

Crowley Independent School District
Parkway Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: December 20, 2018

Mission Statement

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

PARKWAY ELEMENTARY SCHOOL MISSION STATEMENT

We will provide a quality education to our learners, families and community members to transform lives.

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

1. We value high academic achievement.
2. All students can learn through a variety of instructional methods and opportunities that meet their individual needs.
3. Learning is enhanced through social interaction in a diverse setting.
4. We value a safe and secure learning environment.
5. We value a positive work place in which each employee is appreciated and is provided opportunities

for professional growth.

6. We respect and value the opinions of all students, employees and community members.
7. We encourage open, effective and timely communication with district stakeholders.
8. We support effective stewardship of public resources.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Parkway Elementary is located in Fort Worth, Texas, within Tarrant County. Parkway is one of ten elementary campuses in Crowley Independent School District. Parkway currently serves approximately 680 students in grades PK-4 including a bilingual program. We serve learners of various ethnic and cultural heritage. As of the 2018-19 school year our student population comprises the following statistics:

51% African American, 40% Hispanic, 4% White, 3% Multi-Racial, and 2% Asian; 81 percent Economically Disadvantaged; 59 percent At-Risk; 22 percent mobility rate

Based on 2018-2019 state accountability measures, Parkway received an overall rating of Met Standard on the State of Texas Assessment of Academic Readiness (STAAR). The campus has identified critical areas linked to reading and writing in order to develop a comprehensive framework centered on Balanced Literacy, but focusing on formative assessments, problem solving strategies and quality questioning to advance the delivery of instruction and move towards receiving a rating of Meets or Masters in all 3 domains on the STAAR test.

Demographics Strengths

- Disciplinary placement is lower
- Diversity in student population
- Learners in bilingual programming
- Improved attendance
- Class sizes at 22:1

Problem Statements Identifying Demographics Needs

Problem Statement 1: Achievement gaps continue to exist between our various student groups in all subjects. **Root Cause:** The lack of interventions to address the specific needs of student populations.

Problem Statement 2: Based on the percentage of Gifted and Talented & Special Education students, there is an under-identification of special populations

of learners. **Root Cause:** Lack of submission and testing being done to identify students for special groups.

Student Achievement

Student Achievement Summary

Parkway Elementary met standards on the state assessments in domains 2 out of 3 for Spring 2018. We did not meet standards on the state assessments in Domain 1 which is Student Achievement. We did meet standard in Domain 2 (School Progress) and Domain 3 (Closing the Gaps) has received the accountability rating of "Met Standard." There are achievement gaps exist. The demographic achievement data is at disproportionate levels. There is a tremendous disparity between learners served in bilingual programming versus general education.

Parkway will implement research based and evidence based instructional programs that will ensure the delivery of quality instruction and improve student achievement results campus-wide regardless of programming. We have

Assessment Results for 2017 are as follows:

3rd Reading-Longitudinal	District 2018	2016	2017	2018
All	68%	50%	40%	65%
At Risk	57%	26%	27%	62%
Econ. Disad.	62%	49%	39%	63%
ESL	63%	71%	29%	67%
African American	61%	39%	36%	51%
Hispanic	70%	78%	54%	87%
White	78%	80%	67%	-----
GT	100%	100%	-----	100%
LEP	70%	75%	46%	88%
BIL.	74%	100%	71%	90%
Special Ed.	35%	20%	0%	67%

4th Grade Reading-Longitudinal	District 2018	2016	2017	2018
All	64%	52%	52%	40%
At Risk	47%	36%	33%	30%
Econ. Disad.	57%	49%	48%	38%
ESL	65%	86%	40%	20%
African American	54%	44%	49%	34%
Hispanic	68%	63%	56%	60%
White	73%	100%	100%	50%
GT	98%	100%	100%	100%
LEP	72%	56%	67%	45%
BIL.	78%	50%	100%	71%
Special Ed.	23%	25%	11%	0%

4th Grade Writing-Longitudinal	District 2018	2016	2017	2018
All	54%	49%	35%	41%
At Risk	31%	36%	33%	39%
Econ. Disad.	45%	49%	30%	39%
ESL	53%	57%	20%	0%
African American	45%	43%	30%	21%
Hispanic	53%	58%	44%	66%
White	62%	67%	67%	50%
GT	96%	100%	100%	100%
LEP	59%	78%	44%	73%
BIL.	87%	50%	80%	86%
Special Ed.	13%	14%	22%	0%

