

Crowley ISD serves students of varied ethnic heritages and cultures and strives to be a diverse organization in a global society; one that values the difference in people recognizing that their different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions to benefit society. For the 2015-2016 school year, approximately 42% of the students were Black-African American, 30% Hispanic-Latino, 19% White, 4% Asian, 3% Two or more races, and 0.5% American Indian-Alaskan Native.

The district's graduation rate increased from 85.7% in 2011 to 95.0% in 2015. The district's attendance rate measured by Average Daily Attendance (ADA) has fluctuated within between 95% and 96% over the last five years.

Demographics Strengths

1. As mentioned above one of the district's strengths is the percent of students that graduate four years after entering high school. According to Postsecondary Data Tables in Index 4 the district's 4-year graduation rate exceeds the state's graduation rate in all but one student group as follows:

All students -	District 95.0%	State 89.0%
African American -	District 96.6%	State 85.2%
Hispanic -	District 96.0%	State 86.5%
White -	District 92.9%	State 93.4%
Special Education -	District 81.3%	State 78.2%
English Language Learners -	District 92.7%	State 73.3%

2. Another strength for the district is the low dropout rate in 2014-15. According to the Postsecondary Data Tables in Index 4 the district's annual dropout rate is significantly lower than the state's for All Students and several student groups:

All students -	District 0.8%	State 2.1%
African American -	District 0.4%	State 3.0%
Hispanic -	District 0.9%	State 2.5%
White -	District 1.3%	State 1.1%
Special Education -	District 1.2%	State 2.9%
English Language Learners -	District 0.7%	State 4.5%

From the state's dropout report, the ELL population average is the highest of all populations. However, the ELL dropout rate in our district is Crowley ISD's second lowest rate, which is significantly lower than the state's average, and is a commendable strength deserving of recognition.

Demographics Needs

A major area of need for the district is in student attendance which, as mentioned above, has fluctuated greatly. When the state ranks Crowley ISD's 19 campuses on average daily attendance against the 40 state identified comparable campuses during the Distinction process, 8 of CISD campuses are in the bottom quartile and 4 of them are in the 3rd quartile. These rankings indicate that approximately two thirds of the district's campuses have attendance rates in the bottom half of their comparison groups.

Student Achievement

Student Achievement Summary

During the 2015 - 2016 school year the district and seventeen of the nineteen rated campuses earned the highest ranking available, "Met Standard." The rankings are earned based on performance in four Indexes: 1) Student Achievement, 2) Student Progress, 3) Closing the Gaps, and 4) Postsecondary Readiness. In addition to the rankings, schools and districts are also evaluated in the areas of Distinctions and Safeguards. Seven of the nineteen campuses combined to earn a total of fifteen academic distinctions for outstanding achievement in the areas of: Student Progress, Reading, Science, Closing Performance Gaps, and Postsecondary Readiness when compared to 40 other schools with similar demographic makeups to the Crowley schools. The district also met 66 of the 77 (86%) safeguard areas measured. The safeguards examine eight ethnicities and four special populations in terms of a minimum performance requirement. All schools have included the TEA Systems Safeguards information in their comprehensive needs assessment process.

In addition to the state accountability system, the district and each campus reviews other data that includes among other things: various test results from the national and state levels such as (STAAR, Advanced Placement Exams, and College Entrance Exams), various surveys (parent, teacher, student), and other information (attendance and disciplinary referrals). For a complete listing of data sources used during evaluation, please see the Data Documentation page.

An examination of the district at-risk populations (those identified as being eligible to receive services provided through Compensatory Education Funding) indicates mixed results. However, the percent of ELL district students passing the test exceeds the state's ELL population in all areas tested (See data below). There is only a small percentage gap between the district and the state in Index 2: Student Progress (a gap of 4 points in both 2014 and 2015 and 3 points in 2016), Index 3: Closing the Performance Gaps (a gap of 5 points in 2015 and 4 points in 2016), and Index 4: Postsecondary Readiness (a gap of 4 points in 2014, 1 point in 2015 and 2 points in 2016). The component of Index 4 that is a significant strength is the graduation rate. The district 4 year graduation rate is higher than the state in several areas. These percentages are noteworthy strengths because the district also has a lower dropout rate than the state in all areas (see graduation and dropout data below). The percent of students passing a retake of the EOC tests has shown great improvement when compared with the previous year and the percent of all district students passing the retest in English I, English II, Algebra, and Biology also showed improvement when compared with the state's results. However, there are still areas of concern as even though the percent of students passing an EOC retest has improved, we are not meeting the district's expectation or final goal of having 100% of the students passing the EOC on the first attempt so that no retests are necessary.

Student Achievement Strengths

1. According to the Student Achievement Data Table (Index 1) the district's English Language Learner population significantly out performs the state's in the following areas:

All Tests Taken	District 64%	State 57%
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Reading	District 60%	State 52%
Mathematics	District 71%	State 65%
Writing	District 59%	State 50%
Science	District 64%	State 58%
Social Studies	District 53%	State 47%

2. According to Postsecondary Data Tables in Index 4 the district's 4 year graduation rate exceeds the state's graduation rate in all student groups but one as follows:

All students -	District 95.0%	State 89.0%
African American -	District 96.6%	State 85.2%
Hispanic -	District 96%	State 86.5%
White -	District 92.9%	State 93.4%
Special Education -	District 81.3%	State 78.2%
English Language Learners	District 92.7%	State 73.3%

3. According to Postsecondary Data Tables in Index 4 the district's annual dropout rate for 9 - 12 graders is lower than the state's average in all populations reported:

All students -	District 0.8%	State 2.1%
African American -	District 0.4%	State 3.0%
Hispanic -	District 0.9%	State 2.5%
White -	District 1.3%	State 1.1%
Special Education -	District 1.2%	State 2.9%
English Language Learners	District 0.7%	State 4.5%

Student Achievement Needs

These areas of need are listed in order of priority:

1. According to STAAR, there is a significant gap between the progress of students identified with special needs and all other students.
2. This year's staff, parent and student survey reveals that many teachers, parents, and students have "a disconnect" in their perception of the effectiveness of helping students of different student groups.
3. According to the Index 1: Student Achievement Data Tables, although the district's ELL population performs better than the state's ELL population in all

areas, the ELL population and economically disadvantaged populations do perform significantly lower than the state's average for All Students.

4. According to the Distinctions chart, although the district is making significant advances in the percentage of students completing advanced/dual credit courses, the district remains in the bottom half when compared to 40 high school campuses with similar demographics.

5. According to the Safeguards chart, the district met the requirements in 37 of 46 subject area categories. The categories missed were mainly associated with the Special Education and African American Learner populations. The subject area showing the greatest weakness was writing.

District Culture and Climate

District Culture and Climate Summary

Crowley ISD has experienced rapid growth in the number of students taking advanced courses including Advanced Placement (AP)/Pre-AP and Dual Credit (earning both high school and college credits simultaneously). Over the past five years, enrollment in AP courses has increased by 78% at Crowley High School (CHS) and 103% at North Crowley High School (NCHS). The number of students taking AP exams has increased by 145% at CHS and 185% at NCHS. The number of exams scored at 3 or higher (average to receive college credit) has increased by 4% at CHS and 35% at NCHS.

Fine and Performing Arts successes include an average number of All-State Choir members, First Division ratings for high school band(s), and continue into lower grade levels with the acclaimed 5th & 6th grade CISD Honor Choir performing in prestigious venues. Programs of innovations have increased our artistic field of vision with the advent of a Fine Arts Academy at S.H. Crowley Intermediate. Also, for 2016-17, there are plans to expand the Fine Arts Academy into the Middle School level. This new Fine Arts Middle School Academy should be pushed out in 2017-18. In 2015-16, significant upgrades were made to both high schools' baseball and softball fields with the installation of field turf. This upgrade allows our athletes the opportunity to practice and have fewer games canceled due to inclement weather conditions. The District also received additional revenue due to our athletic facilities being rented and utilized by surrounding school districts for post district competition. In the 2016-17 school year the addition of newly constructed field houses for our football/soccer/baseball/softball/track teams will allow our student athletes as well as those from visiting districts a safe and secure place to dress. The updated facilities will provide our coaching staff additional office and training areas to better prepare our athletes for successful district and post district honors.

Students in Crowley ISD are being inspired and empowered to succeed in a global community. The district began a Two-Way Dual Language program last year where students are receiving instruction in both English and Spanish leading toward bilingualism and bi-literacy. Global Prep Academy offers a challenging, flexible, and personalized learning environment which incorporates physical and virtual classes and 78 students are currently enrolled. Crowley ISD's high school students have participated in large percentages in many real-world courses through Career & Technical Education (CTE) whether on their home campus or at another district facility such as the Bill R. Johnson Career & Technology Education Center or the Sewell Agriculture Science Center.

The district research for quality survey tools led to Dr. Victoria Bernhardt, Executive Director of the Education for the Future and professor at California State University, Chico. Dr. Bernhardt is one of the leading researchers and experts on using data analysis for school and district continuous improvement. After the implementation of HB5 in 2014 and the legislative requirement for districts to develop a self-rating tool for evaluating Community & Student Engagement, the district chose to survey staff, parents and students in grades 4-12 utilizing the surveys developed and refined by Dr. Bernhardt's research team.

Survey dimensions provide great information about all aspects of the organization and include School Pride, School Climate, School Culture, School/Home Connections, Student Needs, Working Environment (for students and staff), items for staff such as Organization, Accountability, Leadership, Safety, Teaching Philosophy, as well as items for students and parents focused on the HB5 requirement dimensions which include: Parent Engagement, Technology,

Fine Arts, Physical Education, Second Language Development, Career & Technology Education (CTE) Workforce Development, Educational Services for the Gifted & Talented, and questions about the district overall.

Surveys are being administered through the K12 Insights Engage Lite survey tool. This tool allows the district to utilize Dr. Bernhardt's school research-based survey questions in online survey format for the convenience of the stakeholders providing anonymity of individual responses.

With the goal of decreasing the loss of instructional time due to discipline, Crowley ISD began implementing Positive Behavior Interventions and Supports (PBIS) program district-wide in 2012-13. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. Crowley ISD is currently in our 5th year of PBIS-CHAMPS implementation. All campuses have achieved a "bronze" level of implementation identified in our PBIS-CHAMPS Model School Process and it is our expectation that a number of campuses will reach the "silver" level by the end of this school year.

At the beginning of the 2015-16 school year, the Guidance and Counseling program implemented Rachel's Challenge in support of the district's anti-bullying and prevention program and activities. Rachel's Challenge provides a continual improvement process for schools designed to awaken the learner in every child. The program motivates and equips students to start and sustain a chain reaction of kindness and compassion that transforms schools and communities.

