Crowley Independent School District

District Improvement Plan

2018-2019
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 collaborate with staff and respective planning committees (District-Wide Educational Improvement Committee-DWEIC and Campus Performance Objectives Committee-CPOC) to develop the district and campus improvement plans. They utilize the district strategic goals and performance objectives from the Strategic Plan to guide the alignment and focus of the strategies to our mission, which is to provide our students with excellence in education so that all student achieve their full potential.

This being the last year of our 2014-2019 Strategic Plan, we want to qualify and quantify “Where are we now? How did we get to where we are? Where do we want to be? How are we going to get to where we want to be? Is what we are doing making a difference?” – Continuous Improvement Process, Victoria Bernhardt, Ph.D. As we build our future, the district and campus improvement plans are designed to assist us in analyzing our past to better prepare for a successful future.
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 15,742 students in grades Pre-Kindergarten through 12th. Crowley ISD has 23 campuses, including 10 elementary schools, four (4) intermediate schools, three (3) middle schools, two (2) ninth grade schools, two (2) high schools, an alternative learning center; and a career and technology education center. Crowley ISD employs more than 1,905 staff members, including over 1,090 classroom instructional employees.

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 backgrounds, skills, attitudes and experiences bring innovation and creativity to benefit our society.

STUDENT ENROLLMENT COMPARISON (DISAGGREGATED):
STUDENT LEP ENROLLMENT COMPARISON:

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1.67K</td>
<td>1.73K</td>
</tr>
<tr>
<td>2013</td>
<td>1.835</td>
<td>1.944</td>
</tr>
<tr>
<td>2014</td>
<td>1.944</td>
<td>2.109</td>
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<tr>
<td>2015</td>
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<td>2.265</td>
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<td>2016</td>
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<td>2.343</td>
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<tr>
<td>2017</td>
<td>2.343</td>
<td>2.578</td>
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<td>2018</td>
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<tr>
<td>2019</td>
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</tbody>
</table>

STUDENT MOBILITY RATE:

Student Mobility Rate (2016-17)

- **State**: 17.40%
- **District**: 16.20%
Crowley ISD launched an Early Childhood initiative that would expand the programs currently offered, which include Pre-K3, Pre-K4, and Kindergarten. A future goal is to explore the creation of an Early Childhood Center. The 2018-19 total enrollment for Pre-K is 924 students.
STAFF COMPARISON (DISAGGREGATED):

The district's graduation rate has exceeded the state average for the last several years with the exception of the White student population:
The district's attendance rate measured by Average Daily Attendance (ADA) has remained at 95% over the last four years.

FOUR-YEAR ATTENDANCE COMPARISON:

The district's annual dropout rate is significantly lower than the State's for All Students and several student groups.
Demographics Strengths

When comparing the district graduation rates to the state averages, the district is relatively strong with almost all populations as the district outperforms the state. DATA SOURCE: 2018 Closing the Gaps Data Table: Graduation (Federal Graduation Rate)

According to Domain 1: Academic Achievement Data Tables, the district's annual dropout rate is significantly lower than the State's for All Students and several student groups.
Student Achievement

Student Achievement Summary

A Curriculum Audit™ for Crowley ISD was conducted during February 13-16, 2017. The Crowley ISD Board of Trustees, within the scope of its policy authority, commissioned the audit.

A Curriculum Audit™ is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions.

Upon receiving the recommendations and findings, district officials added corresponding new strategies to the 2017-18 District Improvement Plan to ensure the accomplishments and successful implementation of district expectations. The chart below monitors the progress of the Curriculum Audit Recommendations’ 2-3 year plan.

For description of each Curriculum Audit Recommendation, please see the DIP Addendums.
During the 2017 - 2018 school year, the district earned an Accountability Rating of "C" and 15 of the 19 rated campuses earned the highest ranking available, "Met Standard." The rankings are earned based on performance in three indexes: 1) Student Achievement, 2) Student Progress: Academic Performance, and 3) Closing the Gaps.
In addition to the rankings, schools and districts are also evaluated in the areas of Distinctions and Safeguards. Six of the nineteen campuses combined to earn a total of fourteen academic distinctions for outstanding achievement in the areas of: Student Progress, Reading, Science, Math, Closing Performance Gaps, and Postsecondary Readiness when compared to 40 other schools with similar demographic makeups to the Crowley schools. The district also met 105 of the 136 (77%) 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.

Two of the major populations included in any comprehensive needs assessment are the at-risk populations (those identified as being eligible to receive services provided through Compensatory Education Funding) and students identified as Migrant. The data related to the at-risk populations indicate mixed results. State law requires that any student identified as Limited English Proficient (LEP) must be identified as at-risk. Therefore, one of the largest at-risk populations is LEP. Based on student test results as well as graduation and dropout rates, the services provided to these students have demonstrated great success over the years. The percent of English Learners (EL) district students passing the test exceeds the state's EL population in the categories of: All Tests Taken, Reading, Math, Writing, Science, and Social Studies. The other major reason students are identified as at-risk in the district is performance on the State of Texas Assessments of Academic Readiness (STAAR). One of the major ways of measuring STAAR performance is the Accountability System. There is only a small percentage gap between the district and the state in Domain 2 Academic Progress: 69 for the state and 64 for the district. The Domain 1 graduation and dropout rates, however, show that 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.

The other major way of measuring STAAR performance is the percent of at-risk students passing STAAR. The 2018 comparison of state and district at-risk students passing the various EOC tests has shown mixed results. Algebra I is 5 points lower than the state, Biology I is 1 point lower than the state, English I is 2 points higher than the state, English II is 5 points lower than the state and U. S. History matched the state. However when comparing these results to the
2017 results the district showed greater improvement than the state in all EOC passing rates. In terms of Migrant students, the district serves this population by joining the Region XI Shared Service Agreement. The district has not identified any migrant students during the 2015-16 school year, the 2016-17 school year, or the 2017-18 school year. During the 2014-15 school year, three (3) students were served (one PK, one 1st, and one senior). Test data is not reported for any population smaller than five (5) students in order to help protect the anonymity of the students. However, student data related to attendance, discipline and grades indicate that the three (3) students services in 2014-15 has their needs met. The senior graduated in June of 2015 by completing the Recommended High School Program.

**Student Achievement Strengths**

1. According to the Student Achievement Data Table (Domain 1), the district's English Language Learner population significantly outperforms the state's in all of the following areas: All Tests Taken, Reading, Mathematics, Writing, Science, and Social Studies. Writing and Reading being the most significant, with CISD English Language Learners’ Writing at 63% compared to the state at 46% and CISD’s Reading at 66% compared to the state at 53%.

2. According to Graduation Data Tables provided as part of Domain 3: Closing the Gaps, the district's 4-year graduation rate exceeds the state's graduation rate in all student groups but one.

3. According to the 9 - 12 grade dropout rates provided in the Domain 1: Academic Achievement, the district dropout rate is significantly lower than the state average for several populations.

**Problem Statements Identifying Student Achievement Needs** –

**Problem Statement 1**: The percentage of students in the district achieving “meets grade level standard or above” in Reading (36%) is below the state average (46%). **Root Cause**: The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

**Problem Statement 2**: The percentage of students in the district achieving “meets grade level standard or above” in Math (36%) is below the state average (51%) **Root Cause**: The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

**Problem Statement 3**: The percentage of students in the district achieving “meets grade level standard or above” in Writing (31%) is below the state average (41%) **Root Cause**: The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

**Problem Statement 4**: The percentage of students in the district achieving “meets grade level standard or above” in Science (36%) is below the state average (51%) **Root Cause**: The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.
Problem Statement 5: The percentage of students in the district achieving “meets grade level standard or above” in Social Studies (43%) is below the state average (53%) Root Cause: The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.
District Culture and Climate

District Culture and Climate Summary

Crowley ISD offers students a variety of advanced course options, including Advanced Placement (AP)/Pre-AP and Dual Credit (earning both high school and college credits simultaneously). For the 2017-18 school year, the total number of seats district-wide are 2,407 in AP, 572 in Dual Credit and 172 in UT OnRamps. The number of AP exams given in spring of 2018 was 1,166, with 359 exams scored at a three (3) or higher (average to receive college credit).
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. 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. CISD has received the 21st Century Community Learning Center grant to provide academic, enrichment, parent involvement and college and career activities to seven campuses.

Students in Crowley ISD are being inspired and empowered to succeed in a global community. In 2016, the Innovation Programming Planning Group (IPPG) was launched to explore creating programs of choice. After a series of site visits, surveys, and town hall meetings, the decision was made to open, or in two cases, expand the following programs of choice for the 2016-17 school year: Two-Way Dual Language (expansion to include kindergarten – 4th grade), Fine Arts Academy (5th-6th grade), STEM Academy (5th-6th grade and 7th-8th grade), Young Men’s Leadership Academy (6th grade), Young Women’s Leadership Academy (6th grade), Global Prep Academy (7th-12th grade expansion), Inspire Academy (8th grade), and the Crowley Collegiate Academy (Early College High School for 9th grade this year, adding a grade level each year).
2017-18 included the expansion and continuation of current programs, including the expansion of various programs into middle school, the Leadership Academy, the Media Arts Academy, and the Crowley Collegiate Academy (CCA) for 9th and 10th grade. The CCA added 11th grade for the 2018-19 school year. A total of 2,264 students enrolled in one of these Crowley ISD Programs of Choice for the 2018-19 school year.

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.
Crowley ISD did not conduct a Culture and Climate Survey during the 2017-18 school year.

The district’s PEIMS reported discipline data for 2017-18 indicates a 13% decrease in discipline offenses compared to 2014-15. The Discipline Population, number of students receiving one or more discipline referrals, for the 2017-18 school year as reported to PEIMS is 2,814. This value represents a 1% decrease from the 2014-15 discipline population of 2971.

Discipline Referrals:

![Discipline Population Chart]

- **District Culture and Climate Strengths**
  - All campuses were 100% state compliant on Emergency Preparedness/Fire Drills in 2017-18
  - Front office staff is consistently trained in De-escalation/CISD Safety Awareness
  - All new administrators have completed safety training with continued support
  - District Administrators completed Active Shooter simulator training with FWPD
  - Initiated the Asthma 411 plan in collaboration with UNT Health Science Center, Cook Children’s, and Tarrant County

**Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1**: According to the longitudinal discipline data, discipline has been improving through the implementation of the PBIS system and other discipline interventions and programs. There continues to be a need to improve the behavior of 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.