3rd Math-Longitudinal	District 2018	2016	2017	2018
All	73%	57%	51%	69%
At Risk	63%	39%	44%	69%
Econ. Disad.	68%	57%	49%	68%
ESL	74%	57%	43%	67%
African American	64%	47%	51%	60%
Hispanic	79%	71%	67%	84%
White	79%	80%	67%	-----
GT	100%	100%	100%	100%
LEP	81%	71%	68%	88%
BIL.	86%	75%	75%	90%
Special Ed.	37%	33%	17%	100%

4th Grade Math-Longitudinal	District 2018	2016	2017	2018
All	71%	67%	67%	65%
At Risk	57%	62%	54%	63%
Econ. Disad.	67%	67%	64%	63%

ESL	79%	86%	40%	80%
African American	63%	66%	63%	58%
Hispanic	75%	68%	74%	74%
White	77%	67%	100%	50%
GT	98%	100%	100%	100%
LEP	82%	67%	69%	81%
BIL.	86%	64%	76%	82%
Special Ed.	27%	25%	30%	33%

Student Achievement Strengths

- Professional learning communities collaborate on how to improve student learning on a consistent weekly basis.
- The Bilingual, LEP and ESL student groups increased significantly in their performance in mathematics.
- Bilingual students performed at 82 percent or higher in all STAAR tested areas.
- African American students had an increase in Grade 3 Reading and Math on STAAR.
- ESL students had a 50 percent gain and LEP had double digit gains in Grade 4 Math STAAR.
- There was double digit gains in almost every demographic area except African American in which there was a 8% increase from the previous year.
- Double digit gains in every demographic area for Grade 3 Reading STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The writing scores for Grade 4 STAAR 2018 was 41% for all students. **Root Cause:** New teachers to the grade level and subject, and the lack of implementation of the campus balanced literacy plan which includes Writing Workshop for grades K-4.

Problem Statement 2: Guided Reading and LLI was not implemented with fidelity. **Root Cause:** Teachers were still uncomfortable with how to effectively roll-out each component of balanced literacy and LLI with fidelity.

Problem Statement 3: Special Ed students declined by double digits on the STAAR test in 4th grade Reading and made very slight progress in 4th grade Math from the previous year. **Root Cause:** Special Ed teachers do not plan with core content teachers and expectations has to include students.

School Culture and Climate

School Culture and Climate Summary

At the beginning of the school year, all Parkway educators collaborated and had input in regards to the campus needs assessment. The campus recommitted to a shared mission: We will provide a quality education to our learners, families and community members to transform lives.

School Culture and Climate Strengths

- Guidelines for Success and CHAMPS models for behavioral expectations are being followed with increasing fidelity
- Instructional decisions are student-centered and focused on promoting equity
- Student Recognition Programs are in place to encourage academic and behavioral success
- Staff has increased learning resources
- The campus has had improvements to the physical layout resulting in a neat and more welcoming learning community
- Staff and students feel safe and secure
- Behavioral interventionist is on campus full time to support social emotional needs of students.
- We have formed a new staff hospitality committee to coordinate staff activities on and off campus.
- The school has a weekly newsletter to keep our campus informed and to recognize staff and students on campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Expand student leadership opportunities across the campus for all grade levels. **Root Cause:** Lack of committees and/councils for students

Problem Statement 2: Some teachers are dealing with behavioral students that take time away from the rest of the class because they are waiting to get them tested. **Root Cause:** Lack of training nurturing children with oppositional needs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Nine educators at Parkway Elementary are new to the campus with only two being first year teachers. Staff turnover is an area that continues to be addressed but was significantly less than the 23 new teachers from the previous school year. The current leadership team is consist of a new principal, however, all other members of the team have returned. The current principal will continue to implement and maintain best practices in instructional delivery, and systems for supporting teachers, as well as expanding leadership opportunities across campus in order to bring sustainability to the instructional program at Parkway Elementary School.