The safety satisfaction responses from our 2015-16 School Culture and Climate surveys indicate an increase from the 2014-15 survey in satisfaction by staff of 1.5%. The satisfaction percentages for 2016 for staff was 80.5%, for parents was 70.3% and for students was 59.8%.

The district's PEIMS reported discipline data for 2014-15 indicates a 32% decrease in discipline offenses compared to the baseline year of 2012. The Discipline Population, number of students receiving one or more discipline referrals, for the 2014-15 school year as reported to PEIMS is 2794. This value represents a 16% decrease from the 2013-14 discipline population of 3342. Also, the number of discipline referrals for 2014-15 of 8,711 is a 23% decrease from 11,293 referrals in 2013-14.

District Culture and Climate Strengths

According to stakeholder surveys and similar to previous years, survey dimensions identified as strengths have 85% or higher "favorable" responses include:

- Accountability
- Teaching Philosophy
- School/Home Connections

Other dimensions showing some strength by coming in above the 75% favorable include:

- Organization

- Leadership
- School Culture (staff scores)

Other areas that have shown increase in satisfaction include:

- Work and School Environment (staff and student scores)
- Fine Arts (parent and student scores)
- Technology (parent and student scores)
- School Pride (staff, parent and student scores)

Discipline Referrals:

2009	17,884	(district discipline referrals driving the research for the development of the district's initiative for student management)
2012	12,886	(prior to PBIS implementation - data considered baseline for comparison)
2013	8,880*	31% decrease in referrals from 2012 (first year of PBIS implementation)
2014	11,293	12% decrease in referrals from 2012
2015	8,711	32% decrease in referrals from 2012

*Referrals during the 1st six-weeks did not include minor infractions to the Student Code of Conduct.

District Culture and Climate Needs

The dimensions showing need or lowest percentage of favorable responses according to survey results from staff, parents and students fall in the categories of:

- Student Needs (staff at 89.9%, parents at 65.5%, and students at 57.4%)
- School Climate (staff at 71.6%, parents at 70.2%, and students at 57.7%)

The satisfaction with school safety from the 2016 School Climate survey for staff was 80.5%, for parents was 70.3%, and for students was 59.8%.

According to the longitudinal discipline data, discipline has been improving through the implementation of the PBIS system. There continues to be a need to improve the behavior for all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

With the passage of the Every Student Succeeds Act (ESSA), the Board of Trustees has prioritized maintaining the federal requirements for teachers to meet state licensure and certification standards. Developing and increasing the capacity of professional staff at all levels of the professional organization is a priority in Crowley ISD.

District hiring procedures include: posting of positions on the district website, on-line application process which includes a screening profile, review of certification credentials for assignment, campus interviews, reference/background checks and fingerprinting.

All of Crowley ISD instructional staff meet or exceed federal requirements for state licensure and certification standards. Based upon our most recent state report from the 2014-2015 school year, 73% percent of our teachers hold a Bachelor's Degree, 26.4% hold a Master's Degree, and 0.4% have attained a Doctorate degree.

Listed below are the percentages of the teaching staff by total years of experience:

Beginning – 10.1%
1 to 5 years – 30.4%
6 to 10 years – 25.2%
11 to 20 years – 23.7%
Over 20 years – 10.7%

The average years of experience for our teachers is 9 years. The teacher turnover rate, which includes teachers promoted within the district, for Crowley ISD for 2014-2015 as reported on the TAPR was 17.3%, which is slightly above the state average of 16.6%. Over the past two years, the gap between the state average turnover rate and the district turnover rate has closed significantly. The gap in 2013-2014 was 5.7%. Based on our most recent TAPR data from 2014-2015, the gap between the district and state has closed to 0.7%.

Staff Quality, Recruitment, and Retention Strengths

Crowley ISD continues to ensure that 100% of our instructional staff meet or exceed federal requirements for state licensure and certification standards. The salaries for teachers for every experience level are above the state averages and remain fairly competitive within our region.

Because CISD places a high priority on addressing the needs of English Language Learners (ELL), we require all incoming teachers for grades Pre-Kindergarten (PK) through 6th grade to obtain the English as a Second Language (ESL) certification and provide opportunities for teachers to gain this certification. Currently, 96.6% of our teachers in grades PK-6th have the ESL certification. This is an increase of 1.6% over the prior school year.

The first year teacher mentor program is designed to provide teachers with targeted and scaffold support during their first year in CISD. In most of the reported categories, years of teaching experience for teachers in Crowley ISD mirror the averages across the state. The Center for Teaching and Learning is a web-based collaborative effort between the Employee Services, Professional Development, and the Academic Services department. Teachers, staff and campus administrators will find trainings and resources such as online courses, schedules for face-to-face trainings, demonstration videos, curriculum frameworks and resources.

Staff Quality, Recruitment, and Retention Needs

These areas of need are listed in priority order:

According to the most recent state report from the 2014-2015 school year, Crowley ISD's turnover rate for teachers is 17.3%. Over the past two years the gap between the state average turnover rate and the district turnover rate has closed significantly. The gap in 2013-2014 was 5.7%. Based on our most recent TAPR data from 2014-2015, the gap between the district and state has closed to 0.7%.

Although, the calculation of the teacher retention rate counts teachers promoted within the district against our turnover rate, we are over 0.7% points above the state average and turnover rate remains a priority. Although the rate between the state and district has closed significantly, the ethnic and cultural background of our teachers does not mirror that of our students. We will continue to provide professional development for meeting the diverse needs of students. A strategic and intentional plan for leadership development throughout all levels of the organization has been created and many new administrators were participants in the districts leadership development program creating a need to build and grow a new cohort of future leaders.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district utilizes the TEKS Resource System curriculum management program. The program has many advantages but two of the most important components are 1) the vertical and horizontal alignment helps to ensure that all students in the same grade level receive the same curriculum at approximately the same time regardless of the campus the student attends, and 2) the focused analysis document helps to ensure that teacher understand the level of instructional rigor associate with each learning objective. These two factors control the design of the district and campus based assessments to help ensure that all formative assessments match the intended learning outcomes at the appropriate level of rigor.

The analysis of the state testing data indicates that the implementation of the curriculum as well as the quality of instruction being provided is sporadic. The district has pockets of excellence both in terms of specific schools and specific departments within schools. For example, seven of the district campuses earned distinctions when compared to forty campuses with similar demographics. A distinction is earned by being one of the top ten schools in the comparison group. The campus distinctions were earned by one or more campuses in the following areas: Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps, Academic Achievement in Reading/ELA, Academic Achievement in Social Studies, Academic Achievement in Mathematics and Post Secondary Readiness. These distinctions indicate that the curricular foundation is in place for all students to have the opportunity to be successful. However, the district summary appears to indicate that there are several student groups that are not being reached in one or more areas. For example, the percent of African American students passing mathematics is 10 percent lower than the district average for all students and 19 percent lower than the state average for all students. Another example is the economically disadvantaged students passing social studies is 8 percent lower than the district average and 17 percent lower than the state average. A final example is the ELL students passing social studies is 15 percent lower than the district average and 24 percent lower than the state average. All of these populations, however, have pockets of excellence as mentioned above. For example, the district has 5 campuses where the African American mathematics percent passing is greater than the state average for African American mathematics. Furthermore, the district has one campus where the African American mathematics percent passing is greater than the state percent passing for all students in mathematics. In terms of the Economically Disadvantaged Social Studies Results the district has two of five campuses with social studies results that are higher than the state's passing average for all students. Finally, in terms of the English Language Learner students in social studies the district has two of five campuses that have a higher percent passing than all students at the state level. The successful schools and subject area departments demonstrate that with high quality, engaging, rigorous instruction, all students can succeed.

Curriculum, Instruction, and Assessment Strengths

Crowley ISD is currently using the TEKS Resource Systems curriculum management program to provide instructional support to our teachers and principals. This program provides the foundational pieces necessary so that all students in Crowley ISD can achieve success.

Curriculum, Instruction, and Assessment Needs

The greatest need associated with this area is consistency. During the 2014-15 school year the district designed an approach to help all teachers have the knowledge, skills, and ability to teach and monitor delivery of curriculum with fidelity so that all students master the state's curriculum. This system was implemented during the 2015-16 school year. The plan was constantly monitored and adjusted and improvements were developed throughout the year. The main focus for the 2016-17 school year will be the implementation of the revised plan.

Family and Community Involvement

Family and Community Involvement Summary

The Crowley Independent School District is a unique place to live and work with unprecedented community support provided by dedicated families, educators, corporations, and community leaders. Parents and community members contribute socially, emotionally, and financially toward the success of students in multiple arenas: academics, arts, athletics, and real-world applications.

Fine and Performing Arts successes include an average number of All-State Choir members, First Division ratings for high school band(s), and continue into lower grade levels with the acclaimed 5th & 6th grade CISD Honor Choir performing in prestigious venues. Programs of innovations have increased our artistic field of vision with the advent of a Fine Arts Academy at S.H. Crowley Intermediate. Also, for 2016-17, there are plans to expand the Fine Arts Academy into the Middle School level. This new Fine Arts Middle School Academy should be pushed out in 2017-18. In 2015-16, significant upgrades were made to both high schools' baseball and softball fields with the installation of field turf. This upgrade allows our athletes the opportunity to practice and have fewer games canceled due to inclement weather conditions. The District also received additional revenue due to our athletic facilities being rented and utilized by surrounding school districts for post district competition. In the 2016-17 school year the addition of newly constructed field houses for our football/soccer/baseball/softball/track teams will allow our student athletes as well as those from visiting districts a safe and secure place to dress. The updated facilities will provide our coaching staff additional office and training areas to better prepare our athletes for successful district and post district honors.

Parents and community members are encouraged to participate in the district decision-making process as well as in promoting the attributes and successes offered here. The district site-based decision making committee is known as DWEIC (District Wide Education Improvement Council) and involves district and campus administrators, teachers, parents, and local business members.

During the 2013 legislative session, House Bill 5 (HB5) was adopted into law to mandate a local evaluation requirement that is known as the student & community engagement component. This requirement provides a way for the district to tell the story of what is happening when it's not test day, an opportunity for districts to showcase areas of excellence and success as well as recognize areas in need of improvement and set future goals valued in the community.

The Texas Education Code (TEC) statute requires each district to evaluate and designate a performance rating for the district and each of its campuses in the district based on criteria set by a local committee (TEC 39.0545). The law requires that each district and each campus be assigned a rating of exemplary, recognized, acceptable, or unacceptable. The district and campus performance ratings must be reported annually in June to TEA through PEIMS and made publicly available by August 8 of each year. This report is posted annually on the district's website.

