

Crowley Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approved 12-14-17

Mission Statement

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

Vision

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

District Values

We value high academic achievement.

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

Learning is enhanced through social interaction in a diverse setting.

We value a safe and secure learning environment.

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

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

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

We support effective stewardship of public resources.

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Comprehensive Needs Assessment

Needs Assessment Overview

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

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

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

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

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

Crowley ISD's Curriculum Audit Recommendations:

Recommendation #1

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

Recommendation #2

Revise, adopt, and implement a table of organization with corresponding written job descriptions that will provide sound management of the Crowley

Independent School District with focus on the design and delivery of quality curriculum and programming that will assist in attaining higher achievement for all students.

Recommendation #3

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

Sub-recommendation #3

Technology Planning: Develop and implement a system for selecting, planning, implementing, monitoring, and evaluating technology programs.

Recommendation #4

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

Recommendation #5

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

Recommendation #6

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

Recommendation #7

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

Recommendation #8

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

Recommendation #9

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

Recommendation #10

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

Demographics

Demographics Summary

Crowley Independent School District is a suburban school district covering 58.4 square miles in south Tarrant County and stretches over two municipalities: Fort Worth and Crowley. Crowley ISD serves 15,221 students in grades Pre-Kindergarten through 12th. Crowley ISD has 23 campuses, including 10 elementary schools, four intermediate schools, three middle schools, two ninth grade schools, two high schools, an alternative learning center; and a career and technology education center. Crowley ISD employs more than 1,850 staff members, including over 1050 classroom instructional employees.

Crowley ISD serves students of varied ethnic heritages and cultures and strives to be a diverse organization in a global society; one that values the difference in people recognizing that their different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions to benefit society.

FIVE YEAR ENROLLMENT COMPARISON (DISAGGREGATED):

	2012-13	2013-14	2014-15	2015-16	2016-17
All students -	15,060	15,080	14,985	15,097	15,221
African American -	40%	41%	42%	42%	43%
Hispanic -	29%	30%	30%	30%	32%
White -	22%	22%	19%	19%	17%
Asian -	4%	4%	4%	4%	4%
Two or more races -	3%	3%	3%	3%	4%
American Indian-Alaskan Native	1%	1%	.5%	.5%	.5%

The district's graduation rate increased from 85.7% in 2011 to 95.0% in 2015. The district's attendance rate measured by Average Daily Attendance (ADA) has fluctuated between 94% and 96% over the last three years.

THREE YEAR ATTENDANCE COMPARISON (From TAPR Report - latest data available is 2015-16):

	2013-14	2014-15	2015-16
All students -	95%	95%	95%
African American -	96%	95%	95%
Hispanic -	95%	96%	96%
White -	95%	95%	95%
Asian -	98%	98%	97%
Two or more races -	96%	95%	95%
American Indian-Alaskan Native	95%	95%	95%

Demographics Strengths

1. When comparing the district graduation rates to the state averages, the district is relatively strong with almost all populations as the district outperforms the state with the All Student, African American, Hispanic, Special Education and English Language Learner populations. The district data is particularly impressive compared to the state with the African American population (scoring 9.5% higher than the state); the Special Education population (scoring 15.9% higher than the state); and the English Language Learner population (scoring 20.1% higher than the state); Also, please note that the district has had relatively consistent graduation rates during the past three year. DATA SOURCE: Index 4: Postsecondary Readiness

GRADUATION RATE COMPARISON (Class of 2016):

All students -	District 93.7%	State 89.1%
African American -	District 94.9%	State 85.4%
Hispanic -	District 93.5%	State 86.9%
White -	District 91.8%	State 93.4%
Special Education -	District 93.8%	State 77.9%
English Language Learners -	District 93.8%	State 73.7%

2. Another strength for the district is the low dropout rate. According to the Postsecondary Data Tables in Index 4 the district's annual dropout rate is significantly lower than the state's for All Students and several student groups. Particularly impressive is the English Language Learner difference as this is one of the populations most susceptible to dropping out according to the state results for the past several years.