Staff Quality, Recruitment, and Retention Strengths

- All staff is highly qualified
- The campus is comprised of a majority of teachers with at least three years of teaching experience
- Each 1st year teacher is assigned a mentor
- Teachers new to the campus are given priority for coaching, planning and demo lessons with the content specialists.
- Weekly Professional Learning Communities (PLCs) are in place to ensure collaboration and professional growth and development centered on student achievement results

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: It is difficult to recruit experienced, quality teachers at a school whose scores have been low in the past. **Root Cause:** Quality teachers have choices of schools to choose from.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Continuous professional development occurs through weekly PLCs in order for teachers to understand the connection between curriculum, instruction, and student learning. Professional learning communities and Master Class professional learning sessions provide teachers opportunities to collaborate about instructional strategies. Instructional coaching and feedback provides educators with timely feedback in regards to strengths and areas needing improvement.

Curriculum, Instruction, and Assessment Strengths

- Weekly PLCs
- Master Classes (Professional Development Learning Sessions based on campus needs)
- Co-teaching Sessions and Demonstration lessons with Content Specialists
- Lesson Planning Sessions
- Learning Walks (internal and external stakeholders)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The students struggle with coming up with their own ideas and problem solving. **Root Cause:** Lack of opportunities to produce authentic work and student-centered classrooms.

Problem Statement 2: Teachers need more time for intentional planning with other grade levels to spiral in power standards that were missed from the previous year(s). **Root Cause:** Limited time does not allow teachers to meet with other grade levels for vertical articulation.

Problem Statement 3: Differentiated instruction is not taking place in all classrooms on a daily basis with content, processes, and products. **Root Cause:** Lack of coaching, training, and understanding of how to move students to tier 1 instruction and beyond.

Problem Statement 4: Teachers need more training on higher level of questioning for students. **Root Cause:** Lack of training and coaching.

Parent and Community Engagement

Parent and Community Engagement Summary

The disparity between participation of our families is a concern. A higher percentage of families with learners in the Bilingual program participate in the school community as compared to families with learners in the general education setting. Family and community involvement is therefore segmented. This year the campus is working in collaboration with the Parent Engagement Specialist to promote increased involvement of the families living in the Sycamore Pointe Apartment community by going to them and leading on site parent engagement sessions. We have 21st Century on our campus which is an integral part of what we do at Parkway. 21st Century offers enrichment activities for students and parents, tutoring, and sponsors so many programs to benefit the entire community. Additionally, we have begun a WATCHDOGS (Dads of Great Students) program at Parkway and are trying to begin a PTO.

Parent and Community Engagement Strengths

- Every after hours event will include a parent education component to ensure alignment to our mission
- Multi-cultural events to celebrate diversity
- Partnership with Great Commission Baptist Church (Student of the Month & Good News Club) and Horace Mann Education (attendance incentives donations)
- Student of the Month recognition program implemented
- 21st Century does activities with families such as floral arrangement, wreath, and cooking classes after school along with other programs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lack of family and community involvement. **Root Cause:** The school should use a variety of delivery methods to make sure that parents are aware of events that are going on.

Problem Statement 2: The teachers should be aware and communicating to parents in a timely manner events that are taking place at school. **Root Cause:** Teachers should be checking emails, staff boxes, and school calendar on a regular basis.

Problem Statement 3: The PTO has yet to evolve and get active participants. **Root Cause:** Parents have voiced a concern about paying the fee required to join.

School Context and Organization

School Context and Organization Summary

Parkway is committed to school transformation by establishing a culture that embodies that of a true Professional Learning Community (PLC). Our priority is to maintain an environment where all stakeholders feel safe and student achievement for all is the expectation regardless of factors outside of our control as a learning community.

School Context and Organization Strengths

- Weekly PLCs and monthly CPOC meetings allow for all educators to have input in the campus decision making process
- Incentives in place to improve student attendance (students and parents)
- Monthly team leaders meetings allow for ongoing sharing of ideas and increased participation in decision making for the campus
- Multiple opportunities for all staff to be involved in fostering collaborative and positive campus environment
- Staff and Best Practices meetings and AVID University serves as a communication channel to ensure clarity of expectations within the organization as well as to promote spotlight on great educators on campus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Struggling students are not identified in a timely manner. **Root Cause:** The RtI process is often started later in the year instead of the beginning.