The district and each campus must be evaluated on the following nine factors which include fine arts, wellness and physical education, community and parental involvement, the 21st century workforce development program, the second language acquisition program, the digital learning environment, dropout prevention strategies, the educational program for gifted & talented (GT) students, and compliance with statutory reporting and policy requirements. The district's 2015-16 ratings as reported to TEA in these categories are listed below:

1. Fine arts = Recognized
2. Wellness and physical education = Recognized
3. Community and parental involvement = Recognized
4. 21st century workforce development program = Recognized
5. 2nd language acquisition program = Recognized
6. Digital learning environment = Recognized
7. Dropout prevention strategies = Recognized
8. Educational programs for GT students = Acceptable
9. Compliance with statutory reporting and policy requirements = Yes (Acceptable)

Family and Community Involvement Strengths

The district and each campus plan activities and events to involve parents, families, and community members; use multiple forms of communication, in both English and Spanish, to promote successes and provide opportunities for questions and concerns; and hold committee meetings which include parents and community members. Encouraging involvement, the district showcases student successes and programs at each Board meeting and sponsors district-wide information sessions. Having a strong desire to reach out to parents and families, Crowley ISD strives to incorporate emerging technological tools for communication. The district has also utilized survey tools to gather important feedback from our stakeholders. And, the district has developed partnerships with the following organizations to aid students and their families:

- Tarrant County College - offering courses for high school students and anyone in the community
- Communities in Schools - providing connections to resources for students and their families
- JPS Hospital - Community Health Clinic open to all students and their families
- Kid's Hope - providing trained mentors for students

- Corporate sponsorships - providing support for extra-curricular activities and events

Family and Community Involvement Needs

These areas of need are listed in priority order:

1. Mechanism for informing and gaining feedback from stakeholders through multiple forms of communication: verbal listening, constructed, and/or collaborative survey tools
2. Methods of expressing district and campus needs which may be fulfilled by parents or community members
3. Community support event(s) bringing together suppliers and consumers

District Context and Organization

District Context and Organization Summary

Crowley ISD School Board took the first step in the District's process for establishing a long-range plan in 2013 by working together to review and revise the Mission, Vision, Values and Goals. District staff utilized this starting point and worked with staff, parents, business leaders and community members to gather stakeholder input and feedback on our direction. The result of all of this work became the District Strategic Plan 2014-2019. This plan includes five long-term goals: Goal 1 Improving Student Achievement for All, Goal 2 Providing a Safe, Secure & Nurturing Schools, Goal 3 Support Parent and Community Partnerships, Goal 4 Provide a Quality Workforce in a Positive Work Environment, and Goal 5 Ensure Effective and Efficient Use of Resources.

District staff then developed the Strategic Objectives, Strategic Measure and Evidence of Progress, along with Key Strategies for fulfilling the established goals. The Board reviewed and approved the District Strategic Plan 2014-2019 on June 26, 2014. This five year plan now provides the foundation for all yearly improvement plans both at the district and campus level. The district and all campus improvement plans are reviewed by central office personnel to ensure plans clearly address measurable strategies having a high likelihood of generating the desired outcomes. Strategies for improvement are based on the root cause(s) associated with the identified needs. District level personnel, as well as campus level personnel and outside consultants, provide professional development related to best practices enabling campus personnel with necessary skills to achieve the established goals. District personnel also monitor the data, conduct building level walkthroughs and provide support and feedback in order to help ensure that progress is being made.

As these improvement plans are developed by district and campus administrators in collaboration with staff and stakeholders, the District Improvement Plan (DIP) and each Campus Improvement Plan (CIP) are also reviewed at least four times annually: Formative reviews during the months of October, January, and April and a Summative review during July.

District Context and Organization Strengths

Three of the major strengths related to this component at the district level for the 2015 - 2016 school year are:

1. The adoption of this online district and campus planning template helps ensure timely, continuous sharing of information and feedback related to meeting the established goals is more readily available to school personnel and other stakeholders
2. The processes and products associated with the Five Year Strategic Plan, including the new district scorecard, has enhanced communication among all stakeholders and helped clarify targeted areas of need.
3. The commitment and caring demonstrated by the vast majority of the stakeholders in the district in helping to ensure that the district and individual campuses meet the needs of all students.

District Context and Organization Needs

1. The current structures and strategies for continuous improvement, related to the district's vision, are providing improvement across the district. However, survey data and test results indicate that there is still a significant gap between alignment of the resources and skills needed to reach the district targets and the progress towards achieving the goals.
2. Survey data, test results, and attendance records indicate pockets of excellence both at various campuses and with individual departments/grade levels within a campus. The big challenge for the district is providing the support systems necessary at every level in order to ensure that pockets of excellence become wide-spread improvement for all students.

Technology

Technology Summary

With the ever changing needs of the campuses, it has become more important than ever to stay relevant and supportive of their needs. Technology has successfully taken on the following department: PEIMS, Media Services, Instructional Technology and Textbooks.

As you are aware of, technology is constantly evolving and updating to newer, more efficient ways of completing tasks. There is an old saying, "the only thing constant in the world is change." This is so crucial to our Technology Services department as we strive to support the advancement of educational achievement. Understanding the role and relationship of each department to the overall district is the key to understanding the necessary changes that will need to occur in order to positively affect the campus and the district information flow.

Technology Strengths

Current district technology services offer the following: 1) Mobile device distribution to all students 7th grade through 12th grade as a 1:1 solution, and in PK through 6th grade as class sets and computer lab settings; 2) Wireless coverage in all classrooms; 3) Technology equipment standard for every classroom - Laptop, Projector, iPad, Document Camera, and Sound; 4) District standardized student information system; 5) Online library book and textbook distribution; 6) Emergency back up system for data preservation; 7) Six Instructional Technology consultants available for each campus to utilize with Technology Integration; 8) district mobile communication to all stakeholders via mobile application developments.

Technology Needs

Focus on improvements to the 21st Century learning for the elementary and intermediate campuses. Examples are: 1) Mobile devices per student count at the elementary and intermediate level; 2) Intervention software designed to diagnose and spiral educational efforts individually to struggling students; 3) Provide increase amount of digital resources for students and teachers; 4) Increased need for training and support structure for Technology Integration; 5) Systemic process for the acquisition of instructional software and hardware at the campus level.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Homeless data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Improve Student Achievement for All

Performance Objective 1: Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards.

Evaluation Data Source(s) 1: Improved local student performance on state testing.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Monitor of curriculum delivery and student learning utilizing both formative and summative assessment data, as well as classroom and teacher observations.</p>	1, 8, 9	Chief Academic Officer, Director Federal Programs and Acct.	<p>Utilizing learning walks and unit assessment data to monitor and provide timely student intervention and support.</p> <p>Formative and summative assessment data will indicate that 70% or higher of learning objectives are on target and meet grade level standards.</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Address the diverse instructional needs of students (with particular focus on At-Risk, Second Language, and special need students) through a variety of innovative, engaging and rigorous instructional strategies, intervention activities, and the provision of support personnel for instruction as well as professional development.</p>	1, 2, 3, 4, 7, 8, 9, 10	Chief Academic Officer, Director Federal Programs and Acct., and Director of College and Career Readiness	80% of professional learning community teams across the district will design lessons utilizing the Lead 4ward concept builder.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Utilize district's new research-based RTI program to meet the academic and behavior needs of all students.</p>	1, 2	Chief Academic Officer, Director of Federal Programs and Acct., Coordinator of Support Programs, Coordinator of Curriculum & Instruction Special Services	Baseline year - collect Tier data				

4) Provide a Learning Management and Content Delivery System that will support our District wide 1:1 initiative.		Executive Director of Technology, Coordinator of Instructional Technology	Increase the utilization of district issued technology resources in the classroom and outside of campus.				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Provide district and campus parental liaison to help ensure that students have the parental/community support needed for students to demonstrate mastery of the state mandated curriculum in the core academic subject areas starting with early childhood.</p>	1, 2, 4, 6, 7	Director of Federal Programs and Accountability	<p>Formative assessment includes: contacts with community organizations and parents and the subsequent additional supports/building communications generated</p> <p>Summative: Increase in student state test performance for Title One schools according to the State Accountability System</p>				
Funding Sources: 211...24 - Title I - 0.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) The use of Lesson Framing will occur in all classrooms as a District-wide expectation. This will include daily teacher use of the practices of visible Learning Targets and Closing Questions/Tasks/Products that will work toward Literacy development and recovery for all students. (Key Strategies 1.1.b-CISD Strategic Plan)</p>		Chief Academic Officer and Academic Services Team in collaboration with Campus Leadership	<p>Student performance on state testing in Spring 2017 for all students across all levels and all subject areas will show a 2% average gain for satisfactory performance level of achievement.</p> <p>State testing results-June 2017 (Strategic Measures 1.1-CISD Strategic Plan)</p>				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) Classroom observations enabling non-evaluative reflective practice for staff to increase classroom rigor and the use of high-yield instructional strategies will occur at all campuses through a collaborative interaction process including Academic Services staff and Campus Principals. (Key Strategies 1.1.a-CISD Strategic Plan)</p>		Chief Academic Officer and Academic Services Team in collaboration with Campus Leadership	<p>Student performance on state testing in Spring 2017 for all students across all levels and all subject areas will show a 2% average gain for satisfactory performance level of achievement.</p> <p>State testing results-June 2017 (Strategic Measures 1.1-CISD Strategic Plan)</p>				
8) Explore and conduct a Curriculum Management Audit to gain valuable feedback in how to optimize the district's effectiveness in promoting student learning.		School Board of Trustees, Superintendent, Cabinet, Campus Administrators	Curriculum Management Audit Complete				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Improve Student Achievement for All

Performance Objective 2: Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community.