All of Crowley ISD instructional staff meet or exceed federal requirements for state licensure and certification standards. The following charts are based upon our most recent state report from the 2016-17 school year:

![Teachers by Highest Degree Held](image-url)
Listed below are the percentages of the teaching staff by total years of experience:

### Teachers by Years of Experience

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>5.9%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>11.1%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>25.6%</td>
</tr>
<tr>
<td>11-20 Year Experience</td>
<td>37.3%</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

### Teachers' Experience Compared to State

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>CISD</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>5.9%</td>
<td>11.1%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>20.1%</td>
<td>25.6%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>37.3%</td>
<td>8.20%</td>
</tr>
<tr>
<td>11-20 Year Experience</td>
<td>29.10%</td>
<td>19.10%</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>19.10%</td>
<td>28.20%</td>
</tr>
</tbody>
</table>

The average years of experience for our teachers is 7.2 years. The teacher turnover rate, which includes teachers promoted within the district, for 2016-17 as reported on the TAPR was 21.1%, which is above the state average of 16.4%.

### Teacher Retention

<table>
<thead>
<tr>
<th>Experience</th>
<th>CISD</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years with District</td>
<td>4.9</td>
<td>9.1</td>
</tr>
<tr>
<td>Average Years Teaching</td>
<td>7.1</td>
<td>10.9</td>
</tr>
</tbody>
</table>
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 competitive within our region.

The District of Innovation concept, passed by the 84th Legislative Session in House Bill 1842, gives traditional independent school districts most of the flexibilities available to Texas’ open-enrollment charter schools. To access these flexibilities, a school district must adopt an innovation plan, as set forth in the Texas Education Code chapter 12A.

An advisory committee appointed by the School Board assisted with the development of CISD’s District of Innovation plan, which was approved by the School Board on March 30, 2017. In addition, two amendments were approved unanimously on May 31, 2018. The plan and amendments provide for exemptions related to the following:

- First and Last Day of School
- Teacher Certification and Required Field-based Experience for CTE and other non-traditional, industry-based courses
- Kindergarten Start Age

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.

Additional successes include:

- A variety of Professional Development and teacher supports have been put in place for 2018-19:
  - District Learning Academy
  - New universal screeners
  - Next Level Mentors
  - Established RtI Campus Representatives
  - Teacher Toolbox for i-Ready
- Retention rate for zero-year teachers is 90% for 2018-19
- Employee satisfaction survey data in Fall 2018 indicates 100% of new hires strongly agree or agree “I felt welcomed in CISD”, an increase from 97.37% in Fall 2017.
- Driven by Pre-K expansion, accelerated reporting and reviewing of enrollment counts led to earlier leveling efforts and staffing adjustments.

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.
Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The most recent TAPR report from 2016-17 reports that 54.3% of CISD teachers have 0-5 years of experience. During the spring and summer of 2017, HR department staff monitored open positions and length of time positions were posted. This data was updated weekly. This led to earlier hiring when the applicant pool had more experienced teachers. We anticipate this will be reflected in future data.

Problem Statement 2: The district's teacher turnover rate is 21.1%, which is 4.7% higher than the state average. The HR Department analyzes this data to determine reasons for turnover including promotions and retirements. The district's turnover rate is similar or less than many surrounding districts in the Metroplex.
Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In 2016-17, Crowley ISD underwent a Curriculum Audit because we want to provide the highest quality learning environment and outcome for our students. The audit’s scope was centered on curriculum and instruction and any aspect of a school system that enhances or hinders its design and/or delivery. The audit is an intensive and focused look at how well a school system has been able to set valid directions for pupil accomplishment and well-being, concentrate its resources to accomplish those directions, and improve its performance; however, contextually defined or measured, over time.

We have utilized the recommendations to develop strategies in the 2017-18 District Improvement Plan. We have successfully completed two (2) of the 10 Curriculum Audit Recommendations. The 2018-19 District Improvement Plan reflects our progress and accomplishments.

The following data was collected from the Texas Education Agency’s 2018 Accountability Reports:

*See Addendums for Overview of the 2018 State Accountability System*
Curriculum, Instruction, and Assessment Strengths

- A variety of Curriculum and Instruction supports have been put in place for 2018-19:
  - Curriculum guides for Grades 2
  - Crowley ISD Instructional Leadership Guide
  - Instructional Support Specialist Training
  - RtI process has been revised
  - Intervention resources provided specific for each grade level
  - Implementation of i-Ready screener

- Curriculum Guide Writing:
  - Curriculum Guides for all Core Content areas
  - Kindergarten - 12th grade
  - Refined Curriculum & Instruction website for easier access

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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The percentage of students in the district achieving “meets grade level standard or above” in Reading (36%) is below the state average (46%). Root Cause: The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.
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Parent and Community Engagement

Parent and Community Engagement 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.

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.

In the spring of 2016-17, Crowley ISD launched a new Faith-based Community Partnership Initiative to solicit support from our local Faith-based Community to our campuses and improve student success. We are continuing our efforts to match church resources with campus needs. Our mission is to have a Faith-based Community Partnership for every Crowley ISD campus.

Parent and Community Engagement 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. The district has developed partnerships with the following organizations to support students and their families:

- Hulen Mall collaboration
- Tarrant County Food Bank
- Partnership UTA Nursing Program
- Hispanic Heritage Bowl
- Black History Bowl
- All Pro Dads
- Girls Inc.
- Million Father’s March
- Student Health Advisory Council (SHAC)
- CISD’s Literacy Bus participated in community Summer Reading program
- Salvation Army Angel Tree Voucher donations
- Night of the Stars Event celebrating and recognizing of District partnerships and accomplishments
The CISD Communications and Marketing department has collected 25 state awards at the 2018 annual Texas School Public Relations Association (TSPRA) conference.

Our Student of the Month programs at twelve (12) Title 1 schools has been successful and has increased the number of students recognized by our community partners and the number of parents participating in 2018-19. Crowley ISD will be expanding our Student of the Month program from 10 campuses to 12 campuses for the 2018-19 school year.

Many of our parent engagement programs have also been successful in 2018-19 – i.e. The All Pro Dads Program districtwide, Parent Involvement Workshops on all campuses, parent meetings at Sycamore Pointe Community Room, Tarrant County Heroes 4-H Health, etc..

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1**: There is a significant difference between staff and parent/student satisfaction survey results. In 2016-17, the staff satisfaction decreased by 6.4%, while parent and student satisfaction increased by 4.1% and 2.6% respectively. No comparison data is available for 2017-18, as the Parent, Student, and Staff Satisfaction Surveys were not conducted in 2017-18.
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. Currently, the District is in the last year of our 2014-2019 Strategic Plan and is in the process of developing our 2020-2025 Strategic Plan.

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.

During the summer of 2018, district and campus administrators developed a focus and commitment to beliefs called the “Price of Admission.”

The Crowley ISD Price of Admission:

- Passion with High Expectations
- Integrity
- Commitment to a Growth Mindset
- Innovative Mindset
- Collaborative Mindset
- Courtesy, Dignity, Respect, and Professionalism

As we build and plan for the future, we are adjusting where some students go to school and which grade levels will be at each campus. This means two things – rezoning and restructuring.
The Crowley ISD Board of Trustees has approved a two-year plan for rezoning the restructuring schools to accommodate growth in our growing community.

**FALL 2019**

- **ELEMENTARY**
  - Pre-K - 5th (11 campuses)
  - Kindergarten - 6th (4 campuses)

- **MIDDLE**
  - 7th - 8th (3 campuses)

- **NINTH**
  - 9th (2 campuses)

- **HIGH**
  - 10th - 12th (2 campuses)

  - All current elementary schools, plus the new elementary campus under construction, would become Pre-K through 5th grade campuses.
  - The four current intermediate schools would be transformed into Kindergarten through 6th grade campuses for one year.
  - Middle schools would remain the same with 7th and 8th grades.
  - High schools would remain unchanged.

**FALL 2020**

- **ELEMENTARY**
  - Pre-K - 5th (15 campuses)

- **MIDDLE**
  - 6th - 8th (4 campuses)

- **NINTH**
  - 9th (2 campuses)

- **HIGH**
  - 10th - 12th (2 campuses)

  - The intermediate schools would become Pre-K through 5th Grade elementary campuses.
  - Our fourth middle school will open and all middle schools would become 6th through 8th grade campuses.
  - High schools would remain unchanged.

**District Context and Organization Strengths**

- For multiple years, CISD has received the highest rating from FIRST and CAFR financial reporting
- Successful issuance of $80M in additional Capital Bond funds
- District Long Range Plan developed, which includes Replacement Cycle
- Construction projects in progress: Elementary #15, Fine Arts Expansions, High School gymnasium expansions
- Early childhood expansion has resulted in 926+ students being served in ½ day and full day settings
- Implementation of PK 3 and PK 4 Head Start
The number of students in MyChoice and Institute programs has increased and equity gaps are proven to decline.

- Increase in Higher Education partnerships
- Increase in equitable enrollment in Dual Credit courses
- College applications and scholarships have increased
- 100% AVID seniors have at least one college application in Apply Texas
- Grants received by CISD for 2018-19 school year:
  - 21st Century Community Learning Centers for $1,499,927 each year for three years
  - Texas Hurricane Emergency Impact Aid for $56,360 (2 year grant)
  - United Way for $299,000 (6 year grant)
  - School Transformation Planning Fund for $250,000 (1 year grant)
  - Perkins Grant
  - Every Student Succeeds Act (ESSA) Grant
  - Received the UT Grant

- The first cohort of the United Way grant graduated 152 students
- The design of the new CTE Center is complete
- Construction of Elementary #15

Three of the major strengths related to this component at the district level for the 2018-19 school year are:

1. The continuation of this online district and campus planning template that 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, 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.

Problem Statements Identifying District Context and Organization Needs

The 2017-18 S.W.O.T. Analysis identified the following opportunities for Crowley ISD:

- Open Enrollment
- Reconfiguration/Rezoning
- New district leadership
- Curriculum Audit Recommendations and CNA
- Attendance (Strategic Measure 2.1.c)
- English Language Learners (65%) outperform the State (57%) in overall test taken, excluding Science and Social Studies
• District Demographics
• Growth in student enrollment after no change over the last 10 years
• Graduation Rates – White (majority) population
• Dropout Rates - White population (higher than state and highest in district)
• Student Discipline
• Student participation in extra-curricular activities, clubs, and organizations
• Staff satisfaction in school climate (6.4% decrease from previous year). (Strategic Measures 3.3 and 4.2)
• Parent and Student Satisfaction (69%) with Technology through Spring 2017 survey. (Strategic Measure 1.3.a)
• Utilize evaluations, assessments, and data to inform district initiatives and new program development – i.e. MyChoice programs, 1:1 Technology. (Strategic Measure 5.1)
• Elimination of Community and School Engagement (CASE) ratings – creative community partnerships
• District Strategic, Technology, Long Range Planning, and Budget
• Chisolm Trail Parkway development
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 provides leadership, analysis, and support for all technology needs of the students, faculty, and staff.