Problem Statement 2: Teachers unfamiliar with students need more information about their academic and behavior needs. **Root Cause:** The information from the previous year is not transferred to new teachers in a timely manner.

Technology

Technology Summary

The technology on our campus is being improved each year. It continues to be a priority as we integrate technology tools to enhance instruction and student achievement. We are equipping our 3rd and 4th grade classrooms with 5 chromebooks each to add to their technology use. We have a full time educator in the computer lab to incorporate 21st century learning tools to learners in K-4.

Technology Strengths

- Increased wireless connectivity
- Document cameras and projectors in most classrooms
- Use of iReady, I-Station, Dreambox, and other instructional student programs
- DMAC, Eduphoria and Skyward software

Problem Statements Identifying Technology Needs

Problem Statement 1: The lack of equitable access to technology for all teachers. **Root Cause:** Expenses are not available for proper maintenance and lack of equipment.

Problem Statement 2: The teachers are using the technology that they have to maximize instruction. **Root Cause:** The teachers need proper training on how to use technology as an instructional tool.

Problem Statement 3: The teachers would like to do more immediate assessments using technology. **Root Cause:** Lack of one to one technology on elementary levels.

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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 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

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 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- 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
- 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.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: February 20, 2019











Goal 1: Overall student performance for Reading, Writing and Math will increase at a rate of 5 percent or greater as a result of implementation of small group guided reading, small groups for Math, and the understanding of the district's Balanced Literacy and Math Frameworks model.

Performance Objective 1: 1.1 Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards. 1.2 Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community. 1.3 Increase the integration of technology resources and systems in order to produce 21st Century learners.

Evaluation Data Source(s) 1: 1.1 a. Improved local student performance on state testing. 1.2 a. Increased percentage of Advanced Placement students passing the AP exam. 1.2 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 and Advanced Placement courses, as well as CTE courses leading to post-secondary. 1.2 c. Improved local 4-year graduation rates. 1.2 d. Increased percentage of students graduating on the "Distinguished" high school plan. 1.2 e. Improved local college and career readiness rates. 1.3 a. Increased percentage of student accessibility to relevant and reliable technology. 1.3 b. Increased technology staff development.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Learners will utilize the provided state/district/campus resources for math and reading: iReady, Dreambox, CFAs, benchmarks, weekly checkpoints, and Istation as a way to support teacher progress monitoring and to increase student achievement results for all student groups.</p>	2.4	Teachers Principal Assistant Principal Math ISS Reading ISS	BOY,MOY,EOY assessment results, iReady, I-station and Dreambox reports will show evidence of student progress in specific targeted areas requiring intervention. LLI will target Tier 2 and Tier 3 Reading students and move them to Tier 1 instruction. Sped students will receive instruction from general and special education teachers with scaffolding.			
Problem Statements: Curriculum, Instruction, and Assessment 3 - Technology 2, 3						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Teachers will discuss standards, their delivery of instruction and intervention & enrichment instructional adjustments, as well as analyze data during weekly PLCs, and grade level planning sessions to equip teachers to deliver instruction at the depth and rigor that is necessary for mastery of learning.</p>	2.4, 2.5, 2.6	Teachers Reading ISS Math ISS Asst. Principals Principal	The teachers are able to collaborate and come up with activities for Tier 1 instruction, interventions, and enrichment. Teachers are producing quality student work to share and discuss with peers. PLC notes, lesson plans, walk through data, and unit assessment data results			
Problem Statements: School Context and Organization 1, 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Provide ongoing professional development and support to all teachers focused on Balanced Literacy framework to help improve students reading fluency and comprehension as well as increase students' writing performance.</p>	2.4, 2.5, 2.6	Principal Asst. Principals Reading ISS	Evidence of student learning will reflect writing across the curriculum campus-wide from K-4. Walk through data will support the fidelity of gradual release instructional delivery model, Guided Reading and Balanced Literacy components (Reader's and Writer's Workshop)			
Problem Statements: School Context and Organization 1						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Thirty minutes of Leveled Literacy Intervention time will be incorporated into the daily schedule to provide interventions to all struggling learners in the area of reading.</p>	2.4, 2.6	Classroom Teachers Reading ISS Asst. Principal Principal	Improvement in Istation, CFA, weekly checkpoints, and iReady data will show progress in students moving up in their tiered reading level and documented in their student data folders.			
Problem Statements: Student Achievement 2						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Implement use of data/student writing folders campus-wide grades K-4 to develop student learning goals and monitor progress throughout the learners' process. Monitor all learners through participation, peer discussions, conferencing sessions.</p>	2.5, 2.6	Classroom Teachers Reading ISS Math ISS Asst Principals Principal	Learners will show progress in reaching academic and behavior goals as developed in collaboration between teacher and student. At least 28 writing samples for each student over the course of the year is the goal.			
Problem Statements: Demographics 1 - Student Achievement 1						