Evaluation Data Source(s) 2: a. Increased percentage of Advanced Placement students scoring at "3" or better on the AP exam. b. Increased percentage of CISD graduating students having completed one or more courses in high school eligible for college credit including dual credit/concurrent credit/dual enrollment and Advanced Placement courses. c. Improved local 4-year graduation rates. d. Increased percentage of students graduating on the "Distinguished" high school plan. e. Improved local college and career readiness rates. f. implemented AVID (Advancement Via Individual Determination) strategies and best practices at all secondary campuses. g. Increased number of CTE pathways offering industry certifications. h. Increased opportunities for internships and job shadowing opportunities for CTE students. i. Provided tiered services to students identified as gifted and talented and ensure equity and access for all students.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Graduating student transcripts will indicate that 90% of students completed high school courses eligible for college credit including dual credit, dual enrollment, advanced placement or CTE courses leading to an industry certification and all advanced academics and gifted and talented academics and curriculum will use data to inform instructional practices</p>		Director of Career and College Readiness	<p>75% or higher of career pathways will culminate with a certification, dual-technical credit or licensure opportunity.</p> <p>80% or higher of core academic courses at the high school level will culminate in college credit.</p> <p>Through collaborative collegiate partnership(s) the district will offer 75% of the courses necessary for high school students to earn an associate's degree.</p> <p>All secondary campuses will have an AVID site team that completes the following: AVID site team plan, ISS (Initial Self Study), CSS (Certification Self Study) that leads to AVID certification.</p> <p>At least 75% of CTE pathways will have opportunities for internships or job shadowing.</p> <p>25% of all high school students will utilize Naviance for AP, SAT, or ACT test preparation</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) All advanced academics and gifted and talented curricular offerings will use data to inform instructional practices for rigor and ensure equity and equality for access to all students.</p>		<p>Director of College and Career Readiness</p>	<p>100% of identified gifted and talented students will have individual plans and have a goal set for growth in achievement in math and reading.</p> <p>All elementary campuses will have GT identification methods in place that ensure equity and equality.</p>				
<p>3) Provide annual course planning and review for all secondary students and families to ensure students are enrolled in courses that meet state "Distinguished" graduation requirements as well as their personal college and career aspirations while incorporating opportunities to pursue individual strengths related to advanced academics, fine arts, CTE, and athletics.</p>		<p>Director of Career and College Readiness</p>	<p>100% of students entering Ninth grade will have a personal graduation plan (PGP) on file with a parent signature and will receive personal advisement on CISD initiatives that lead to post-secondary college and career readiness. All district programs, including advanced academics, fine arts, CTE, and athletics will participate in advisement.</p>				
<p>4) Provide guidance related to TEXAS grants programs, career & college choices, higher education admissions and financial aid through High School advisement, College Fair, and student/parent information sessions provided by the Campus Counselors, TCU Advising Corps Counselor, and Advanced Academic Coordinators.</p>		<p>Coordinator of Counseling Services, Counselors, Advanced Academic Coordinators</p>	<p>Guidance and information sessions with students and their parents collected from each campus counselor</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Develop a system to monitor the progress of students served in special education toward graduation in 4 years</p>		<p>Director of Special Services, Special Education Coordinator, Transition Specialist</p>	<p>A completed plan to monitor and target students served in special education at-risk for not graduating within 4 years</p>				
<p>6) Aramark district chef to provide additional culinary arts education to culinary arts students.</p>		<p>Executive Director of Non-Instructional Services, Director of Food Services - Aramark, Campus Administrators</p>	<p>Implementing chef competition to provide students a platform to utilize skills.</p> <p>Provide in class culinary arts demonstration and education to student.</p> <p>Explore the possibility of internship through Aramark to provide culinary experience.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Improve Student Achievement for All

Performance Objective 3: Increase the integration of technology resources and systems in order to produce 21st Century learners.

Evaluation Data Source(s) 3: a. Increased percentage of student accessibility to relevant and reliable technology. b. Increased technology staff development.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>1) Identify and implement current and emerging technology skills appropriately into the curriculum.</p>	2, 3, 4, 5	Chief Academic Officer, Executive Director of Technology	70% of learning walk data will indicate the integration of multi-media, content specific, technology and software, and relevant websites.				
<p>2) Establish an effective Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration training.</p>		Executive Director of Technology, Coordinator of Instructional Technology.	Utilize existing partnerships with Dell and Apple to establish a training for teachers, mentors, and administration. Increase number of trained teachers by 30%, from 65 to 85 additionally trained. Expanded training for existing 65 to become mentor technologist. Administration training for 20 or more campus leaders.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>3) Increase the utilization of district issued technology resources in the classroom and outside of campus.</p>		Executive Director of Technology, Coordinator of Instructional Technology	Build data dashboard from mobile device management software that will define usage in real time.				
Funding Sources: 199...53 - Technology - 0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Provide Safe, Secure and Nurturing Schools

Performance Objective 1: Provide a safe, secure and nurturing learning environment for all students and staff.

- Evaluation Data Source(s) 1:** a. Increased school safety as measured by composite scores derived from data.
- b. Compliance based on all state safety & security mandates.
- c. Improved student attendance rates.
- d. Improved dropout rates.
- e. Increased student participation in extra-curricular activities and co-curricular.
- f. Reduced number of students missing instructional time due to disciplinary reasons.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) To ensure safety, all classroom and facility doors will remain locked.		Deputy Superintendent of School Administration & Director of District Safety and Security. Others involved are: District Safety Team, Campus Administrators, Campus Safety Team, School Security Initiative.	District personnel and District safety team members will perform scheduled and random safety audits of all campuses as evidenced by the safety log and Safety Audit Plan of Action.				

<p>2) Conduct comprehensive safety audits and debrief training as scheduled.</p>	<p>Deputy Superintendent of School Administration & Director of District Safety and Security. Others involved are: District Safety Team, Campus Administrators, Campus Safety Team, and School Security Initiative.</p>	<p>All campus safety audits along with corrective action plans are completed as scheduled.</p>				
<p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Monitor implementation and effectiveness of the Positive Behavior Intervention and Support (PBIS), Bullying Prevention, and Social Emotional Learning (SEL) programs.</p>	<p>Deputy Superintendent of Policy and Governance Support Services Director of Professional Development Supervisor of Talent Acquisition Leadership and Development Campus Administrators</p>	<p>Decrease in discipline population and loss of instructional time due to discipline removals.</p> <p>Increase in campuses achieving Silver Level status on the CISD PBIS-CHAMPS model school process during 2016-17 school year.</p> <p>All campuses' PBIS School-wide BoQ team score will reach 74 or above by the end of the 2016-17 school year.</p> <p>70% of teachers implementing CHAMPS classroom management at each campus by end of the 2016-17 school year.</p> <p>100% of campuses have error free discipline data coding by end of the 2016-17 school year.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Encourage and promote student participation in extra-curricular activities.</p>	<p>Chief Administrative Support Officer, Athletic Director. Others: Extracurricular Coaches & Sponsors</p>	<p>90% of participating students will be academically eligible to continue extracurricular participation.</p>				

5) Implement wellness programs for students and staff through the American Heart Association.	Deputy Superintendent of School Administration & District Health Services Coordinator. Others involved are: Director of District Safety and Security, Health Services Personnel, Campus Administrators, School Counselors, School Health Advisory Council (SHAC), ARAMARK Child Nutrition.	100% of the campuses provide the students and staff the ability to participate in the American Heart Association Wellness program.				
6) Monitor student engagement utilizing teacher observations and classroom visits.	Chief Instruction Officer	Evidence from routine learning walks will indicate that 75%, or higher, of classrooms are well managed to highly engaged.				
7) Continue to monitor dropout prevention and intervention programs.	Deputy Superintendent of School Administration & Director of Technology and Information Systems. Others involved are: Chief Administrative Support Officer, Coordinator of Support Programs, Campus Administrators, School Counselors, and Communities in Schools.	Annual drop-out rate for each campus is 0% before the required TEA deadline.				

8) Provide cyber bullying awareness courses for students, faculty, and parents.		Executive Director of Technology, Director of Technology, and Coordinator of Instructional Technology	Conduct monthly assessment of the protective measures in place now on the district network and resources to ensure that this behavior is deterred. This includes training for faculty, students, and parents, as well a routine checking of the district hardware.				
9) For students needing early mental health intervention, professional development will be provided to all staff using training resources from Youth Mental Health First Aid.		Coordinator of Counseling Services	100% of district staff will be trained to support early mental health intervention.				
Funding Sources: 199...99 - General Funds: Undistributed - 200.00							
Critical Success Factors CSF 6		Coordinator of Counseling Services, Counselors	100% of campuses have a conflict resolution plan and process.				
10) Provide a process for conflict resolution available to every student which may include Peers Making Peace program or counselor mediation.							
11) Provide drug intervention and prevention education through guidance lessons and special programs at all levels, including awareness training for staff on current drug trends and interventions.		Coordinator of Counseling Services, Counselors	Training and guidance lessons documentation collected from each counselor.				
State System Safeguard Strategy							
12) Utilize new AP Walk & Talk to ensure all campuses are in compliance with Texas School Safety Mandated Drills		Director of District Safety & Security and or Coordinator of Safety & Security	100% of all campuses compliant with Texas School Safety Mandated drills.				
13) Organize Rachel's Challenge Week throughout the district to increase awareness and proper response to bullying.		Director of District Safety & Security and Coordinator of Counseling	Increase in campus responsiveness and documentation of following district protocol.				
Funding Sources: 199...11 - General Funds: Basic Education - 0.00							
14) Provide campus staff the following training to improve campus safety. De-escalating communication techniques. Use of campus Radios. Front Office Safety Protocol.		Director of District Safety & Security and Coordinator of Safety & Security	100% of all Front Office and AP's received training in de-escalating communication techniques. 100% of campus staff trained on proper use of radios. 100% of Front Office staff trained on Front Office Safety Protocol.				
Funding Sources: 199...11 - General Funds: Basic Education - 0.00							
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7							
15) Monitor student engagement in each of the MyChoice Academies through monthly Academy Learning Walks.		Director of School Administration & Innovative Programs; Choice Programs Manager; Coordinator of Educator Quality & Effectiveness	100% of MyChoice Academy principals and teachers will receive immediate feedback regarding instructional and organizational data collected during monthly Academy Learning Walks in order to make informed decisions about the direction of the program.				

16) Monitor implementation and effectiveness of the Restorative Discipline or Restorative Practices initiatives	Deputy Superintendent of Policy and Governance Support Services Director of Professional Development Supervisor of Talent Acquisition Leadership and Development Campus Administrators	Decrease in discipline population and loss of instructional time due to discipline removals. Number of campuses piloting Restorative Discipline or Restorative Practices in 2016-17 school year.				
17) Provide effective training for food service cafeteria managers, staff, and administrative staff regarding food safety and sanitation.	Executive Director of Non-Instructional Services, Director of Food Services - Aramark, Campus Administrators	All staff maintain ServSafe and Aramark safety and sanitation standards in kitchens. All campuses score a 90 or higher on their health inspections, as well as, Ecosure audits.				
18) Increase district and campus attendance rates by monitoring data and incentive programs.	Chief Administrative Support Officer, Principals, Campus Attendance Clerks	Increase in attendance rates to be equal to or above the State's average.				
19) Durham Transportation Services will maintain an outstanding safety record through continuous training.	Executive Director of Non-Instructional Services, Director of CISD Transportation - Durham, Campus Administrators	100% of drivers are provided current state law training monthly. 100% of drivers are provided student management training. 100% of drivers are trained in the daily pre and post trip inspection process.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Provide Safe, Secure and Nurturing Schools

Performance Objective 2: Provide effective communication for all stakeholders regarding safety/security.