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 crucial to our Technology Services department as we strive to support the advancement of educational achievement.

Technology Services strives to follow these guiding principles:
1. Support the education of students by connecting the learner to the world around them through digital access.
2. Ensure the accuracy of student data reported to internal and external sources to provide information for analysis of program sustainability.
3. Level the digital playing field by providing technology access to instructional resources for all Crowley ISD students.
4. Evaluate, analyze, and secure the digital environment to ensure that students, faculty, and staff have appropriate access to learn and grow.
Technology Strengths

Current district technology services offer the following:

1) Mobile device distribution to all 8th-12th grade students as a 1:1 solution, and as class sets and computer lab settings for PK-7th grade
2) Wireless coverage in all classrooms
3) Minimum Technology Standard (MTS) for every classroom teacher: Laptop, projector, 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 (6) Instructional Technology Consultants available for each campus to utilize with Technology Integration
8) District mobile communication to all stakeholders via mobile application developments.

Additional successes are as follows:
Additional successes include:

- CISD was awarded Empower Ed from T-Mobile
- ERATE funds awarded to support technology for our economically disadvantaged students
- Over 700 devices have been deployed over 11 campuses

**Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Growth in the number of faculty and staff, coupled with the maintenance increase of aging equipment, is contributing to the inability to provide a consistent refresh cycle for the faculty minimum technology standard. **Root Cause:** We have grown from 1300 to 1904 faculty and staff since 2013. This represents a 46.46% growth in needed technology. All require the daily use of technology devices. A Minimum Technology Standard (MTS) has been established for every classroom. This includes the following: Projectors (over 4 or more years old), faculty laptops (purchased in 2013), and faculty mobile devices (purchased in 2013).

**Problem Statement 2:** The number of student devices at the campus level need to increase with the increase in enrollment, age of the hardware, online district testing and remediation needs, and frequency of breakage. **Root Cause:** Student devices in the campuses are out of warranty as of May of 2018. The enrollment of secondary has increased by over 300 students alone. All levels have a need for an increase in the number of devices to support the district initiatives of i-Ready and Achieve 3000 remediation and testing. Chromebooks have been chosen as a low cost high volume solution. We will need to purchase 8,000 Chromebooks in the 2019 school year. This will cover class sets for 3rd-8th grade and 9th grade 1:1 deployment.

**Problem Statement 3:** Currently, we do not have the needed technical support personnel that can both train teachers and maintain the devices. **Root Cause:** There are over 15,000 student devices that require management and maintenance. With 5,040 iPads at the elementary and intermediate campuses and 6,975 student laptops at the middle and high school campuses, the level of instructional technology is suffering. Ratios for technologist to student device is approximately 1: 2,000.
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
- Index 1 – Student Achievement
- Index 2 – Student Progress
- Index 3 – Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) Data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS Data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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 Released Test Questions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
• SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
• Running Records results
• Observation Survey results
• Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

• Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
• Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
• Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
• Male / Female performance, progress, and participation data
• Special education population, including performance, discipline, progress, and participation data
• Migrant population, including performance, progress, discipline, attendance, and mobility
• At-Risk population, including performance, progress, discipline, attendance, and mobility
• EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
• Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
• Section 504 data
• Homeless data
• Gifted and talented data
• Dyslexia Data
• Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• State certified and high quality staff data
• Teacher/Student Ratio
• Campus leadership data
· Campus department and/or faculty meeting discussions and data
· Professional development needs assessment data
· Evaluation(s) of professional development implementation and impact
· T-TESS

**Parent/Community Data**

· Parent surveys and/or other feedback
· Parent Involvement Rate
· Community surveys and/or other feedback

**Support Systems and Other Data**

· Organizational structure data
· Processes and procedures for teaching and learning, including program implementation
· Communications data
· Capacity and resources data
· Budgets/entitlements and expenditures data
· Study of best practices
· Action research results
· Other additional data
# 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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy’s Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt;CSF 1 CSF 2</td>
<td>2.4, 2.6</td>
<td>Deputy Superintendent of Curriculum and Instruction</td>
<td>A board-adopted curriculum, aligned with student needs and state performance requirements, covering all core subjects.&lt;br&gt; An outlined process of the timing, scope, and procedures for a periodic cycle of curriculum and resource review/development.</td>
<td><img src="images/100.png" alt="100%" /> <img src="images/100.png" alt="100%" /></td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt;CSF 1 CSF 2</td>
<td>2.4, 2.6</td>
<td>Deputy Superintendent of Curriculum and Instruction</td>
<td>A systematic program evaluation plan developed.</td>
<td><img src="images/33.png" alt="33%" /> <img src="images/20.png" alt="20%" /></td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt;CSF 1 CSF 2</td>
<td>2.4, 2.6</td>
<td>Deputy Superintendent of School Leadership</td>
<td>Data collection on equity performance based upon multiple measures of data (local assessments, state assessments, CCR exams, industry certifications).</td>
<td><img src="images/33.png" alt="33%" /> <img src="images/60.png" alt="60%" /></td>
</tr>
</tbody>
</table>
| **4)** A comprehensive Literacy Framework will be generated by a team of teachers, specialists, principals, and coordinators during the 2018-19 school year. | Executive Director of Curriculum & Instruction | Literacy Framework established
Growth in student achievement as measured by STAAR tests in the area of English Language Arts/Reading using 2017-18 as a baseline for comparison |
| --- | --- | --- |

**Equity Plan Strategy**

| **5)** Develop and implement Equity Plan | Executive Director of Transformation and Innovation | Equity Plan developed
Committee meetings scheduled and agenda
Increase in identified student group’s achievement
Decrease in identified student group’s discipline |
| --- | --- | --- |

| **6)** Coordinate the implementation of the ACE Program to increase campus academic performance | Executive Director of Transformation and Innovation | Develop and establish:
- Plan to reconstitute building
- Asset inventory and non-capital improvement needs for affected campuses
- Master schedule/bell schedule and extended hour needs for ACE implantation
- Needs to transition from planning year to implementation year
Communicate needs to all stakeholders |
| --- | --- | --- |

| **7)** Implement and manage District of Innovation (DOI) Plan. | Executive Director of Transformation and Innovation | DOI successfully implemented and managed for the 2018-19 school year.
Explored and implemented new proposals for adjustments to DOI Plan
Monitor Professional Development Plans required for employees hired through DOI exemptions (Human Resources)
Monitor and ensure policy and regulations are aligned to DOI Plan. (Policy & Planning) |
| --- | --- | --- |

**Critical Success Factors**

| **8)** Expand Early Childhood programs currently offered at campuses or create an Early Childhood Center. | Superintendent, Executive Director of Elementary Leadership | Increase in Early Childhood offerings
Appointment of a Director of Pre-K and Early Childhood
Establishment of Early Childhood Center |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Equity Plan Strategy</td>
<td>Critical Success Factors</td>
<td>CSF 1</td>
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<tr>
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</tr>
<tr>
<td>9) Expand MyChoice programs to accommodate all students.</td>
<td>2.4, 2.5, 2.6</td>
<td>Superintendent, Executive Director of Transformation &amp; Innovation</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>CSF 1 CSF 2 CSF 4 CSF 7</td>
<td>10) Monitor of curriculum delivery and student learning utilizing both formative and summative assessment data, as well as classroom and teacher observations.</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>CSF 1 CSF 2 CSF 4 CSF 7</td>
<td>11) 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.</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>CSF 1 CSF 2 CSF 4 CSF 6</td>
<td>12) Provide MyChoice Programs to meet the diverse instructional needs of scholars through involvement and differentiated learning environments.</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>CSF 1 CSF 2 CSF 4 CSF 7</td>
<td>13) Utilize district's research-based RTI program to meet the academic and behavior needs of all students.</td>
</tr>
</tbody>
</table>
### Critical Success Factors

**CSF 1 CSF 5 CSF 6**

14) 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.

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>2.4, 2.6, 3.1, 3.2</th>
<th>Director of Assessment and Accountability</th>
<th>Formative assessment includes: contacts with community organizations and parents and the subsequent additional supports/building communications generated. Summative: Increase in student state test performance for Title One schools according to the State Accountability System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources: 211...24 - Title I - 0.00</td>
<td>100% 100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Critical Success Factors**

**CSF 1 CSF 2 CSF 7**

15) Create walk-through form specific to inclusion and resource setting, collect walk-through data regarding supports and interventions as well as research based inclusion practices, analyze results and utilize professional development with appropriate stakeholders to ensure that data collected is implemented effectively and with fidelity.

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>2.4, 2.6</th>
<th>Chief of Special Services &amp; Federal Programs</th>
<th>Improved instructional strategies and approaches will lead to improved student performance of Special Education students</th>
</tr>
</thead>
</table>

16) Monitor data using Goal Trees, School Learning Objectives, T-PESS, and Campus Improvement Plans to inform current practices, respond, and support where needed.

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>2.4, 2.5, 2.6</th>
<th>Deputy Superintendent of School Leadership</th>
<th>Ongoing progress monitoring resulting in improved student achievement.</th>
</tr>
</thead>
</table>

17) Conduct Campus Learning Walks (CLWs) with campus-based administrative teams in order to monitor and support high levels of quality instructional delivery.

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>2.4, 2.6</th>
<th>Deputy Superintendent of School Leadership</th>
<th>Teaching and learning support team will conduct campus learning. Calibrate the CLWs to determine the resources needed at each campus.</th>
</tr>
</thead>
</table>

18) Collaborate with Region XI Service Center personnel to evaluate the effectiveness of the special education continuum of services.