Critical Success Factors CSF 1 6) Ensure teachers understand the appropriate grade level standards to teach as related to their content area(s) by providing up to 4 hours of compensated planning sessions for all teachers PK-4 and SPED.	2.4, 2.5, 2.6	Principal Asst. Principal Reading ISS Math ISS	Evidence of student learning brought to PLCs will show alignment to mastery of the learning standards; More vertical alignment and horizontal alignment of grade level standards will become evident through walkthroughs conducted by internal and external stakeholders.				
	Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 2, 4 - School Context and Organization 2						
Critical Success Factors CSF 1 CSF 2 CSF 4 7) Develop a during the day tutorial program where retired teachers will come in to support learners performing on Tier 2 and 3.	2.4, 2.5, 2.6	Classroom Teachers Reading ISS Math ISS Administrators	Student performance overall will increase including on district created assessments where progress among learners taking part in tutorials will be evident.				
	Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps continue to exist between our various student groups in all subjects. Root Cause 1: The lack of interventions to address the specific needs of student populations.
Student Achievement
Problem Statement 1: The writing scores for Grade 4 STAAR 2018 was 41% for all students. Root Cause 1: New teachers to the grade level and subject, and the lack of implementation of the campus balanced literacy plan which includes Writing Workshop for grades K-4.
Problem Statement 2: Guided Reading and LLI was not implemented with fidelity. Root Cause 2: Teachers were still uncomfortable with how to effectively roll-out each component of balanced literacy and LLI with fidelity.
Staff Quality, Recruitment, and Retention
Problem Statement 1: It is difficult to recruit experienced, quality teachers at a school whose scores have been low in the past. Root Cause 1: Quality teachers have choices of schools to choose from.
Curriculum, Instruction, and Assessment
Problem Statement 2: Teachers need more time for intentional planning with other grade levels to spiral in power standards that were missed from the previous year(s). Root Cause 2: Limited time does not allow teachers to meet with other grade levels for vertical articulation.
Problem Statement 3: Differentiated instruction is not taking place in all classrooms on a daily basis with content, processes, and products. Root Cause 3: Lack of coaching, training, and understanding of how to move students to tier 1 instruction and beyond.
Problem Statement 4: Teachers need more training on higher level of questioning for students. Root Cause 4: Lack of training and coaching.
School Context and Organization
Problem Statement 1: Struggling students are not identified in a timely manner. Root Cause 1: The RtI process is often started later in the year instead of the beginning.

Problem Statement 2: Teachers unfamiliar with students need more information about their academic and behavior needs. **Root Cause 2:** The information from the previous year is not transferred to new teachers in a timely manner.

Technology

Problem Statement 2: The teachers are using the technology that they have to maximize instruction. **Root Cause 2:** The teachers need proper training on how to use technology as an instructional tool.





Problem Statement 3: The teachers would like to do more immediate assessments using technology. **Root Cause 3:** Lack of one to one technology on elementary levels.









Goal 2: Provide Safe, Secure and Nurturing Schools

Performance Objective 1: 2.1 Provide a safe, secure and nurturing learning environment for all students and staff. 2.2 Provide effective communication for all stakeholders regarding safety/security.