Evaluation Data Source(s) 2: a. Increased knowledge of safety and security procedures and processes for all stakeholders. b. Improved staff and secondary students satisfaction with safety and security as measured in surveys

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) To ensure safety, all staff members will be issued a standardized Photo ID to be worn at all times.		Deputy Superintendent of School Administration, Director of District Safety and Security & District Safety and Security Coordinator. Others involved are: District Safety Team, Campus administrators, Campus Safety Team, and School Security Initiative.	All employees will be in 100% compliance as measured by the end of the school year.	✓	✓	✓	
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 5 CSF 6</p> <p>2) Provide parents, students and staff the opportunity to be involved in school safety by conducting school safety satisfaction surveys.</p>	1, 6	Deputy Superintendent of School Administration, Director of District Safety and Security, Coordinator of District Safety and Security Director of Support Programs, Data, Research & Analysis. Others involved are: District Safety Team, Campus Administrators and Campus Safety Team.	100% of the campuses provide the parents, students and staff the ability to participate in school safety satisfaction surveys, with an increased participation above the prior year surveys.				

State System Safeguard Strategy							
3) Utilize new AP Walk & Talk to ensure all campuses are in compliance with Texas School Safety Mandated Drills.	Director of District Safety & Security and Coordinator of Safety & Security	100% of all campuses are compliant with Texas School Safety Mandated Drills.					
4) Organize Rachel's Challenge Week throughout the district to increase awareness and proper response to bullying.	Director of District Safety & Security, Counseling Coordinator	Increase in campus responsiveness and documentation of following district protocol					
5) Provide campus staff the following training to improve campus safety. De-escalating communication techniques Proper use of campus radios Front Office Safety Protocols	Director of District Safety & Security and Coordinator of Safety & Security	100% of all Front Office and AP's received training in de-escalating communication techniques. 100% of campus staff trained on proper use of radios. 100% of Front Office staff trained on Front Office Safety Protocols.					
6) Durham Transportation Services will continue to increase communication with CISD district-wide.	Executive Director of Non-Instructional Services, Director of CISD Transportation - Durham, Campus Administrators	Increase in daily communication with each campus. Increase in use of communication technology. Initiation of weekly rolling schedule for extracurricular activities.					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Support Parent and Community Partnerships

Performance Objective 1: Provide continuous opportunities for parents and community members to partner with community schools.

Evaluation Data Source(s) 1: Increased number of parent and family volunteers in schools and school activities.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>1) Increase parent & family involvement in meetings and events.</p>	6	Deputy Superintendent of Policy and Governance Support Services, Director of Communications & Marketing Services, Coordinator of Parent Involvement, Campus Administrators	<p>Increased number of district and campus meetings and events</p> <p>Increased communication to parents and families regarding campus meetings, events, etc.</p>				
<p>State System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>2) Recognize community support, volunteers and mentors annually.</p>		Director of Communications & Marketing, Coordinator of Support Programs, Principals, Community Engagement Specialist	Documentation of participation and recognition through publications, board meetings, district/campus events, etc.				
<p>3) Provide training in computer literacy and technology to our community.</p>		Executive Director of Technology, Director of Technology, Coordinator of Instructional Technology	Provide 3 community events involving technology and education throughout the school year.				
<p>Critical Success Factors CSF 5</p> <p>4) Explore methods or resources for gathering baseline information on volunteer service hours.</p>		Deputy Superintendent of Policy and Governance Support Services, Director of Communications & Marketing,	Method established for gathering baseline data.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Support Parent and Community Partnerships

Performance Objective 2: Ensure channels for frequent communication and open dialogue continue between schools, parents and community members.

Evaluation Data Source(s) 2: Increased number of outside individuals and organizations having direct involvement with the schools

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Utilize changing technology to increase communication.</p>	1, 6, 7, 9, 10	Director of Communications & Marketing, Coordinator of Communications & Marketing, Executive Director of Technology Services, Director of Technology	<p>List of Communication Tools:</p> <ul style="list-style-type: none"> - Digital Marketing - Videos - Magazine - Electronic Flyers - Social Media (e.g. Facebook, Twitter) - App - Phone and Text Callout system - Family Access - Email 				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Provide district and campus parental liaison to help ensure that students have the parental/community support needed so that communication and open dialogue between schools, parents and community members occurs.</p>	1, 2, 4, 6	Director of Federal Programs and Accountability	<p>Formative assessment includes: contacts with community organizations and parents and the subsequent additional supports/building communications generated</p> <p>Summative: Gather baseline communication data for Title One schools.</p>				
Funding Sources: 211...24 - Title I - 0.00							
<p>3) Increase knowledge for students and parents about healthy eating and well being that encourages our students to learn in school and increased living.</p>		Executive Director of Non-Instructional Services, Director of Food Services - Aramark, Campus Administrators	Develop and implement a yearly district wide health and wellness fair for our students and community.				

<p>4) Durham Transportation Services will continue to increase the level of great customer service.</p>		<p>Executive Director of Non-Instructional Services, Director of CISD Transportation - Durham, Campus Administrators</p>	<p>Monthly communication with internal stakeholders. Strive to run routes consistently on time. Clearly communicate all bus route changes to parents and caregivers. Respond to all communications in a timely fashion. Increase in stakeholder satisfaction survey results.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Support Parent and Community Partnerships

Performance Objective 3: Collect feedback and input from parents and community members on a regular basis.

Evaluation Data Source(s) 3: Improved stakeholder satisfaction by analyzing and evaluating surveys.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships and shared responsibilities for student success.</p>	1, 6, 8, 9, 10	<p>Director of Communication & Marketing Services, Deputy Superintendent of Policy & Governance Support Services, Coordinator of Communication & Marketing, Campus Administrators</p>	<p>Stakeholder surveys are administered and analysis is provided for district and campus needs assessment.</p> <p>Increase the overall weighted average of parent and student satisfaction to 70%.</p> <p>Timeliness of district response of individual dialogues remains within 2 school days.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Provide a Quality Workforce in a Positive Work Environment

Performance Objective 1: Recruit, employ, develop and retain a quality teaching, administrative and support staff to attain excellence in student performance.

Evaluation Data Source(s) 1: 100% of teaching staff meet state licensure and certification standards.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 7</p> <p>1) Continue to ensure all instructional staff meet state licensure and certification standards.</p>		Chief Employee Services Officer, Human Resources Coordinators	Annual certification audit				
2) Monitor employee satisfaction survey data.	1, 3, 5	Chief Employee Services Officer, Human Resource Coordinators, Director of Early College High School and Institutional Research	Employee satisfaction standards as measured by 85% or higher satisfaction on annual Employee Satisfaction Survey.				
3) Create an inclusive, accessible, and welcoming culture consistent across our district and schools by establishing formal mechanisms to analyze mobility and provide clear expectations for staff and families.	2, 3, 5, 6, 9	Superintendent's Cabinet, Principals, Director of Early College High School and Institutional Research	75% or higher customer service satisfaction based upon employee, parent/family, student and community surveys.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Provide a Quality Workforce in a Positive Work Environment

Performance Objective 2: Provide high-quality, job-embedded professional development.

Evaluation Data Source(s) 2: Improved employee satisfaction.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide quality and relevant staff development aligned to district needs and state law.</p>	1, 3, 4, 8, 9	Chief Employee Services Officer, Director Staff Development, Coordinator Staff Development Curriculum and Instruction Department Staff	80% or higher professional development satisfaction rates as evidenced by course surveys maintained in Eduphoria.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Develop emerging leaders for future positions within the district by addressing among other things research based effective instructional strategies and how instructional leaders can identify those strategies during classroom observations/walkthroughs (with particular focus on at-risk populations including English Language Learners.</p>	4, 9, 10	Director Staff Development, Deputy Superintendent School Administration, Chief Employee Services Officer, Chief Instruction Officer	50% or more of the available leadership positions hired annually will be filled by internal applicants who participated in the District's Leadership Development Program.				
<p>3) Conduct staff exit surveys, e.g. Engage Lite.</p>	1, 3	Chief Employee Services Officer, Director of Early College High School and Institutional Research	70% or higher of exiting employees will participate in the district exit survey.				

4) Provide additional professional development staff dedicated to developing and providing continuous, high quality professional development through a variety of approaches	3	Chief Employee Services Officer, Director of Federal Programs and Accountability	Professional development staff have been hired and continuous, high quality professional development offerings have been created and are being utilized based on formal records associated with participation and evaluation.				
Funding Sources: 255...24 - Title II, Part A - 0.00, 199...11 - General Funds: Basic Education - 0.00							
Critical Success Factors CSF 3 5) Provide safety and security response training to administrative staff with scenarios.		Deputy Superintendent of School Administration, Coordinator of District Safety and Security	100% of administrative staff trained				
6) Continue professional development and implementation related to a new dyslexia program	4, 9	Director of Federal Programs and Coordinator of Dyslexia Services	Dyslexia staff participated in professional development program and completed required activities so that a larger percentage of the identified dyslexia population is being served through the new program				
7) Continue professional development related to data driven instruction, professional learning communities, and the use and recognition of effective instructional strategies with particular emphasis on the at-risk, ELL, and special need populations.		Chief Instruction Officer, Director Federal Programs, and Acct., Director of Professional Development, and Coordinator of Bilingual/ESL Services	Formative and summative assessment data will indicate improvement for all populations including the ELL, Economically Disadvantaged, and ethnic student populations.				
8) Continue professional development related to Instructional Technology and integrating technology into the classrooms. Establish an effective Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration training.		Executive Director of Technology Services, Coordinator of Instructional Technology	Utilize existing partnerships with Dell and Apple to establish a training for teachers, mentors, and administration. Increase number of trained teachers by 30%, from 65 to 85 additionally trained. Expanded training for existing 65 to become mentor technologist. Administration training for 20 or more campus leaders.				
9) Develop and train Campus/District Administration on the utilization of Instructional Technology monitoring tools.		Executive Director of Technology Services, Coordinator of Instructional Technology	Create a training schedule for the Campus and District Administration to receive information that will allow those individuals to be able to conduct walk-throughs and have meaningful dialogs about the progress on Technology Integration in the classroom.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Provide professional development and support to MyChoice Academy staff members to ensure common instructional dialogue across each innovative program.</p>		<p>Director of School Administration & Innovative Programs; Choice Programs Manager; Coordinator of Educator Quality & Effectiveness</p>	<p>90% of Academy Learning Walk data will indicate MyChoice Academy Staff consistently demonstrating the implementation of “Standards of Authentic Instruction” in all content areas.</p>				
<p>Funding Sources: 199...11 - General Funds: Basic Education - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>11) Provide professional development and support to MyChoice Academy staff members to ensure implementation of program-specific innovative curriculum.</p>		<p>Director of School Administration & Innovative Programs; Choice Programs Manager; Coordinator of Educator Quality & Effectiveness</p>	<p>100% of Academy classrooms will consistently demonstrate implementation of innovative instructional strategies which support the TEKS as evidenced by Academy Learning Walk data.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>12) Provide ongoing opportunities for instructional coaching and organizational support of MyChoice Academies.</p>		<p>Director of School Administration & Innovative Programs; Choice Programs Manager; Coordinator of Educator Quality & Effectiveness</p>	<p>Each MyChoice Academy will staff at least one instructional personnel completing an Inquiry-Based Learning Coaching certification through the University of Texas at Dallas partnership.</p> <p>Once per month, Central office personnel involved with Innovative programs will conduct Academy Learning Walks and provide feedback to Academy principals.</p>				
<p>Funding Sources: 199...11 - General Funds: Basic Education - 0.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Ensure Effective and Efficient Use of Resources

Performance Objective 1: Continue excellence in financial planning, management and stewardship.