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>2.4, 2.5, 2.6</th>
<th>Chief of Special Services &amp; Federal Programs</th>
<th>Improve the compliance of IEP and programming options for students with disabilities.</th>
</tr>
</thead>
</table>

19) Implement a comprehensive professional development program that is coordinated with all other district and campus plans and is focused on producing effective instructional practices associated with high levels of student achievement- Curriculum Audit Recommendation (CAR #8)

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>2.4, 2.6</th>
<th>Executive Director of Professional Development</th>
<th>Continue to refine the comprehensive professional development framework to ensure district level professional development is aligned to district goals, campus needs, and are based on data analysis.</th>
</tr>
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</tbody>
</table>
| 20) Develop and implement a system for selecting, planning, implementing, monitoring, and evaluating program interventions - Curriculum Audit Recommendation (CAR #10). | 2.4, 2.5, 2.6 | Executive Director of Professional Development | Develop and implement a district wide RTI framework that ensures supplemental and intervention programs are:  
- selected based on a needs assessment  
- aligned with the district curriculum  
- based on intervention efficacy as determined by student performance data  
- evaluated yearly | 88% | 79% |
| 21) Improve the academic performance of all students by intervening early when any student shows signs that he or she is struggling. | 2.4, 2.5, 2.6 | Executive Director of Professional Development | Grades K-10 will continue a universal and diagnostic screener in math and reading three times per year  
Grades K-10 will continue a consistent math and reading RTI plan across all campuses | 86% | 80% |
| 22) Each six weeks, campuses will present data collected during progress monitoring and write targeted action plans including RTI plans based on data from unit assessments, campus-based assessments, and district benchmarks. | 2.4, 2.5, 2.6 | Executive Director of Professional Development  
Executive Director of Curriculum and Instruction | Creation of campus data reflection guides based on current data | 33% | 70% |

Accomplished = 100%  
Continue/Modify =  
No Progress =  
Discontinue = ☒
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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity Plan Strategy</td>
<td>2.4, 2.5</td>
<td>Director of Gifted &amp; Talented, AVID, and Elementary Programming</td>
<td>All elementary campuses will have GT identification methods in place that ensure equity and equality. Tiered services provided to students identified as gifted and talented.</td>
</tr>
<tr>
<td>Critical Success Factors CSF 1</td>
<td>2.4, 2.5</td>
<td>Director of Gifted &amp; Talented, AVID, and Elementary Programming</td>
<td>80% or higher of core academic courses at the high school level will culminate in college credit. All advanced academic programming, including dual credit, Advanced Placement, and UT OnRamps will mirror district demographics within 5 percentage points Increase Pre-AP enrollment at the intermediate level and middle school level by 10% Increase enrollment in Algebra I at the 8th grade level by 5%</td>
</tr>
<tr>
<td>1) All advanced academics curricular offerings will use data to inform instructional practices for college readiness and to ensure equitable access to all students.</td>
<td>2.4, 2.5, 2.6</td>
<td>Director of Career and College Readiness</td>
<td>66% 58% 100% 100% 100% 100%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Coordinator of Counseling Services</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Success Factors</td>
<td>CSF 1</td>
</tr>
<tr>
<td>4) 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</td>
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</tbody>
</table>
| Director of Career and College Readiness | 100% of career pathways will culminate with a certification, dual-technical credit or licensure opportunity.  
100% of CTE pathways will have opportunities for internships or job shadowing.  
Through collaborative collegiate partnership(s) the district will offer 75% of the courses necessary for students to earn an associate's degree during high school.  
The district will assist with funding the cost of AP exams for students who score a 2 or higher on the APQT qualifier |
| 5) High school students will have opportunities to take college readiness exams while in high school and supports will be offered for college access | 2.4, 2.5  
Director of Career and College Readiness | TSI will be available at the high schools for all students  
The SAT will be given during the school day to all juniors  
Test prep opportunities will be made available to all high school students and data will be monitored to determine best practices for utilization  
All AVID campuses will have an AVID site team that promotes college and career readiness and follows the certification requirements of the AVID certification process.  
High school campuses will work with TCU Advise to promote college applications and FAFSA completions |

Crowley Independent School District
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|   | 6) Increase participation and performance of students on college entrance exams. | Director of Career and College Readiness | 25% of all high school students will utilize test preparation for TSI, SAT, ACT and AP.  
District will provide in school testing access for SAT, ACT, PSAT, and ASVAB.  
Test prep sessions offered for all AP exams within school hours and all students will have access to AP exam prep materials. The district will offset a portion of the exam costs for students who score a 2 or better on the AP Qualifying Test. |
|---|---|---|---|
| 7) 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. | 2.5, 3.2 | Coordinator of Counseling Services | Guidance and information sessions with students and their parents collected from each campus counselor  
70% of all graduating Seniors will complete a FAFSA application. |

Accomplished = ☑️ 100%  
Continue/Modify = →  
No Progress = ☒️ 0%  
Discontinue = ❌

Crowley Independent School District  
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District #220912  
School Board Approved: December 20, 2018  
Last Updated: February 21, 2019
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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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</tr>
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<tbody>
<tr>
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<td>Formative</td>
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<td>Oct</td>
</tr>
<tr>
<td>Critical Success Factors</td>
<td>Executive Director of Curriculum and Instruction</td>
<td>Learning walk data will indicate the integration of multimedia, content specific, technology and software, and relevant websites.</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</td>
<td></td>
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</tr>
<tr>
<td>1) Identify and implement current and emerging technology skills appropriately into the curriculum.</td>
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</tr>
<tr>
<td>2) Establish an effective Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration training.</td>
<td>Executive Director of Curriculum and Instruction</td>
<td>Utilize existing partnerships with Apple to establish a training for teachers, mentors, and administration.</td>
<td>0%</td>
<td>45%</td>
</tr>
<tr>
<td>Critical Success Factors</td>
<td>Executive Director of Curriculum and Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</td>
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</tr>
<tr>
<td>3) Increase the utilization of district issued technology resources in the classroom and outside of campus.</td>
<td></td>
<td>Build data dashboard from mobile device management software that will define usage in real time. Dashboard indicates increased usage of technology resources</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Problem Statements: Technology 4</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Funding Sources: 199...53 - Technology - 0.00</td>
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<tr>
<td>4) Create monitoring system that measures cost effectiveness of technology products.</td>
<td>Executive Director of Technology</td>
<td>Monitoring system developed</td>
<td>66%</td>
<td>66%</td>
</tr>
<tr>
<td>5) Increase the use of technology at the elementary and intermediate campuses by increasing the availability of devices to the students.</td>
<td>Executive Director of Technology</td>
<td>Begin process of adding devices to the intermediate campuses to be able to level existing iPads to the elementary campuses.</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Accomplished = 100%  Continue/Modify = → No Progress = 0%  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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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</thead>
<tbody>
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<td></td>
<td>Formative</td>
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<td></td>
<td>Oct</td>
</tr>
<tr>
<td>1) Ensure all Safe School Plans are implemented with fidelity and maintain Emergency Operations Plans that provide for staff training, emergency drills, and coordination with local agencies.</td>
<td></td>
<td>Director of Safety &amp; Security</td>
<td>Each campus has an Emergency Operations Plan</td>
<td>66%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Annual Plan review</td>
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<td></td>
<td>Communicate the Plan to parents/community the existence and adherence to Safe Schools Plan</td>
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<td></td>
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<td></td>
<td>Staff/students knows the Plan and the steps to follow in the event of an emergency situation</td>
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<tr>
<td></td>
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<td></td>
<td>Evidence of proper execution of the specific practices and the effective coordination with dates and times of monthly reporting of completed drills</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Administration observance of emergency drills, and coordination with local agencies</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Feedback from staff</td>
<td></td>
</tr>
<tr>
<td>2) Conduct comprehensive safety audits and debrief training as scheduled.</td>
<td></td>
<td>Director of Safety &amp; Security</td>
<td>100% of campus safety audits along with corrective action plans are completed as scheduled.</td>
<td>66%</td>
</tr>
</tbody>
</table>
### Critical Success Factors

**CSF 2 CSF 3 CSF 4 CSF 6**

3) Develop a Student Management Support Plan that provides resources, professional development, data analysis, and accountability to enhance the teaching and learning environment.

- **Deputy Superintendent of School Leadership**, Executive Director of Secondary Leadership
- Decrease in discipline population and loss of instructional time due to discipline removals.
- Student Management Plan developed and implemented district-wide.
- 100% of campuses have error free discipline data coding by end of the school year.

4) Explore implementation and effectiveness of a Social Emotional Learning (SEL) and a Restorative Practice program district-wide

- **Director of Social, Emotional Learning & Secondary Programming**
- Social Emotional program developed and implemented district-wide.
- Restorative Practice program developed and implemented district-wide.

### Critical Success Factors

**CSF 1 CSF 4 CSF 5 CSF 6**

5) Encourage and promote student participation in extra-curricular Fine Arts activities. (K-6 & 7-12)

- **Chief of Student Services**
- 100% of K-6 students are participating in extra-curricular Fine Arts activities.
- 73% of 7-12 students are participating in extra-curricular Fine Arts activities.
- 92% of participating 7-12 students will be academically eligible to continue extracurricular participation.

6) Encourage and promote student participation in co-curricular academic (UIL) activities.

- **Chief of Student Services**
- 10% of student are participating in co-curricular academic (UIL) activities.

7) Encourage and promote student participation in extra-curricular Athletic activities. (7-12)

- **Executive Director of Athletics**
- 20% of 7-12 student are participating in extra-curricular Athletic activities.
- Maintain 90% of 6-weeks academic passing extracurricular eligibility rate for participating students.

8) Explore expanding the district’s Athletics programs: Middle School Soccer, Strength & Conditioning, etc. to increase participation and develop skills

- **Executive Director of Athletics**
- Research and analysis complete and determination made.

9) Revise the Student Transfer processes to align with the open enrollment and zoning reconfiguration initiatives.

- **Superintendent, Executive Director of Policy and Planning**
- Student Transfer processes revised and aligned with district initiatives.

10) The Health Student Services department will promote health and wellness for all students.

- **District Health Services Coordinator**
- Health and wellness will be monitored by completing all state mandated screenings that include: hearing, vision, acanthosis, and scoliosis. This also includes daily monitoring of immunization compliance per state requirements. These screenings help to identify problems early in all students and helps to prevent the spread of disease.
11) School Health Advisory Committee (SHAC) will define an appropriate health curriculum for the district and promote healthy wellness programs for the students, staff, and community.

| 11) | District Health Services Coordinator | SHAC start the process this school year to research health curriculum to suggest to the school board to ensure that all students are receiving adequate health education. The SHAC will also promote the Chisholm Trail Foundation Run and the Victory over Violence Run for community and wellness cooperation. |

12) Collaborate with the JPS Nurse Practitioner and staff to identify ways to promote the use of the JPS school-based clinic for preventative services.

| 12) | Coordinator of Support Programs | Increase the number of students utilizing the JPS school-based clinics for preventative services. |

13) Monitor student engagement utilizing teacher observations and classroom visits.

| 13) | Deputy Superintendent of School Leadership | Evidence from routine learning walks will indicate that 85% or higher, of classrooms are well managed to highly engaged. |

14) For students needing early mental health intervention, professional development will be provided to all staff using training resources from Youth Mental Health First Aid and Trauma Informed.

| 14) | 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

15) 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.

| 15) | Coordinator of Counseling Services | Training and guidance lessons documentation collected from each counselor. |

16) Annually provide campus staff the following training to improve campus safety. De-escalating communication techniques. Use of campus Radios. Front Office Safety Protocol.

| 16) | Director 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

17) Systemically align vision and educational partnerships to endorsements and Choice Programs to enhance student achievement.

| 17) | Executive Director of Transformation and Innovation | 100% of partnerships and Choice Programs are aligned |

18) Monitor and align Choice Programs to enhance student career opportunities upon graduation.