Evaluation Data Source(s) 1: 2.1 a. Increased school safety as measured by composite scores derived from data. 2.1 b. Compliance with all safety standards. 2.1 c. Improved student attendance rates. 2.1 d. Improved dropout rates. 2.1 e. Increased student participation in extra-curricular activities and co-curricular. 2.1 f. Reduced number of students missing instructional time due to disciplinary reasons. 2.2 a. Increased knowledge of safety and security procedures and processes for all stakeholders. 2.2 b. Improved staff and secondary students satisfaction with safety and security as measured in surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Make sure that as a staff we know the plan. We will continue to have regular drills (fire, lock down, tornado, etc.) to make sure that all staff and students know what to expect in case a real situation happens and have frequent communication regarding possible real life situations.</p>		Administrators Staff	Regular drills, communication and classroom practice will allow teachers and students a feeling of comfort of knowing what to do during crisis situations, should they arise.				
Problem Statements: Parent and Community Engagement 2							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Continue to implement Positive Behavior Interventions & support educators in the classroom with CHAMPS.</p>		Teachers Administrators PBIS Committee Behavior Specialist	Decrease in student referrals by 20% for the year. The Behavior Specialist will continue to visit rooms to offer coping mechanisms for students and strategies for teachers to ensure that the social-emotional needs of students are being met.				
Problem Statements: School Culture and Climate 1, 2							

<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Communities in Schools will work to ensure learners receive support in regards to social-emotional learning and anti-bullying awareness to strengthen the campus culture in a positive way.</p>	2.5, 2.6	Administration, Counselor, Communities in School (social worker), and Behavior Specialist	A reduction in referrals for bullying related matters to nonexistent and educating students of what it is and how to eliminate it.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>4) Student of the Month award recognition program will be held each month, and perfect attendance incentives will occur at the end of each semester.</p>	2.4, 2.5	Classroom Teachers Attendance Clerk Secretary Administration	Attendance will maintain at 97 percent average and encourage students to be leaders among their peers. This also gives us the opportunity to converse and share what's happening on our campus with about 70 parents every month.			
<p>Problem Statements: Parent and Community Engagement 1, 2 - School Context and Organization 2</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Expand student leadership opportunities across the campus for all grade levels. Root Cause 1: Lack of committees and/councils for students</p>
<p>Problem Statement 2: Some teachers are dealing with behavioral students that take time away from the rest of the class because they are waiting to get them tested. Root Cause 2: Lack of training nurturing children with oppositional needs</p>
Parent and Community Engagement
<p>Problem Statement 1: There is a lack of family and community involvement. Root Cause 1: The school should use a variety of delivery methods to make sure that parents are aware of events that are going on.</p>
<p>Problem Statement 2: The teachers should be aware and communicating to parents in a timely manner events that are taking place at school. Root Cause 2: Teachers should be checking emails, staff boxes, and school calendar on a regular basis.</p>
School Context and Organization
<p>Problem Statement 2: Teachers unfamiliar with students need more information about their academic and behavior needs. Root Cause 2: The information from the previous year is not transferred to new teachers in a timely manner.</p>

Goal 3: Support Parent and Community Partnerships

Performance Objective 1: 3.1 Provide continuous opportunities for parents and community members to partner with community schools. 3.2 Ensure channels for frequent communication and open dialogue continue between schools, parents and community members. 3.3 Collect feedback and input from parents and community members on a regular basis.

Evaluation Data Source(s) 1: 3.1 Increased number of parent and family volunteers in schools and school activities. 3.2 Increased number of outside individuals and organizations having direct involvement with the schools. 3.3 Improved stakeholder satisfaction by analyzing and evaluating surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) We will provide educational opportunities to our families and community members regarding how they can support what their child is learning at school in regards to literacy and mathematics.</p>	3.1, 3.2	Teachers Math ISS Reading ISS Administration 21st Century	Parent participation sign in sheets will reflect 80 percent of families attending at least one parent education event for the 18-19 school year at Parkway ES. We have teachers that are partnering up with our local apartments providing after school tutoring. Parent conferences take place after the 1st, 3rd, and 5th six weeks. 21st Century will continue to offer after school tutoring and enrichment to students and STEAM activities for parents and students.				
Problem Statements: Demographics 1 - Parent and Community Engagement 1, 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Identify at-risk students to participate in the 21st Century after-school program and be provided with academic tutoring and enrichment. Parental involvement is included in this program.</p>	2.4, 2.5, 2.6, 3.1, 3.2	21st Century Personnel Teachers	Improvement in the attendance and academic performance of students who participate.				
Problem Statements: Demographics 1 - School Culture and Climate 1 - Parent and Community Engagement 1, 2							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Partner with volunteers from Great Commission Baptist Church to provide reading assistance through the Read 2 Win program.</p>	2.4, 2.5, 2.6	Community Leaders Volunteers Reading ISS Administration	Rate of participation of various community representatives and volunteers				
Problem Statements: Demographics 1 - Student Achievement 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps continue to exist between our various student groups in all subjects. Root Cause 1: The lack of interventions to address the specific needs of student populations.
Student Achievement
Problem Statement 2: Guided Reading and LLI was not implemented with fidelity. Root Cause 2: Teachers were still uncomfortable with how to effective roll-out each component of balanced literacy and LLI with fidelity.
School Culture and Climate
Problem Statement 1: Expand student leadership opportunities across the campus for all grade levels. Root Cause 1: Lack of committees and/councils for students
Parent and Community Engagement
Problem Statement 1: There is a lack of family and community involvement. Root Cause 1: The school should use a variety of delivery methods to make sure that parents are aware of events that are going on.
Problem Statement 2: The teachers should be aware and communicating to parents in a timely manner events that are taking place at school. Root Cause 2: Teachers should be checking emails, staff boxes, and school calendar on a regular basis.