Evaluation Data Source(s) 1: Maintain high ratings on the Financial Integrity Rating System of Texas (FIRST) and demonstrate appropriate management of taxpayer resources on the District's Comprehensive Annual Financial Report (CAFR).

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Annually maintain high ratings on all finance related assessment reports, including an unmodified opinion from our external auditors.	10	Main: Director of Finance & Accounting Others involved include: Executive Director of Business Services, Accounting Coordinator, Finance Department staff	1. Unmodified Opinion on the Comprehensive Annual Financial Report (CAFR). 2. "Pass" rating on Financial Integrity Rating System of Texas report (FIRST).				
2) Maintain financial integrity and continue utilization of transparent financial systems to ensure effective stewardship of taxpayer funds.	6, 10	Main: Director of Finance & Accounting Others involved include: Executive Director of Business Services, Accounting Coordinator, Finance Department staff	1. For transparency, provide monthly financial reports to the Board of Trustees. 2. Monthly, post on the CISD website the Accounts Payable check register, Board reports and utility usage and cost.				

3) Monitor process to review and evaluate district programs.	Deputy Superintendent of Policy and Governance Support Services, Director of Communication and Marketing Services, Director of School Administration and Innovative Programs, Cabinet	100% of targeted programs and initiatives are reviewed according to district schedule.				
4) Review Board policy for alignment with administrative procedures and expectations for compliance.	Deputy Superintendent of Policy and Governance Support Services, Cabinet, Campus Administrators	Annual audit of administrative procedures (i.e. - policy manuals, guidelines and Administrative Regulations) would yield 100% of new or revised Administrative Regulations in alignment with Board policy.				
5) Develop a MyChoice Academy task force which will review a variety of data points in order to make recommendations for future programming.	Director of School Administration & Innovative Programs; Choice Programs Manager; Director of College and Career Readiness; Director of Communications and Marketing, Principals	Strategic Planning Task Force- consisting of central office and campus leadership- will utilize data/feedback to develop MyChoice program applications, procedures for applying and acceptance, as well as make recommendations for future MyChoice programs.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Ensure Effective and Efficient Use of Resources

Performance Objective 2: Effectively utilize funds to maintain or upgrade existing facilities and equipment and/or construct new facilities.

Evaluation Data Source(s) 2: Updated and maintained Capital Facilities Priorities Report.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Develop preventative maintenance and long-term replacement schedules for all facility infrastructures and equipment.		Executive Director of Non-Instructional Services, Director of Maintenance.	Schedules for replacement of infrastructures and equipment.				
2) Ensure all required infrastructures are in place timely to meet district growth.		Executive Director of Business Services, Executive Director of Non-Instructional Services, Capital Facilities Advisory Council	District personnel working with the district's Demographer along with developer's and builder's within district boundaries to stay abreast of growth and needs in the district				
3) Actively work through the District's prioritized capital/general funded project list, as funds are available.		Executive Director of Business Services, Executive Director of Non-Instructional Services, Capital Facilities Advisory Council	Completed items on the District's Capital/General funded project list.				
4) Continue to utilize Federal E-Rate system to assist in maintaining and exceeding compliance of Federal, State, and Local initiatives.		Executive Director of Technology Services, Director of Technology, Coordinator of Instructional Technology, and Coordinator of PEIMS and Information.	Annually work with E-Rate consultant to provide timely federal request for proposals that will meet our needs and progress Crowley ISD in technology infrastructure.				

5) Effectively utilize funds to maintain or upgrade existing cafeteria facilities, equipment and marketing.		Executive Director of Non-Instructional Services, Director of Food Services - Aramark, Campus Administrators	Updated and maintained Cafeteria Marketing/Equipment Project Sheet will indicate progress.				
6) Durham Transportation Services will achieve optimal equipment reliability of transportation fleet.		Executive Director of Non-Instructional Services, Director of CISD Transportation - Durham, Campus Administrators	Pre and post trip inspections will be diligently conducted per state guidelines. A bus replacement plan will be developed to keep all fleet vehicles at twelve years of age or less.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor of curriculum delivery and student learning utilizing both formative and summative assessment data, as well as classroom and teacher observations.
1	1	2	Address the diverse instructional needs of students (with particular focus on At-Risk, Second Language, and special need students) through a variety of innovative, engaging and rigorous instructional strategies, intervention activities, and the provision of support personnel for instruction as well as professional development.
1	1	3	Utilize district's new research-based RTI program to meet the academic and behavior needs of all students.
1	1	6	The use of Lesson Framing will occur in all classrooms as a District-wide expectation. This will include daily teacher use of the practices of visible Learning Targets and Closing Questions/Tasks/Products that will work toward Literacy development and recovery for all students. (Key Strategies 1.1.b-CISD Strategic Plan)
1	1	7	Classroom observations enabling non-evaluative reflective practice for staff to increase classroom rigor and the use of high-yield instructional strategies will occur at all campuses through a collaborative interaction process including Academic Services staff and Campus Principals. (Key Strategies 1.1.a-CISD Strategic Plan)
1	3	1	Identify and implement current and emerging technology skills appropriately into the curriculum.
2	1	12	Utilize new AP Walk & Talk to ensure all campuses are in compliance with Texas School Safety Mandated Drills
2	2	2	Provide parents, students and staff the opportunity to be involved in school safety by conducting school safety satisfaction surveys.
2	2	3	Utilize new AP Walk & Talk to ensure all campuses are in compliance with Texas School Safety Mandated Drills.
3	1	1	Increase parent & family involvement in meetings and events.
3	1	2	Recognize community support, volunteers and mentors annually.
4	2	1	Provide quality and relevant staff development aligned to district needs and state law.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.XX.6112.00.XXX.0.XX	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$14,647.00
199.XX.6116.00.XXX.0.XX	6116 Extra Duty Stipend - Locally Defined	\$159,226.00
199.XX.6118.00.XXX.0.XX	6118 Extra Duty Stipend - Locally Defined	\$352,537.00
199.XX.6119.00.XXX.0.XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,425,104.00
199.XX.6129.00.XXX.0.XX	6129 Salaries or Wages for Support Personnel	\$280,367.00
199.XX.6141.00.XXX.0.XX	6141 Social Security/Medicare	\$44,389.00
199.XX.6142.00.XXX.0.XX	6142 Group Health and Life Insurance	\$56,430.00
199.XX.6143.00.XXX.0.XX	6143 Workers' Compensation	\$29,549.00
199.XX.6144.00.XXX.0.XX	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$192,807.00
199.XX.6146.00.XXX.0.XX	6146 Teacher Retirement/TRS Care	\$112,938.00
6100 Subtotal:		\$4,667,994.00
6200 Professional and Contracted Services		
199.XX.6219.00.XXX.0.XX	6219 Professional Services	\$683,072.00
199.XX.6239.00.XXX.0.XX	6239 ESC Services	\$607.00
199.XX.6269.00.XXX.0.XX	6269 Rentals - Operating Leases	\$10,000.00
199.XX.6299.00.XXX.0.XX	6299 Miscellaneous Contracted Services	\$6,706.00
6200 Subtotal:		\$700,385.00
6300 Supplies and Services		
199.XX.6329.00.XXX.0.XX	6329 Reading Materials	\$100.00
199.XX.6339.00.XXX.0.XX	6339 Testing Materials	\$6,307.00

199.XX.6399.00.XXX.0.XX	6399 General Supplies	\$237,587.00
6300 Subtotal:		\$243,994.00
6400 Other Operating Costs		
199.XX.6411.00.XXX.0.XX	6411 Employee Travel	\$21,146.00
199.XX.6494.00.XXX.0.XX	6494 Reclassified Transportation Expenses	\$17,180.00
199.XX.6495.00.XXX.0.XX	6495 Membership Fees	\$600.00
199.XX.6499.00.XXX.0.XX	6499 Miscellaneous Operating Costs	\$5,525.00
6400 Subtotal:		\$44,451.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paraprofessional Staff	Office and Classroom	Crowley Learning Center	12
Professional Staff	Teachers	Content Mastery	20
Professional Staff	Teachers	AVID	10
Professional Staff	Reading Specialist	Dyslexia	23.5
Professional Staff	Administrative and Counseling	Crowley Learning Center	3
Professional Staff	Teachers	Crowley Learning Center	19

Title I

Schoolwide Program Plan

The purpose of Title One funds is to help all students master the state mandated curriculum in the core subject areas. The district and Title One campuses work together in developing a plan for providing personnel, materials, and/or professional development activities that will help the students achieve mastery. The Title One funded activities are based on the targeted needs of each campus as identified through the comprehensive needs assessment process.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The district and each campus utilizes an approach that has been established by The Texas Center for District and Campus Improvement with the support and guidance from the Texas Education Agency and the Federal Government. The approach begins with a comprehensive data analysis so that potential areas of greatest need can be identified in the form of problem statements. The data reviewed includes among other things: various test results from the national and state levels such as (STAAR, Advanced Placement Exams, and College Entrance Exams), various surveys (parent, teacher, student), and other information (attendance and disciplinary referrals). After the problem statements have been generated, the following steps are utilized to complete the needs assessment process: 1) Clarify and prioritize the problem statements, 2) Identify committee members based on the particular audience/issue expressed in the problem statement, 3) gather and review the data specifically related to the particular audience/issue expressed in the problem statement, and 4) determine the root cause(s) that need to be addressed in order to solve the problem statement.