<p>| 18) | Executive Director of Transformation and Innovation | Align district Choice/CTE/Endorsement offerings and student achievement in post-secondary qualifications to occupation trends in DFW and surrounding areas. |</p>
<table>
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</table>
| 19) Increase district and campus attendance rates by monitoring data and incentive programs. | Coordinator of Support Programs | Increase in attendance rates to be equal to or above the State's average (96.5%)  
Communicated change in truancy laws to campuses via meetings, manuscripts emailed to campuses, resources provided for campus access online.  
Daily attendance reports posted for campus access and monitoring.  
Attendance incentive program developed. |
|   |   |   |
| 20) Monitor Bullying Prevention Program and include cyberbullying per the 85th Legislature - David's Law increasing awareness on campuses. | Chief of Student Services | 100% campuses are aware and in compliance with new legislation to protect victims of bullying.  
Updated CISD Bullying website.  
Updated Administrative Regulations, reporting and investigation protocol. |

Accomplished = 100%  
Continue/Modify =  
No Progress = 0%  
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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To ensure safety, all staff members will be issued a standardized Photo ID to be wore at all times.</td>
<td></td>
<td>Director of Safety and Security</td>
<td>All employees will be in 100% compliance as measured by Safety Audits.</td>
<td></td>
</tr>
<tr>
<td>2) Provide parents, students and staff the opportunity to be involved in school safety by conducting school safety satisfaction surveys.</td>
<td></td>
<td>Director of District Safety and Security,</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3) Utilize AP Walk &amp; Talk to ensure all campuses are in compliance with Texas School Safety Mandated Drills.</td>
<td></td>
<td>Director of Safety &amp; Security</td>
<td>100% of all campuses are compliant with Texas School Safety mandated drills.</td>
<td></td>
</tr>
<tr>
<td>4) Provide campus staff the following training to improve campus safety.</td>
<td></td>
<td>Director of Safety &amp; Security</td>
<td>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.</td>
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</table>

Accomplished = ✔️ Continue/Modify = ➡️ 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, and community members in schools and school activities.

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Critical Success Factors</td>
<td>3.2</td>
<td>Chief of Special Services and Federal Programs</td>
<td>The District will provide a variety of high-interest meetings and workshops for parents throughout the year with the option to attend evening and weekend meetings. District departments will collaborate with community-based organizations, when appropriate, to provide wrap-around services for the parent of CISD students.</td>
</tr>
<tr>
<td>1) Provide opportunities for parents and families to volunteer and participate in school activities.</td>
<td>3.2</td>
<td>Executive Director of Communications and Marketing</td>
<td>Monthly campus communication meetings and Campus Communicators updating campus communications</td>
</tr>
</tbody>
</table>

Critical Success Factors
CSF 5 CSF 6
3) Recognize community support, volunteers and mentors throughout the year.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2) Increased communication to parents and families regarding campus meetings, events, etc.</td>
<td>3.2</td>
<td>Executive Director of Communications and Marketing</td>
<td>Documentation of participation and recognition through publications, board meetings, district/campus events, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Strategy's Expected Result/Impact</th>
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<tbody>
<tr>
<td>4) Provide training in computer literacy and technology to our community.</td>
<td></td>
<td>Executive Director of Technology</td>
<td>Provide 3 community events involving technology and education throughout the school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Strategy's Expected Result/Impact</th>
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</thead>
<tbody>
<tr>
<td>5) Develop District Data Dashboard to monitor the progress of the Strategic Plan.</td>
<td></td>
<td>Executive Director of Technology</td>
<td>Dashboard developed, implemented and quarterly updated</td>
</tr>
</tbody>
</table>

Accomplished = 100% Continue/Modify = → No Progress = 0% 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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
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<tr>
<td>CSF 5 CSF 6</td>
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</tr>
<tr>
<td>1) Utilize changing technology to increase communication.</td>
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<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSF 1 CSF 5 CSF 6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3) Provide opportunities for local industry to serve on CTE advisory teams to support relevant, rigorous curriculum and opportunities that lead to high-wage, high-skill career readiness.</td>
<td></td>
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</tbody>
</table>

**Funding Sources:** 211...24 - Title I - 0.00

**Strategy Description**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director of Communications &amp; Marketing.</td>
<td>List of Communication Tools: - Digital Marketing - Videos - Magazine - Electronic Flyers - Social Media (e.g. Facebook, Twitter) - App - Phone and Text Call-out system - Family Access - Email</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use analytic systems to track stakeholder engagement with the above communication tools</td>
<td></td>
</tr>
<tr>
<td>Chief of Special Services and Federal Programs</td>
<td>Formative assessment includes: contacts with community organizations and parents and the subsequent additional supports/building communications generated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative: Gather baseline communication data for Title One schools.</td>
<td></td>
</tr>
<tr>
<td>Director of College and Career Readiness</td>
<td>100% of all CTE pathways will have an advisory team.</td>
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<tr>
<td></td>
<td>CTE advisory teams will meet at least twice each year and minutes will be recorded for the meetings.</td>
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<tr>
<td></td>
<td>CTE advisory teams will offer input on equipment needs, industry certification preparation, internships and job shadowing, and curriculum.</td>
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</tr>
<tr>
<td>4) Promote the Faith-based Community 5-Star Partnership Initiative to provide additional support to campuses.</td>
<td>Coordinator of Stakeholder Involvement</td>
<td>Increase in 5-Star Faith-based Partnerships Increase in donations Increase in volunteer hours Increase in incentives and rewards Increase in mentorships Increase in school adoptions Faith-based Community Partnership Appreciation Event Scheduled meetings with Superintendent Highlights and Recognition Events</td>
</tr>
<tr>
<td>5) Promote Business and Community Partnership Plan</td>
<td>Coordinator of Stakeholder Involvement</td>
<td>Increase in 5-Star Partnerships Increase in donations Increase in volunteer hours Increase in incentives and rewards Increase in mentorships Increase in school adoptions Business Community Partnership Kick-off Event Scheduled meetings with Superintendent Highlights and Recognition Events</td>
</tr>
<tr>
<td>6) Develop a Parent Community Advisory Committee</td>
<td>3.2</td>
<td>Coordinator of Stakeholder Involvement</td>
</tr>
</tbody>
</table>

Accomplished = 🟢 Continue/Modify = ➡ No Progress = 🔴 Discontinue = ❌
### 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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy’s Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>3.1, 3.2</td>
<td>Executive Director of Communication &amp; Marketing</td>
<td>Stakeholder surveys are administered and analysis is provided for district and campus needs assessment.</td>
</tr>
<tr>
<td>CSF 5 CSF 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>2) Research appropriate resources/tools to measure Stakeholder Satisfaction.</td>
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<tr>
<td></td>
<td></td>
<td>Executive Director of Communication and Marketing</td>
<td>Pilot Satisfaction Survey Kiosks at 10 locations successfully.</td>
</tr>
</tbody>
</table>

**Critical Success Factors CSF 5 CSF 6**

- **Accomplished =** ✅
- **Continue/Modify =** ↡
- **No Progress =** ❌
- **Discontinue =** ✗

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Oct</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>Jan</td>
<td>10%</td>
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<td>Apr</td>
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<td>July</td>
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</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
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<tr>
<td>CSF 7</td>
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</tr>
<tr>
<td>1) Continue to ensure all instructional staff meet state licensure and certification standards or the District of Innovation exemption for non-certified teachers in CTE courses or other non-traditional industry based courses.</td>
<td>Director of Human Resources</td>
<td>Annual certification audit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Monitor employee satisfaction survey data.</td>
<td>Chief of Staff and Governance</td>
<td>Employee satisfaction standards as measured by 85% or higher satisfaction on employee surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Ensure the Employee Child Development Center to provide high quality childcare for children of district employees.</td>
<td>Chief of Staff and Governance</td>
<td>Decrease in district teacher turnover rate and increase in employee satisfaction rate.</td>
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<td></td>
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<td>Increase in Child Development Center student enrollment.</td>
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<tr>
<td><strong>Equity Plan Strategy</strong></td>
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<tr>
<td>Critical Success Factors</td>
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<tr>
<td>CSF 1 CSF 7</td>
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<tr>
<td>4) Recommend teachers for hire as early in the spring as possible to ensure that selection of new hires comes from the best possible group of candidates.</td>
<td>Chief of Staff and Governance</td>
<td>The effectiveness of instruction at all campuses will improve as the best teachers will be hired to help ensure teacher effectiveness, student learning, and student engagement</td>
<td></td>
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</tr>
<tr>
<td><strong>Equity Plan Strategy</strong></td>
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<tr>
<td>5) System of teacher hiring practices will continue to be revised to include greater monitoring regarding the length of time a position is posted without being filled as well as sharing the data with the Department of School Improvement.</td>
<td>Chief of Staff and Governance</td>
<td>The effectiveness of instruction at all campuses will improve as the best teachers will be hired to help ensure teacher effectiveness, student learning and student engagement</td>
<td></td>
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</tbody>
</table>