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

Performance Objective 1: 4.1 Recruit, employ, develop and retain a quality teaching, administrative and support staff to attain excellence in student performance. 4.2 Provide high-quality, job-embedded professional development.

Evaluation Data Source(s) 1: 4.1 100% of teaching staff meet Highly Qualified status. 4.2 Improved employee satisfaction.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 7</p> <p>1) On-going Balanced Literacy and Math framework training and professional development both campus and district level by the curriculum department and instructional specialists.</p>	2.5, 2.6		At least 80% of teacher will show an improvement in content knowledge level and an addition of rigor as evident through classroom walkthroughs and observations.				
Problem Statements: Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 2, 3 - School Context and Organization 1, 2							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Weekly PLCs will focus on professional development, data disaggregation, and TEKS analysis to ensure teachers are aware of the depth of the learning standards to which they instruct learners.</p>	2.4, 2.5, 2.6	Classroom Teachers Math ISS Reading ISS Administrators	Walk through data will indicate that teachers are teaching with a level of depth and complexity to help all students move toward mastery of concepts/skills.				
Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2							
<p>3) New teacher meetings are held once a month to address concerns and needs of our teachers. New tips and tools are given to our teachers to help provide support in classroom management and instruction.</p>	2.4, 2.5, 2.6	Mentor Teachers Math ISS Reading ISS Administrators	The teachers will decrease stress levels in areas that they may normally otherwise struggle to ensure an effective and efficient learning environment for all students.				
Problem Statements: School Culture and Climate 2 - Curriculum, Instruction, and Assessment 2, 3, 4							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The writing scores for Grade 4 STAAR 2018 was 41% for all students. Root Cause 1: New teachers to the grade level and subject, and the lack of implementation of the campus balanced literacy plan which includes Writing Workshop for grades K-4.

Problem Statement 2: Guided Reading and LLI was not implemented with fidelity. Root Cause 2: Teachers were still uncomfortable with how to effective roll-out each component of balanced literacy and LLI with fidelity.
Problem Statement 3: Special Ed students declined by double digits on the STAAR test in 4th grade Reading and made very slight progress in 4th grade Math from the previous year. Root Cause 3: Special Ed teachers do not plan with core content teachers and expectations has to include students.
School Culture and Climate
Problem Statement 2: Some teachers are dealing with behavioral students that take time away from the rest of the class because they are waiting to get them tested. Root Cause 2: Lack of training nurturing children with oppositional needs
Curriculum, Instruction, and Assessment
Problem Statement 2: Teachers need more time for intentional planning with other grade levels to spiral in power standards that were missed from the previous year(s). Root Cause 2: Limited time does not allow teachers to meet with other grade levels for vertical articulation.
Problem Statement 3: Differentiated instruction is not taking place in all classrooms on a daily basis with content, processes, and products. Root Cause 3: Lack of coaching, training, and understanding of how to move students to tier 1 instruction and beyond.
Problem Statement 4: Teachers need more training on higher level of questioning for students. Root Cause 4: Lack of training and coaching.
School Context and Organization
Problem Statement 1: Struggling students are not identified in a timely manner. Root Cause 1: The RtI process is often started later in the year instead of the beginning.
Problem Statement 2: Teachers unfamiliar with students need more information about their academic and behavior needs. Root Cause 2: The information from the previous year is not transferred to new teachers in a timely manner.