2: Schoolwide Reform Strategies

The schoolwide reform strategies are based on proven research methods that include among other things: additional time on task and specific, targeted interventions that focus on individual need based on formative and summative assessment data.

3: Instruction by highly qualified professional teachers

Each year the qualifications of the instructional staff (teachers and instructional aides) are evaluated in terms of the "Highly Qualified" criteria that are established by the Federal Government. Each year the stated goal of the Title One grant is to have 100% of the staff meet the criteria in order to be identified as "Highly Qualified." The official review of each staff member must occur by the middle of September. However, the Employee Services department reviews all required documentation for each employee that is recommended for hire to confirm that the applicant meets the "Highly Qualified" criteria before the applicant is offered a position with the district. The federal government no longer requires states to prove that the teachers are "Highly Qualified" as this requirement was absorbed into the State Certification Program. The district is still required to ensure that 100% of the instructional aide staff is "Highly Qualified and the district has achieved that goal for the 2016 - 2017 school year.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The professional development opportunities in the district are designed to be both high-quality and ongoing. The professional development opportunities are based on the needs identified by the data analysis and includes feedback provided by the populations attending the professional development activities. All professional development activities are based on research based strategies and are provided by outside consultants or internal staff as appropriate. The methods of presentation also vary based on the needs of the audience. The district utilizes both face-to-face and distance learning approaches.

5: Strategies to attract highly qualified teachers

The basic strategies utilized by the district to attract highly qualified teachers include: 1) a competitive salary, 2) an extensive recruiting/public relations program that helps to ensure that the Crowley ISD name is well known by the universities and other organizations that generate the pool of applicants; 3) making sure that individual applicants have easy access to district information as well as the application process and 4) communicating to applicants that the district provides a mentoring support system for applicants so that they will have access to the people and resources they need to make sure that their teaching experience is successful and enjoyable. The recruitment program is supervised by the Employee Services Department.

6: Strategies to increase parental involvement

The district and campuses are constantly seeking methods for increasing parental involvement. The approaches utilized are based on proven research-based strategies as well as parent, teacher and administrative feedback. Some of the basic strategies employed include: the scheduling of activities at various times and in various locations, the providing of transportation and snacks, the providing of translation services and an extensive communication system that allows parents to gain information about their child's academic performance and needs over a secure internet system so that they do not have to call or come to the school to gain information. Last year the district also added a Parent Involvement Liaison that supported our 10 Title One campuses. This additional person did an excellent job of community outreach and has significantly increased the participation of churches and other community organizations as well as helping to conduct activities for parents at apartment complexes with the highest level of low socio-economic status families.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The district conducts a preschool program for students who are economically disadvantaged, have English as their second language, and/or have significant educational needs as identified through special services. The district also conducts a parental involvement education program that helps parents understand the importance of early childhood education and strategies for transitioning students into the elementary grades.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

The use of academic assessments for improving instruction is a constant dialogue among teachers, campus administrators and central office personnel. Teachers provide input related to the number of assessments, the length of assessments, and the instructional changes that occur because of the data collected through the assessments.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The assistance provided to students is individualized based on the level of need. The first level of assistance for all students is provided in the classroom by the teacher as a function of quality teaching. Teachers are constantly completing informal assessment as they listen to student dialogue as well as responses to questions each day. This behavior on the part of the teacher is frequently called, "checking for understanding" and allows teachers to immediately identify areas needing clarification and/or concepts that need to be retaught. The second and third levels of assistance require longer periods of time and/or support from specialists when it is determined that the level one interventions are not achieving the desired outcomes.

10: Coordination and integration of federal, state and local services and programs

The district coordinates and integrates the federal, state and local services and programs through the management design of these funds. The Director of Federal Programs, Director of Special Services, Director of Finance, Director of Staff Development, and Coordinator of Staff Development work in conjunction to ensure that materials and services are not needlessly replicated or purchased. The resources available from each of these funding sources are utilized as required by law in order to ensure that all students can master the state mandated curriculum.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Betty Lewis	Parent Involvement Liaison	Title One	1

District Wide Educational Improvement Council

Committee Role	Name	Position
Business Representative	Gilbert Perez	Business Representative
Classroom Teacher	Mary Ayers	Dallas Park Elementary
Classroom Teacher	Dawn Beaver	S. H. Crowley Intermediate
Classroom Teacher	Gayle Biemeret	Oakmont Elementary
Classroom Teacher	Elizabeth Bookwalter	Bess Race Elementary
Classroom Teacher	Catherine Bruder	Crowley High School
Classroom Teacher	Shea Buchanan	North Crowley High School
Classroom Teacher	LaToya Cato	Mary Harris Intermediate
Classroom Teacher	Tim Crump	H. F. Stevens Middle School
Classroom Teacher	Robert Frank	Crowley Middle School
Classroom Teacher	Rosa Garcia	Meadowcreek Elementary
Classroom Teacher	Lisa Harvey	David L. Walker Intermediate
Classroom Teacher	Jessica Hilbert	Crowley Middle School
Classroom Teacher	Christy Johnson	Crowley High School
Classroom Teacher	Patrice Johnson	Crowley Learning Center
Classroom Teacher	Caitlin Koch	Summer Creek Middle School
Classroom Teacher	Ruth Martinez	Sycamore Elementary
Classroom Teacher	Bryan Michler	Sue Crouch Intermediate
Classroom Teacher	Meagan Perry	Crowley High 9th Grade
Classroom Teacher	Janine Quinn	S. H. Poynter Elementary
Classroom Teacher	Melanie Rich	BRJ-CTE Center
Classroom Teacher	Jared Sapp	H. F. Stevens Middle School
Classroom Teacher	Mallory Sargent	J. A. Hargrave Elementary
Classroom Teacher	Lori Shead	North Crowley High 9th Grade
Classroom Teacher	Chrisi Sweet	North Crowley High School

Classroom Teacher	Michelle Tennison	Summer Creek Middle School
Classroom Teacher	Holli Thompson-Jones	Jackie Carden Elementary
Classroom Teacher	Felicia Wilkerson	Parkway Elementary
Classroom Teacher	Leta Womack	Deer Creek Elementary
Community Representative	Diane Pokluda	Community Representative
District-level Professional	Maria Anguiano	Bilingual/ESL/Dyslexia Coordinator
District-level Professional	Monicole Brown	Nurse
District-level Professional	Jill Brown	Special Services
District-level Professional	Annett Duvall	Director of College and Career Readiness
District-level Professional	Katie Gray	Coordinator of Professional Development
District-level Professional	Jaretha Jordan	Director of Professional Development
District-level Professional	Theresa Paschall	Counseling Services Coordinator
District-level Professional	Margaret Terry	Coordinator of Safety & Security
District-level Professional	Michael Williams	Supervisor Human Resources
Non-classroom Professional	Falicia Tate	BRJ-CTE Center
Parent	Patrick Bierle	Parent Representative
Parent	Chaka Castellon	Parent Representative
Parent	Mary Heltcel	Parent Representative

District Funding Summary

199...11 - General Funds: Basic Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13			\$0.00
2	1	14			\$0.00
4	2	4			\$0.00
4	2	10	MOU- University of Texas at Dallas		\$0.00
4	2	12	MOU: University of Texas at Dallas (Coaching Certification)		\$0.00
Sub-Total					\$0.00
199...53 - Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
Sub-Total					\$0.00
199...99 - General Funds: Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Literature for training		\$200.00
Sub-Total					\$200.00
211...24 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
3	2	2			\$0.00
Sub-Total					\$0.00
255...24 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$200.00

Addendums

Federal Program Expenditures

All district and campus expenditures related to the following Federal Grants will be utilized for the purposes and intended audiences stated below:

Grant	Purpose and Intended Beneficiaries
Title I, Part A	The purpose of the grant is to help all students meet the state student performance standards by providing supplemental resources to the LEA. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The two purposes of the grant are 1) to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom as well as highly qualified principals and assistant principals; and 2) to hold LEAs and schools accountable for improving student academic achievement. The intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.
Title III, Part A	The purpose of the grant is to provide supplemental resources to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The intended beneficiaries are LEP students, including immigrant children and youth.

Ten Components of a Schoolwide Program

1. A comprehensive needs assessment
2. Schoolwide reform strategies that provide opportunities for all children to meet or exceed state's proficient level of student performance
3. Instruction by highly qualified teachers
4. High Quality, ongoing professional development for all staff as needed
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs
8. Measures to include teachers in the decisions regarding the use of academic assessments for improving individual student performance and the overall instructional program
9. Effective, timely intervention activities which include measures to ensure that students' difficulties are identified and of sufficient scope to target appropriate intervention
10. Coordination and integration occurs between federal, state, and local services such as nutrition, education, job training, programs provided under NCLB and violence prevention programs..

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

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GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>

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SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

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and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

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IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student’s use of reasonable self-defense in response to the bullying; and

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8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

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FREEDOM FROM BULLYING

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FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Federal Grant Funds 2015 - 2016 and

Proposed 2016 – 2017 Programming

Title One: \$2,730,680 (2015 allocation – 2,421,287) (2016-2017 allocation – yet to be determined)

The purpose of Title One monies is to help students in greatest need to master the state mandated curriculum. Campuses are identified as being eligible for Title One monies based on the percentage of students that qualify for either the free or reduced lunch program. The district currently utilizes the Title One monies to pay for supplemental personnel, professional development, materials, and parental involvement activities at the Title One campuses. The vast majority of the monies go to personnel (math specialists, reading specialists, science specialists, general instructional specialists and a Parental Involvement Liaison. The Title One campuses for this year have been: Crowley Middle, David Walker Intermediate, Mary Harris Intermediate, Sycamore Elementary, Meadowcreek Elementary, Jackie Carden Elementary, Parkway Elementary, Oakmont Elementary, J. A. Hargrave Elementary, and Poynter Elementary.

Title Two: \$199,569 (2015 allocation – 174,493) (2016-2017 allocation – Yet to be determined)

The purpose of Title Two monies is to develop and maintain a highly qualified staff of administrators, teachers, and other professionals in order to help students master the state mandated curriculum. The district currently utilizes the Title Two monies for supplemental district personnel and outside professional speakers that address topics that include among other things: Differentiated Instruction, Advanced Academics, Sheltered Instruction for English Language Learners, and High Yield Instructional Strategies that focus upon academic rigor. The district also utilizes the monies to support the district mentoring program and for recruitment of highly qualified teachers.

Title Three: \$216,804 (2015 allocation - 191,919) (2016 – 2017 allocation – Yet to be determined)

The purpose of the Title Three monies is to help English Language Learners (ELL's) master the state mandated curriculum. The district currently utilizes the Title Three monies for supplemental bilingual personnel that assist with direct instruction in reading and/or math based on the identified needs at various campuses. The district also utilizes the monies to pay for supplemental bilingual instructional materials, and for outside speakers that help teachers prepare to take the state endorsement test related to English as a Second Language.