Accomplished = ✔️  Continue/Modify = ➡️  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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td>Deputy Superintendent of School Leadership</td>
<td>15% or more of the employees will participate in our District's Leadership Development Program.</td>
</tr>
<tr>
<td>CSF 1 CSF 3 CSF 7</td>
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<tr>
<td>1) Develop emerging leaders for future positions within the district by addressing</td>
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<tr>
<td>other things research based effective instructional strategies and how instructional</td>
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<tr>
<td>leaders can identify those strategies during classroom observations/walk-throughs</td>
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<tr>
<td>(with particular focus on at-risk populations including English Language Learners).</td>
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</tr>
<tr>
<td>2) Conduct staff exit survey to monitor district/campus culture and climate.</td>
<td></td>
<td>Director of Human Resources</td>
<td>Sustain 95% or higher of exiting employees will participate in the district exit survey.</td>
</tr>
<tr>
<td>3) Ensure professional development staff is dedicated to developing and providing</td>
<td></td>
<td>Executive Director of Professional Development</td>
<td>Professional development will maintain at least one staff member to provide high quality professional development offerings for new teachers and mentors as well as oversee the district’s mentor program.</td>
</tr>
<tr>
<td>continuous, high quality professional development for new teachers and mentors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> 255...24 - Title II, Part A - 0.00, 199...11 - General Funds:</td>
<td></td>
<td></td>
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<tr>
<td>Basic Education - 0.00</td>
<td></td>
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</tr>
<tr>
<td>4) Continue professional development and implementation related to a dyslexia</td>
<td>2.4, 2.6</td>
<td>Executive Director of Professional Development</td>
<td>Dyslexia staff will participate in professional development program and completed required activities.</td>
</tr>
<tr>
<td>program</td>
<td></td>
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</tr>
<tr>
<td>5) Continue professional development related to data driven instruction, professional</td>
<td>2.4, 2.5,2.6</td>
<td>Executive Director of Professional Development</td>
<td>Formative and summative assessment data will indicate improvement for all populations including the ELL, Economically Disadvantaged, and ethnic student populations.</td>
</tr>
<tr>
<td>learning communities, and the use and recognition of effective instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategies with particular emphasis on the at-risk, ELL, and special need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>populations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Success Factors</td>
<td>Executive Director of Professional Development</td>
<td>The Professional Development Framework will be aligned with the needs of the district and will include data-driven professional learning opportunities.</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CSF 1 CSF 2 CSF 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Implement and monitor the district's comprehensive professional development plan to equip teachers with research based instructional practices and promote ongoing vertical and horizontal collaboration</td>
<td>Chief of Staff and Governance</td>
<td>RFP or RFQ process complete. Board approval on establishing an employee health clinic.</td>
<td></td>
</tr>
<tr>
<td>7) Investigate the possibility of opening a health clinic for employees.</td>
<td>Chief of Staff and Governance</td>
<td>Market analysis complete Draft Compensation Plan with modifications complete Final report presented to School Board</td>
<td></td>
</tr>
<tr>
<td>8) Conduct TASB Pay Systems Review for market analysis of districts compensation structures.</td>
<td>Chief of Staff and Governance</td>
<td>Market analysis complete Draft Compensation Plan with modifications complete Final report presented to School Board</td>
<td></td>
</tr>
<tr>
<td>9) Assisting the School Board in developing CISD legislative priorities for 86th Legislative Session.</td>
<td>Chief of Staff and Governance</td>
<td>CISD legislative priorities approved by School Board.</td>
<td></td>
</tr>
<tr>
<td>10) Explore the TEA “Grow Your Own” program with college and university partners for paraprofessionals who want to become teachers.</td>
<td>Director of Human Resources</td>
<td>Grant submission successfully completed.</td>
<td></td>
</tr>
</tbody>
</table>

Accomplished = 100%  Continue/Modify =  No Progress = 0%  Discontinue = X
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:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews Formative</th>
<th>Reviews Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Review revise, adopt, and implement board policies and administrative regulations to provide for a sound system of curriculum management and control - Curriculum Audit Recommendation (CAR #1)</td>
<td>1)</td>
<td>Executive Director of Policy &amp; Planning</td>
<td>Audit of administrative procedures (i.e. - policy manuals, guidelines, and administrative regulations) would yield 100% of Board policy and administrative regulations in alignment with curriculum audit recommendations. 100% of Board policies reviewed/revised/deleted per Curriculum Audit Recommendation. 100% of Board policies 3 years or older reviewed/revised/deleted per Curriculum Audit Recommendation. 100% of Administrative Regulations reviewed/revised/deleted per Curriculum Audit Recommendation. 100% of all Legal and Local Board policies reviewed for Master Policy Review Audit Chart. Systematic 3-year Policy Review Cycle developed. Revised Systematic Annual Administrative Regulations Audit process.</td>
<td>66% 90%</td>
<td></td>
</tr>
<tr>
<td>2) Develop grade reconfiguration plans to positively impact student learning.</td>
<td>2.4, 2.6</td>
<td>Superintendent, Executive Director of Communication and Marketing</td>
<td>Increase in student achievement Increase in stakeholder satisfaction Decrease in mobility rate Student Enrollment plan recommendations Staffing recommendations Communication &amp; Marketing recommendations</td>
<td>75% 75%</td>
<td></td>
</tr>
</tbody>
</table>
3) Allocate adequate funding to support the reconfiguration process and the expansions of MyChoice and Early Childhood programs.

| 2.4, 2.5, 2.6 | Superintendent, Chief Financial Officer | Budget is developed and monitored through budget analysis reports | 66% 70% |

4) Annually achieve highest rating on all finance related assessment reports, including an unmodified opinion from our external auditors.


5) Maintain financial integrity and continue utilization of transparent financial systems to ensure effective stewardship of taxpayer funds.

| 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. |

6) Develop a Systematic Program Review Process to effectively evaluate district programs based on established matrix.

| Executive Director of Professional Development | 100% of targeted programs and initiatives are reviewed according to district schedule. | 0% 20% |

---

Accomplished = 
Continue/Modify = 
No Progress = 
Discontinue = 

Crowley Independent School District
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School Board Approved: December 20, 2018
Last Updated: February 21, 2019
**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:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Initiate efforts to incorporate planning for all functions under the umbrella of a comprehensive planning process to ensure linkage of organizational efforts and to support shared purpose - Curriculum Audit Recommendation (CAR #3)</td>
<td>Executive Director of Policy &amp; Planning</td>
<td>Comprehensive planning framework developed. District Improvement Plan developed to meet audit criteria and approved.</td>
<td></td>
</tr>
<tr>
<td>2) Design and implement a multi-year financial planning process that fully aligns district and building level resources to curricular goals and priorities, which include cost-benefit analysis to assure that funded efforts are producing desired results - Curriculum Audit Recommendation (CAR #9).</td>
<td>Chief Financial Officer</td>
<td>Budgeting process based on student achievement needs comprehensive planning process developed.</td>
<td></td>
</tr>
<tr>
<td>3) Develop preventative maintenance and long-term replacement schedules for all facility infrastructures and equipment.</td>
<td>Executive Director of Operations</td>
<td>Schedules for replacement of infrastructures and equipment. Evidence that schedule has been implemented.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews</td>
<td>Formative</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>Jan</td>
<td>Apr</td>
<td>July</td>
</tr>
<tr>
<td>66%</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63%</td>
<td>39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
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<tr>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4) Ensure all required infrastructures are adequate to meet district growth.</td>
<td>Executive Director of Operations</td>
<td>District personnel working with the district's demographer along with developers and builders within district boundaries to stay abreast of growth and needs in the district. Plan for new facilities to address growth.</td>
<td>100% 100%</td>
</tr>
<tr>
<td>5) Implement the District’s prioritized capital/general funded project list.</td>
<td>Executive Director of Operations</td>
<td>Completed items on the District’s Capital/General Funded Project List.</td>
<td>66% 70%</td>
</tr>
<tr>
<td>6) Ensure Operations Department’s General Budget projects are on schedule and within budget.</td>
<td>Executive Director of Operations</td>
<td>100% of Operations Department’s General Budget projects are on schedule and within budget.</td>
<td>100% 100%</td>
</tr>
<tr>
<td>7) Ensure Operations Department’s Capital Budget projects are on schedule and within budget.</td>
<td>Executive Director of Operations</td>
<td>100% of Operations Department’s Capital Budget projects are on schedule and within budget.</td>
<td>100% 100%</td>
</tr>
<tr>
<td>8) Provide safe and secure schools for students and staff by improving maintenance response times to high priority emergency requests.</td>
<td>Director of Maintenance and Operations</td>
<td>Improve campus approval rating of acceptable response times for high priority emergencies.</td>
<td>100% 100%</td>
</tr>
<tr>
<td>9) Ensure resources are utilized efficiently and effectively to complete low-priority help desk requests within 30 days or less.</td>
<td>Director of Maintenance and Operations</td>
<td>Improve completion rates for low-priority help desk requests.</td>
<td>100% 100%</td>
</tr>
<tr>
<td>10) Capital Facility Advisory Council (CFAC) will make decision for other projects/items, as funds are available.</td>
<td>Chief Financial Officer</td>
<td>CFAC’s project recommendations presented.</td>
<td>33% 35%</td>
</tr>
<tr>
<td>11) Develop long-range plan for spending surplus allocations</td>
<td>Chief Financial Officer</td>
<td>Long Range Plan developed.</td>
<td>33% 35%</td>
</tr>
<tr>
<td>12) Explore criteria for achieving additional financial excellence awards</td>
<td>Chief Financial Officer</td>
<td>Government Financial Officers Association: - Budget Award, “Excellence in Financial Reporting” - Finance Award</td>
<td>33% 0%</td>
</tr>
<tr>
<td>13) Explore development of District police department.</td>
<td>Director of Safety &amp; Security</td>
<td>Proposal/plan complete. Board approval on establishing a District police department.</td>
<td>4% 4%</td>
</tr>
<tr>
<td>14) Effectively manage Grant Funds in order to promote student achievement.</td>
<td>Director of Grant Administration</td>
<td>21st Century Community Learning Centers Grant successfully administered. Texas Hurricane Emergency Impact Aid Grant successfully administered. United Way Grant successfully administered. School Transformation Planning Fund Grant successfully administered.</td>
<td>66% 80%</td>
</tr>
<tr>
<td></td>
<td>Explore development of indoor activity center for use by all extracurricular activities (Athletics &amp; Fine Arts).</td>
<td>Executive Director of Athletics</td>
<td>Research and analysis complete and determination made.</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Explore ways and means of renovating both stadiums (press boxes, scoreboards, etc.) to increase student participation and effective, efficient use of facilities.</td>
<td>Executive Director of Athletics</td>
<td>Research and analysis complete and determination made.</td>
</tr>
</tbody>
</table>
| 16 | Develop and explore district competitive grant process to seek new opportunities. | Director of Grant Administration | Explore:  
- Amon Carter Foundation Grant  
- Sid Richardson Foundation Grant  
- TEA-Grow Your Own Grant  
- United Way newly announced grants  
Grants that may meet a district need will also be explored |
| 17 | Continue to utilize Federal E-Rate system to assist in maintaining and exceeding compliance of Federal, State, and Local initiatives. | Executive Director of Technology | Annually work with E-Rate consultant to provide timely federal request for proposals to meet district needs. |