Goal 5: Ensure Effective and Efficient Use of Resources

Performance Objective 1: 5.1 Continue excellence in financial planning, management and stewardship. 5.2 Effectively utilize funds to maintain or upgrade existing facilities and equipment and/or construct new facilities.

Evaluation Data Source(s) 1: 5.1 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). 5.2 Updated and maintained Capital Facilities Priorities Report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Review data to ensure all budget decisions align to the campus mission and instructional program delivery focus areas.</p>	2.5, 2.6	Administration, CPOC, Campus Instructional Support Team	Ensure that financial records are accurate and funds are being used for instructional purposes to impact student achievement.				
Problem Statements: Technology 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: The lack of equitable access to technology for all teachers. Root Cause 1: Expenses are not available for proper maintenance and lack of equipment.
Problem Statement 2: The teachers are using the technology that they have to maximize instruction. Root Cause 2: The teachers need proper training on how to use technology as an instructional tool.

State Compensatory

Budget for Parkway Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.XX.6116.00.106.0.XX	6116 Extra Duty Stipend - Locally Defined	\$3,212.00
199.XX.6119.00.106.0.XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,337.00
199.XX.6141.00.106.0.XX	6141 Social Security/Medicare	\$399.00
199.XX.6142.00.106.0.XX	6142 Group Health and Life Insurance	\$1,350.00
199.XX.6143.00.106.0.XX	6143 Workers' Compensation	\$176.00
199.XX.6144.00.106.0.XX	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,725.00
199.XX.6146.00.106.0.XX	6146 Teacher Retirement/TRS Care	\$892.00
6100 Subtotal:		\$36,091.00
6200 Professional and Contracted Services		
199.XX.6219.00.106.0.XX	6219 Professional Services	\$25,000.00
6200 Subtotal:		\$25,000.00
6400 Other Operating Costs		
199.XX.6411.00.106.0.XX	6411 Employee Travel	\$3,625.00
6400 Subtotal:		\$3,625.00

Personnel for Parkway Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Professional Staff	Teacher	Content Mastery	0.9
Professional Staff	Reading Specialist	Dyslexia	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arkelia Cannon	Instructional Support Specialist	ELAR	1
Beslie Pinero	Bilingual Dyslexia	Reading	0.33
Debra Kneeland	Site Coordinator	21st Century	1
Derrick Greene	Behavioral Specialist	Behavior	1
Julie Wallis	Dyslexia Specialist		.5
Laundra Dukes	Instructional Aide II	Computer Lab	1
Michelle Bothel	Instructional Support Tech	Technology	.10
Tanisha Robinson	Math Instructional Support Specialist	Math	1

Addendums

Federal Program Expenditures

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

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

Ten Components of a Schoolwide Program

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

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

STATEMENT OF
NONDISCRIMINATION

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

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

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

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

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

BY OTHERS

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

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

EXAMPLES

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

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

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

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

EXAMPLES

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

DATING VIOLENCE

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

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

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STUDENT WELFARE
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FFH
(LOCAL)

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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

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

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

This conduct is considered bullying if it:

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

POLICY

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

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

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

INTERNET POSTING

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

Education Code 37.0832(a)–(e)

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

BULLYING
PROHIBITED

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

DEFINITION

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

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

This conduct is considered bullying if it:

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

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

Federal Grant Funds 2015 - 2016 and

Proposed 2016 – 2017 Programming

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

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

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

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

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

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

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

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

Communicating Recommendations:

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

Addendum to the 2016-2017 District/Campus Improvement Plan

Subject: Coordinated School Health includes:

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

Subject: Dropout Procedures

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

Subject: Emergency Preparedness Drills

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

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

Subject: McKinney-Vento Homeless Assistance

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

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

Subject: Pregnancy Related Services (PRS) Program

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

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

Subject: Texas Behavior Support Initiative (TBSI)

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

Crowley ISD

Suicide Awareness & Prevention

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

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

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

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

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

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

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



Financial Integrity Rating System of Texas

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

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

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

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

DETERMINATION OF RATING

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