Perkins Grant: \$175,772 (2015 allocation – \$167,246 (2016-2017 allocation – 163,967)

The purpose of the Perkins Grant is to provide additional support for the Career Technology Program (CTE). The district currently utilizes the vast majority of the Perkins monies to purchase additional supplies and equipment for the programming provided at the Bill Johnson CTE Center. The funds also support the CTE programming conducted at other campuses. The CTE program prepares students for both continued educational experiences and/or certifications that make them more employable.

Communicating Recommendations:

Please allow your campus staff to review this information either through the Campus Improvement Committee or during a faculty meeting. If your campus has any suggestions for additions to /or subtractions from the items currently funded through these grants, please communicate that information in writing to me by June 3rd. My email is: ted.kretchmar@crowley.k12.tx.us.

Addendum to the 2016-2017 District/Campus Improvement Plan

Subject: Coordinated School Health includes:

- Annual fitness assessment
- Health and wellness education for students
- Nutritional monthly emphasis on fruits and vegetables
- Healthy for Life quarterly newsletter for students, staff and community
- American Heart Association wellness program for staff

Subject: Dropout Procedures

1. Students who withdraw from a campus must complete a Withdrawal Form which indicates the date of withdrawal, the reason for withdrawal, destination, and is signed by the parent or guardian.
2. Identification lists of potential dropouts will be sent by the PEIMS Department to the campuses near the beginning of each school year.
3. Each student on the list will be located and documentation will be verified by campus officials.
4. Students in danger of not graduating and those who have completed required coursework but not the required state assessments will receive appropriate Dropout Prevention counseling and develop a personal graduation plan which may include interventions, accelerated instruction, or Bridges Academy.

Subject: Emergency Preparedness Drills

Ensure all campuses are in 100% compliance as measured by the emergency preparedness drill documentation form.

1. Each campus schedules drills with the Coordinator for Safety & Security and documents the following drills:
 - a. Building Evacuation (Fire Drill) – at least one per month for each month school is in session 10 or more days, including one obstructed drill
 - b. Lock Down – at least two per year
 - c. Severe Weather – at least two per year
 - d. Shelter in Place – at least two per year
 - e. Reverse Evacuation – at least two per year
 - f. Other - includes Bus Evacuation Drill
2. Fire Exit Drills are recorded and submitted annually to the State Fire Marshal

Subject: McKinney-Vento Homeless Assistance

1. The Residency Questionnaire form within the registration will be completed by the parent/guardian and submitted to the campus who will submit to the District Homeless Liaison for verification.
2. Crowley ISD guarantees that a family/student can enroll in school if residing:

- a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program)
 - b. In a hotel/motel, or weekly-rate housing
 - c. In a house or apartment with more than one family because of economic hardship or loss
 - d. In an abandoned building or a car, at a campground, or on the street,
 - e. In a temporary foster care
 - f. In a substandard housing (no electricity, no water, and/no heat)
 - g. With friends or family because the student is a runaway or unaccompanied youth
3. The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.
 4. The following services are made available for students identified under the McKinney Vento Act:
 - a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
 - b. John Peter Smith (JPS) Hospital School-based Clinic located on Crowley ISD Clinic
 - c. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations
 - d. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district
 - e. Transportation provided from student's current residence back to the student's school of origin
 - f. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

Subject: Pregnancy Related Services (PRS) Program

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:
 - a. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher and for the special education homebound student additional PRS contact hours will be provided by a certified teacher, counselor, nurse or social worker.
 - b. Counseling services including the initial session when the student discloses the pregnancy.
 - c. John Peter Smith (JPS) Hospital School-Based Health Clinic located on a Crowley ISD campus.
 - d. Health services, including services from the school nurse and certified athletic trainer.
 - e. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.

- f. Assistance obtaining services from government agencies and community service organizations.
3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

Subject: Texas Behavior Support Initiative (TBSI)

1. Any campus personnel likely to use restraint or likely to use time-out as part of a student's Individualized Education Program and/or Behavior Intervention Plan must receive training in the Texas Behavior Support Initiative (TBSI).
2. The school staff member will complete the first six modules online prior to taking module seven, Physical Restraint. The District adopted restraint training program is Nonviolent Crisis Intervention through the Crisis Prevention Institute (CPI).
3. Before being allowed to register for CPI, the school staff member must provide evidence to the CISD Professional Development Department that they have gone through the first six modules of TBSI.
4. Campus personnel are only required to participate in the online module training one time. The physical restraint training program requires annual training.
5. Personnel called upon to use restraint and who have not received prior training must receive training in the six modules of TBSI and CPI within 30 school days following the use of restraint.
6. Each campus in the District is required to maintain a core team of an administrator, general education teacher and a special education teacher trained in TBSI and CPI.

Crowley ISD

Suicide Awareness & Prevention

In Crowley ISD steps are taken to empower students at every grade level with protective influences that decrease the likelihood of suicide. These steps are provided in a variety of methods and with age-related considerations.

The elementary and intermediate campuses utilize classroom lessons on the topics of kindness, self-confidence, communication, and perseverance. Each of these traits contribute to a healthy self and supportive relationships. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

At the middle School and high School campuses the attributes of kindness, self-confidence, communication, perseverance, and leadership are also imparted in a variety of means. In September, each campus utilizes a Suicide Prevention Week. During this week announcements are shared giving suicide awareness and prevention tools. Students are equipped with information to report concerns regarding peers, family, and themselves. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

Additionally, staff on all Crowley ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Crowley ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self-harm is screened for risk level, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.

2016-2017 Priority for Service (PFS) Action Plan
ESC REGION 11 MIGRANT EDUCATION PROGRAM SSA DISTRICTS

<p>Goal(s): Identify and provide services to migrant learners who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify migrant learners who enroll late and withdraw early and provide supplemental services to each learner when no other school district services are available. <input type="checkbox"/> Identify migrant learners who are missing significant amounts of instructional time due to late enrollment and/or excessive absences. <input type="checkbox"/> Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children. <input type="checkbox"/> Use data to plan the Priority for Services Action Plan (PFS) for 2016-2017 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.
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Required	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.		NGS Specialist	PFS Reports
Print and review the New Generation System (NGS) Priority for Service (PFS) learner report monthly	15 th day of every month for 2016-2017	NGS Specialist	NGS generated reports
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of every month for 2016-2017	NGS Specialist	Copy of sent email(s)
Before the first day of school, develop a PFS Action Plan for serving PFS learners. The plan must clearly articulate criteria for defining learner success, including timelines for achieving stated goals and objectives.			
Send PFS Action Plan to District to attach to DIP	August 12, 2016	MEP Coordinator	Copy of sent email(s)
The PFS Action Plan must include the following:			
1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of each month in 2016-2017	NGS Specialist	Copy of sent email(s)
Send letter with copy of PFS report for their child(ren) with request for meeting with parent	20 th day of each month in 2016-2017	MEP Consultant, NGS Specialist	Copies of letter sent
Collaborate with counselors each reporting period in developing a personal graduation	September 2016 – May 2017	MEP School Liaison Consultant, MEP Consultant	Time and Effort reports, travel logs, graduation plan

2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
Contact parent to notify of child's PFS status inform of intervention options.	September 2016 – May 2017	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS learners are identified and what services are available for these learners	As requested by parent or school staff	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these learners in Migrant Education Program activities.			
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP)	September 2016 – May 2017	MEP consultant, School Liaison Consultant	District policy and procedures
Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant learners designed to help learners develop effective learning and study skills	September 2016 – May 2017	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS learners and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	September 2016 – May 2017	MEP consultant, School Liaison Consultant, School Planning Group	Copy of fliers, emails
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service learners receive priority access to instructional services, as well as social workers and community social services/agencies.			
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant learners with late entry/early	September 2016 – May 2017	NGS Migrant School Liaison Consultant, NGS Specialist	E-mails
Monitor NGS course completion for PFS learners with late entry and early withdrawal	September 2016 – May 2017	NGS Migrant School Liaison Consultant, NGS Specialist	Learner transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	September 2016 – May 2017	NGS Migrant School Liaison Consultant, Migrant Recruiters	Agenda, roster, mileage reimbursement forms, minutes of meeting
Provide contact information regarding social service agencies and healthcare providers available in their area.	September 2016 – May 2017	NGS Migrant School Liaison Consultant, Migrant Recruiters	Telephone log, mileage reimbursement, time and effort reports
5. What federal, state and local programs service Priority for Service learners?			
Meet (or communicate) with district staff to ensure learners participate in school services offered	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Telephone log, mileage reimbursement, time and effort reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Budget records
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Budget records, tutor time logs
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Agenda, roster, email, telephone log



Financial Integrity Rating System of Texas

**2015-2016 RATINGS BASED ON SCHOOL YEAR 2014-2015
DATA - DISTRICT STATUS DETAIL**

Name: CROWLEY ISD(220912)		Publication Level 1: 8/8/2016 6:20:16 PM	
Status: Passed		Publication Level 2: 8/8/2016 6:20:16 PM	
Rating: A = Superior		Last Updated: 8/8/2016 6:20:16 PM	
District Score: 90		Passing Score: 31	
#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	3/16/2016 4:39:34 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	3/16/2016 4:39:35 PM	Yes
2.B	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	3/16/2016 4:39:35 PM	Yes

3	<p><u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u></p>	3/16/2016 4:39:35 PM	Yes
4	<p><u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</u></p>	3/16/2016 4:39:36 PM	Yes
5	<p><u>Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)</u></p>	8/8/2016 6:03:36 PM	Yes
			1 Multiplier Sum
6	<p><u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u></p>	8/4/2016 2:02:05 PM	10
7	<p><u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u></p>	6/30/2016 1:40:59 PM	8
8	<p><u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.) (See ranges below.)</u></p>	8/4/2016 2:02:05 PM	4

9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</u>	8/4/2016 2:02:06 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	8/4/2016 2:02:06 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/16/2016 4:39:38 PM	8
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	3/16/2016 4:39:38 PM	10
13	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	3/16/2016 4:39:39 PM	10
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	3/25/2016 2:14:24 PM	10
15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	3/24/2016 4:41:20 PM	10
			90 Weighted Sum
			1 Multiplier Sum
			90 Score

DETERMINATION OF RATING

A.	Did the district answer ' No ' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.
B.	Determine the rating by the applicable number of points. (Indicators 6-15)
A = Superior	70-100
B = Above Standard	50-69
C = Meets Standard	31-49
F = Substandard Achievement	<31