Accomplished = 100%  
Continue/Modify =  
No Progress = 0%  
Discontinue =

**State Compensatory**

**Budget for District Improvement Plan:**

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Account Title</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>6100 Payroll Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>199.XX.6112.00.XXX.0.XX</td>
<td>6112 Salaries or Wages for Substitute Teachers or Other Professionals</td>
<td>$14,647.00</td>
</tr>
<tr>
<td>199.XX.6116.00.XXX.0.XX</td>
<td>6116 Extra Duty Stipend - Locally Defined</td>
<td>$159,226.00</td>
</tr>
<tr>
<td>199.XX.6118.00.XXX.0.XX</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
<td>$352,537.00</td>
</tr>
<tr>
<td>199.XX.6119.00.XXX.0.XX</td>
<td>6119 Salaries or Wages - Teachers and Other Professional Personnel</td>
<td>$4,254,980.00</td>
</tr>
<tr>
<td>199.XX.6129.00.XXX.0.XX</td>
<td>6129 Salaries or Wages for Support Personnel</td>
<td>$280,367.00</td>
</tr>
<tr>
<td>199.XX.6141.00.XXX.0.XX</td>
<td>6141 Social Security/Medicare</td>
<td>$44,389.00</td>
</tr>
<tr>
<td>199.XX.6142.00.XXX.0.XX</td>
<td>6142 Group Health and Life Insurance</td>
<td>$56,430.00</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Amount</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>199.XX.6143.00.XXX.0.XX</td>
<td>6143 Workers' Compensation</td>
<td>$29,549.00</td>
</tr>
<tr>
<td>199.XX.6144.00.XXX.0.XX</td>
<td>6144 Teacher Retirement/TRS Care - On Behalf Payment</td>
<td>$192,807.00</td>
</tr>
<tr>
<td>199.XX.6146.00.XXX.0.XX</td>
<td>6146 Teacher Retirement/TRS Care</td>
<td>$112,938.00</td>
</tr>
<tr>
<td></td>
<td>6100 Subtotal:</td>
<td>$5,497,870.00</td>
</tr>
<tr>
<td>6200 Professional and Contracted Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>199.XX.6219.00.XXX.0.XX</td>
<td>6219 Professional Services</td>
<td>$832,097.00</td>
</tr>
<tr>
<td>199.XX.6239.00.XXX.0.XX</td>
<td>6239 ESC Services</td>
<td>$607.00</td>
</tr>
<tr>
<td>199.XX.6269.00.XXX.0.XX</td>
<td>6269 Rentals - Operating Leases</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>199.XX.6299.00.XXX.0.XX</td>
<td>6299 Miscellaneous Contracted Services</td>
<td>$6,706.00</td>
</tr>
<tr>
<td></td>
<td>6200 Subtotal:</td>
<td>$849,410.00</td>
</tr>
<tr>
<td>6300 Supplies and Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>199.XX.6329.00.XXX.0.XX</td>
<td>6329 Reading Materials</td>
<td>$100.00</td>
</tr>
<tr>
<td>199.XX.6339.00.XXX.0.XX</td>
<td>6339 Testing Materials</td>
<td>$6,307.00</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>199.XX.6399.00.XXX.0.XX</td>
<td>6399 General Supplies</td>
<td>$223,845.00</td>
</tr>
</tbody>
</table>

| 6300 Subtotal: | $230,252.00 |

### 6400 Other Operating Costs

<table>
<thead>
<tr>
<th>199.XX.6411.00.XXX.0.XX</th>
<th>6411 Employee Travel</th>
<th>$90,759.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>199.XX.6494.00.XXX.0.XX</td>
<td>6494 Reclassified Transportation Expenses</td>
<td>$17,180.00</td>
</tr>
<tr>
<td>199.XX.6495.00.XXX.0.XX</td>
<td>6495 Membership Fees</td>
<td>$600.00</td>
</tr>
<tr>
<td>199.XX.6499.00.XXX.0.XX</td>
<td>6499 Miscellaneous Operating Costs</td>
<td>$5,525.00</td>
</tr>
</tbody>
</table>

| 6400 Subtotal: | $114,064.00 |
Personnel for District Improvement Plan:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessional Staff</td>
<td>Office and Classroom</td>
<td>Crowley Learning Center</td>
<td>12</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>Teachers</td>
<td>Content Mastery</td>
<td>21</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>Teachers</td>
<td>AVID</td>
<td>10</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>Reading Specialist</td>
<td>Dyslexia</td>
<td>21.5</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>Administrative and Counseling</td>
<td>Crowley Learning Center</td>
<td>3</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>Teachers</td>
<td>Crowley Learning Center</td>
<td>20</td>
</tr>
</tbody>
</table>
Title I School-wide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

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

1. The percentage of students in the district achieving "meets grade level standard or above" in reading (36%) is below the state average (46%).

2. The percentage of students achieving "meets grade level standard or above" in Writing (31%) is below the state average (41%).

3. The percentage of students in the district achieving "meets grade level standard or above in Math (36%) is below the state average (50%).

4. The percentage of students achieving "meets grade level standard or above" in Science (36%) is below the state average (51%).

5. The percentage of students achieving "meets grade level standard or above" in Social Studies (43%) is below the state average (53%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders
The district improvement plan was developed with appropriate stakeholders as the district solicited participation and feedback from parents, community members, teachers, principals, and other district and campus personnel. The central office departments participating in the development of the plan include: Curriculum and Instruction, Special Services & Federal Programs, School Leadership, Business Services, Staff and Governance, Professional Development, Student Services, Athletics, Safety and Security, Technology, and Operations.

2.2: Regular monitoring and revision
The district formally monitors the plan quarterly in terms of identifying the progress being made on each strategy. The quarterly designation is based on data collected during that quarter. In terms of Title One, a major data source is the Common Formative Assessment so that the district can determine areas of strength and weakness by campus and teacher. The assessment is designed to measure the effectiveness of the instruction taking place as it relates to the specific targeted items identified in the scope and sequence during the measured timeframe.

2.3: Available to parents and community in an understandable format and language
The district has 3 major languages and bilingual programming: (English, Spanish, and Vietnamese). The district webpage allows translation into 102
different languages for many of the posted documents. The district also ensures that Spanish and Vietnamese interpreters are available for meetings as necessary. The district is also the host district for a deaf-education cooperative. Therefore, deaf-education interpreters are available.

2.4: Opportunities for all children to meet State standards

Among many of the items identified in the plan, the district has created an equity committee to help ensure that all students have access to high quality instruction and materials. The district is continuously reviewing data to find teachers/areas of unusual success and/or need for improvement. For example, although the district is not satisfied with the bilingual/ESL student performance, the district is pleased that the percent of students meeting or mastering the STAAR tests exceeds the state average for all current English Learners.

2.5: Increased learning time and well-rounded education

Increased learning time as well as a well-rounded education is a focus for the district. Although the district has several after-school opportunities, including the 21st Century grant as well as a Sports and Tutoring Grant, the district recognizes that not all students needing help can be served by after-school programming. Therefore, extra support time is built in to daily schedules and professional development is provided to help ensure that all students receive the highest level of tier one instruction. The district also monitors the programming offered during our RTI process to ensure that it provides the desired result. The district also has extensive co-curricular opportunities as well as Community-In-School Counselors to help ensure a well-rounded education. Finally, a major focus this year is work related to social-Emotional learning. A committee is formed for this purpose and the initial professional development has occurred.

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

Among many of the items identified in the plan, the district has created an equity committee to help ensure that all students have access to high quality instruction and materials. The district is continuously reviewing data to find teachers/areas of unusual success and/or need for improvement. For example, although the district is not satisfied with the bilingual/ESL student performance, the district is pleased that the percent of students meeting or mastering the STAAR tests exceeds the state average for all current English Learners.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.2: Offer flexible number of parent involvement meetings

The district has a parent involvement coordinator who helps to coordinate meetings with parents. The meetings are scheduled for different times and locations in order to encourage greater participation. The coordinator also visits our greatest need communities to provide training on how to utilize the district webpage etc.
## Title I School-wide Element Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betty Lewis</td>
<td>Parent Involvement Liaison</td>
<td>Title One</td>
<td>1</td>
</tr>
</tbody>
</table>
### Committee Role

<table>
<thead>
<tr>
<th>Committee Roll</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Amy Stalcup</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Ruth Martinez</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Leta Womack</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Rosa Garcia</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Holli Thompson-jones</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kiley Janik</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Gayle Biemeret</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Mary Ayers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Cassandra Kneblik</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kenisha Turner</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Juan Marquez</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Dawn Beaver</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Lisa Harvey</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Coral Zayas</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Natalie Whisenant</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Shana Pink</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Charmaine Boone</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Paul Tudor</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Janetta Eaglin</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Darriel Ervin</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Belinda Maddox</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Mary Whitehead</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Catherine Bruder</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Megan Perry</td>
<td></td>
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<td>Classroom Teacher</td>
<td>Otto Keubler</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Name</td>
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<tr>
<td>Classroom Teacher</td>
<td>Nela Foster</td>
<td></td>
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<tr>
<td>Classroom Teacher</td>
<td>Remon Tuck</td>
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<tr>
<td>Classroom Teacher</td>
<td>Daniel Mele</td>
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<tr>
<td>Non-classroom Professional</td>
<td>Falicia Tate</td>
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<tr>
<td>District-level Professional</td>
<td>Margaret Terry</td>
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<td>Theresa Paschall</td>
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<td>Katie Gray</td>
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<td>Crystel Polk</td>
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<td>District-level Professional</td>
<td>Jaretha Jordan</td>
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<td>Michael Williams</td>
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<td>Bradley Parker</td>
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<td>Kellie Conlon</td>
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<td>Sharon Graves</td>
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<tr>
<td>Parent</td>
<td>Jenee Oldham</td>
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<tr>
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<td>Keri Billings</td>
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<td>Parent</td>
<td>Crystal Hamilton</td>
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<tr>
<td>Community Representative</td>
<td>Diane Pokluda</td>
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<td>Community Representative</td>
<td>Keith Warren</td>
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<td>Community Representative</td>
<td>Tammy Sanford</td>
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<td>Business Representative</td>
<td>Gilbert Perez</td>
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<tr>
<td>Business Representative</td>
<td>Vince Adams</td>
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### Campus Funding Summary

#### 199...11 - General Funds: Basic Education

<table>
<thead>
<tr>
<th>Goal</th>
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<th>Strategy</th>
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**Sub-Total** $0.00

#### 199...53 - Technology

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**Sub-Total** $0.00

#### 199...99 - General Funds: Undistributed

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**Sub-Total** $200.00

#### 211...24 - Title I

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**Sub-Total** $0.00

#### 255...24 - Title II, Part A

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**Sub-Total** $0.00

**Grand Total** $200.00
Addendums
Addendum to the 2018-2019 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/ or 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.
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.
In 2016-17, Crowley ISD underwent a Curriculum Audit because we want to provide the highest quality learning environment and outcome for our students. The audit's scope is centered on curriculum and instruction, and any aspect of a school system that enhances or hinders its design and/or delivery. The audit is an intensive and focused look at how well a school system has been able to set valid directions for pupil accomplishment and well-being, concentrate its resources to accomplish those directions, and improve its performance, however contextually defined or measured, over time.

The audit centers its focus on the main business of schools: teaching, curriculum, and learning. Its contingency focus is based upon data gathered during the audit that impinges negatively or positively on its primary focus. These data are reported along with the main findings of the audit.

Crowley ISD was enthusiastic to have an audit because it is a best practice and provides a road map to continuous improvement. The results of our audit generated ten recommendations. Each of these have been embedded into our District Improvement Plan.

Crowley ISD’s Curriculum Audit Recommendations:

Recommendation #1
Review, revise, adopt, and implement board policies to provide for a sound system of curriculum management and control.

Recommendation #2
Revise, adopt, and implement a table of organization with corresponding written job descriptions that will provide sound management of the Crowley Independent School District with focus on the design and delivery of quality curriculum and programming that will assist in attaining higher achievement for all students.

Recommendation #3
Initiate efforts to incorporate planning for all functions under the umbrella of a comprehensive planning process to ensure linkage of organizational efforts and to support shared purpose. Review and revise the 2014-19 District Strategic Plan, the Technology Plan 2013-16, and the district and campus improvement plans to meet audit criteria.

Sub-recommendation #3
Technology Planning: Develop and implement a system for selecting, planning, implementing, monitoring, and evaluating technology programs.

Recommendation #4
Develop and implement a comprehensive curriculum management system that coordinates and focuses all curriculum management functions and tasks across and within departments and schools. Redesign and direct curriculum revision to ensure curriculum documents are of the highest quality and deeply aligned in content, context, and cognitive rigor with high stakes assessments. Implement processes and
procedures for ensuring all classrooms have access to high quality instructional resources to support delivery of the district curriculum and ensure improved student learning.

**Recommendation #5**

Develop a comprehensive student assessment and program evaluation system plan that provides for the systematic collection, analysis, dissemination, and application of student achievement and program evaluation results to promote improved student achievement. Update assessment and program evaluation board policies, and develop administrative procedures that formalize the process for developing formative assessments, conducting program evaluation, and using disaggregated data to improve curriculum design and instructional delivery.

**Recommendation #6**

Create a district expectation supported by board policy/regulation that supports instructional delivery that meets the needs of a diverse student population, and a focused and consistent means of instructional monitoring to ensure district expectations are met.

**Recommendation #7**

Develop and implement both short-term and long-range strategies that will identify and eliminate disparities and inequities affecting students' learning success in all schools.

**Recommendation #8**

Implement a comprehensive professional development program that is coordinated with all other district and campus plans and is focused on producing effective instructional practices associated with high levels of student achievement.

**Recommendation #9**

Design and implement a multi-year financial planning process that fully aligns district and building level resources to curricular goals and priorities that includes cost-benefit analysis to assure that funded efforts are producing desired results.

**Recommendation #10**

Develop and implement a system for selecting, planning, implementing, monitoring, and evaluating program interventions.
**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:

<table>
<thead>
<tr>
<th>Grant</th>
<th>Purpose and Intended Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td>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.</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>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.</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>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.</td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td>The purpose of the grant is to provide: 1) all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.</td>
</tr>
<tr>
<td>Perkins Grant</td>
<td>The purpose of the grant is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education programs.</td>
</tr>
<tr>
<td>21st Century Grant</td>
<td>The purpose of the grant is to provide academic enrichment opportunities during non-school hours for children, particularly student who attend high-poverty and low-performing schools.</td>
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Public Hearing and Input Regarding Federal Grants
Entitlement Comparison Last 4 Years

Title One and Title Two

- **Title One**
  - 2015: 2,730,680
  - 2016: 2,421,287
  - 2017: 2,686,006
  - 2018: 2,761,758

- **Title Two**
  - 2015: 0
  - 2016: 199,569
  - 2017: 174,493
  - 2018: 145,473

Note: 2018-2019 preliminary allocations are not available at this time.
Entitlement Comparison Last 4 Years

2018 – 2019 preliminary allocation figures are not available at this time
<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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2018 – 2019 preliminary allocation figures are not available at this time.
How Money Is Currently Spent: Title One

• Campuses Served: All of the campuses are identified as Title One school-wide campuses and receive some Title One funds.

• The vast majorities of the monies are spent on campus level personnel (math specialists, reading specialists, science specialists, and general instructional specialists).

• The second largest amounts of monies are spent on materials and extended learning opportunities.
How Money is Currently Spent: Title Two

• All campuses benefit from Title Two monies.

• The vast majority of the monies are spent on two specific areas: 1) the mentoring program for teachers; and 2) professional development for campus level administrators and teachers.

• One of the major focal points for this year was improved literacy instruction.

• Other focal points included differentiated instruction, addressing the needs of English Language Learners, and best practices.
How Money is Currently Spent: Title Three

• All campuses benefit from Title Three funds

• The vast majority of the monies are spent on campus level personnel in English Language Learner classrooms, additional support materials for English Language Learner classrooms, and parent involvement for the parents of English Language Learners and/or their teachers.

• All grant funds have very specific rules about how monies can be spent but Title Three is one of the most restrictive. For example, books purchased with Title Three funds must be kept in the classrooms of ELL students and may not be placed in the school library.
How Money is Currently Spent: Perkins

• Since the Perkins monies are specific to Career Technology Education, the vast majorities of these monies are spent at the Bill R. Johnson Career Technology Center and the secondary campuses.

• This year the vast majority of the monies were utilized to purchase materials and equipment for the various CTE programs. Monies were also spent to provide professional development for the CTE teachers.

• The biggest change this year is the reduction in funds. The state has decided to shift some of the monies to competitive grants.
How Money is Spent: Title Four

• Title Four monies became available for the first time in 2017 – 2018
• The district allocation for this year is $60,423.
• Title Four monies can be spent in four broad categories
  ➢ Activities to support well-rounded educational opportunities
  ➢ Activities to support safe and healthy students
  ➢ Activities to support effective use of technology
  ➢ Technology infrastructure

• The majority of the monies spent this year focused on activities to support well-rounded educational opportunities including: 1) increasing access for students who are members of groups underrepresented in STEM Subjects; 2) Providing hands-on learning in STEM subjects; and 3) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees.
Evaluation Of Programs

• Title One: 19 schools served and 16 of the 19 achieved the Accountability Rating of "Met “Standard".
• Title One: Total number of indices measured 76 and total met 67
• Title Two: Total number of indices measured 76 and total met 67
• Title Three: Total number of indices measured 76 and total met 67
• Perkins: Total number of indices measured 20 and total met 19

Index labels: 1 = Student Achievement, 2 = Student Progress, 3 = Closing Performance Gaps and 4 = Post Secondary Readiness
2017 – 2018 Grant Fund Purposes

• Title One: Help students in greatest need to master the state mandated curriculum.
• Title Two: Develop and maintain a highly qualified staff of administrators, teachers and other professionals in order to help students master the state mandated curriculum.
• Title Three: Help English Language Learners (ELL’s) master the state mandated curriculum.
• Perkins Grant: Provide additional support for the Career Technology Program.
• Title Four: Student Support and Academic Enrichment
DATA and The New ESSA Application as of 2017-2018

• First, this impacts every campus. It isn’t new information or a new concept.

• Significant escalation in accountability related to two items:
  • Are monies being spent based on comprehensive needs assessment
  • Are the monies being spent impacting in a positive way the data that was used to identify the needs

• If the answer is no at the end-of-the-year then the monies may not be spent in the same manner the following year. (Talk about tutoring)
DATA and The New ESSA Application

- State identified strategic priorities:
  - Recruiting, supporting, and retaining teachers and principals;
  - Building a foundation of math and reading;
  - Connecting high school to career and college;
  - And Improving low-performing schools.

- Some of the probing questions that are now specifically in the application:
  - List the specific programs or activities
  - Is this a new program or activity
  - What is our baseline number, annual goal, and long term goal
Goals that were established in 2017 - 2018

• Reading
  • Baseline: 57% of the students met or exceeded progress in reading as defined by the state
  • Annual Goal: At least 60% of the students will meet or exceed progress in reading by July 2018
  • 3 – 5 Year goal: At least 70% of the students will meet or exceed progress in reading

• Math
  • Baseline: 56% of the students met or exceeded progress in math as defined by the state
  • Annual Goal: At least 59% of the students will meet or exceed progress in math by July 2018 school year
  • 3 – 5 Year Goal: At least 70% of the students will meet or exceed progress in math
The District Needs Your Input

• The district always needs your input, suggestions and guidance related to the spending of these funds.

• If you are a campus representative, please take the information back to your campus and ask for suggestions as to how the monies could be spent more effectively.

• If you are a parent or community member, please share your thoughts related to the how the monies could be spent more effectively.
How To Communicate Suggestions

• Please email me with any suggestions, guidance, and/or questions.

• I am always happy to hear ideas. However, for the purposes of this feedback related to the 2018 – 2019 grant application please email me before June 8, 2018

• My email address is: ted.kretchmar@crowley.k12.tx.us
Reporting Child Abuse and Neglect

Any person who has cause to believe that a child has been or may be abused or neglected by any person shall make a report immediately as required by law.

Reports shall be made in accordance with FFG(EXHIBIT).

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Review

The District’s policy review committee reviewed this policy on September 20, 2018, and made no changes.
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.
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.

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.
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 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 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’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.

Retaliation
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.

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.

False Claim
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.

Prohibited Conduct
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.

Reporting Procedures
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.

Employee Report
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.

Definition of District Officials
For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator
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)]

ADA / Section 504 Coordinator
Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
**Superintendent**
The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative Reporting Procedures**
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.

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.

**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.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**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**
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.

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.

**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**
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.
The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, 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.

**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.

**Review**

The District’s policy review committee reviewed this policy on September 20, 2018, and made no changes.
Definitions

Bullying

"Bullying":

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

   a. 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;

   b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

   c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

   d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

   a. Interferes with a student’s educational opportunities; or
b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged 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, including procedures for a student to anonymously report 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

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 a district’s Internet Web site to the extent practicable.
Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student’s educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*
Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and 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.

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

Student Report

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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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.

Notice of Report  
When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

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, sex, 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.

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. The District may notify law enforcement in certain circumstances.

Discipline  
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.
The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

**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 whether 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 website, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.

**Review**
The District’s policy review committee reviewed this policy on September 20, 2018, and made no changes.