DROPOUT RATE COMPARISON CHART

All students -	District 1.6%	State 2.0%
African American -	District 1.7%	State 3.0%
Hispanic -	District 1.2%	State 2.4%
White -	District 2.0%	State 1.1%
Special Education -	District 1.2%	State 2.8%
English Language Learners -	District 0.8%	State 4.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district's attendance average, 95.3%, is lower than the region rate (95.8%) and the state (95.8%). This is true of all populations, with the exception of the Asian and ELL populations. **Root Cause:** 1) Lack of student engagement; 2) Change in state truancy laws; 3) Lack of district response related to change in state truancy laws; 4) Inconsistent campus procedures and policies related to attendance.

Student Achievement

Student Achievement Summary

During the 2016 - 2017 school year, the district and sixteen of the nineteen rated campuses earned the highest ranking available, "Met Standard." The rankings are earned based on performance in four Indexes: 1) Student Achievement, 2) Student Progress, 3) Closing the Gaps, and 4) Postsecondary Readiness. In addition to the rankings, schools and districts are also evaluated in the areas of Distinctions and Safeguards. Six of the nineteen campuses combined to earn a total of ten academic distinctions for outstanding achievement in the areas of: Student Progress, Reading, Science, Closing Performance Gaps, and Postsecondary Readiness when compared to 40 other schools with similar demographic makeups to the Crowley schools. The district also met 58 of the 76 (76%) safeguard areas measured. The safeguards examine eight ethnicities and four special populations in terms of a minimum performance requirement. All schools have included the TEA Systems Safeguards information in their comprehensive needs assessment process.

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

Two of the major populations included in any comprehensive needs assessment are the at-risk populations (those identified as being eligible to receive services provided through Compensatory Education Funding) and students identified as Migrant. The data related to the at-risk populations indicate mixed results. The Limited English Proficient LEP Population is the one of the largest reasons that districts' students are identified as at-risk. Based on student test results as well as graduation and dropout rates, the services provided to these students have demonstrated great success over the years. The percent of English Language Learners (ELL) district students passing the test exceeds the state's ELL population in the categories of: All Tests Taken, Reading, Math, and Writing (see data below). The other major reason students are identified as at-risk in the district is performance on the State of Texas Assessments of Academic Readiness (STAAR). One of the major ways of measuring STAAR performance is the Accountability System. There is only a small percentage gap between the district and the state in Index 2: Student Progress (a gap of 4 points in both 2014 and 2015, 3 points in 2016, and 5 points in 2017), Index 3: Closing the Performance Gaps (a gap of 5 points in 2015, 4 points in 2016, and 5 points in 2017), and Index 4: Postsecondary Readiness (a gap of 4 points in 2014, 1 point in 2015, 2 points in 2016, and 2 points in 2017). The component of Index 4 that is a significant strength is the graduation rate. The district 4 year graduation rate is higher than the state in several areas. These percentages are noteworthy strengths because the district also has a lower dropout rate than the state in all areas (see graduation and dropout data below). The other major way of measuring STAAR performance is the percent of at-risk students passing STAAR. The two year comparison of at-risk students passing the various EOC tests has shown mixed results as improvement occurred in Algebra 1 and U.S. History, but English I, English II, and Biology decreased. In terms of Migrant students, the district serves this population by joining the Region XI Shared Service Agreement. The district has not identified any migrant students during either the 2015-16 school year or the 2016-17 school year. During the 2014-15 school year, 3 students were served (one PK, one 1st, and one senior). Test data is not reported for any population smaller than 5 students in order to help protect the anonymity of the students. However, student data related to attendance, discipline and grades indicate that the 3 students services in 2014-15 has their needs met. The senior graduated in June of 2015 by completing the Recommended High School Program.

Student Achievement Strengths

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

All Tests Taken	District 65%	State 57%
Reading	District 64%	State 51%
Mathematics	District 75%	State 69%
Writing	District 61%	State 50%
Science	District 55%	State 57%
Social Studies	District 48%	State 48%

2. According to Postsecondary Data Tables in Index 4 the district's 4 year graduation rate exceeds the state's graduation rate in all student groups but one. See chart in Demographic Strengths.

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students in the district meeting or exceeding the level II Satisfactory Standard "Approaches" in Reading (63%) is below the state average (72%). **Root Cause:** The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

Problem Statement 2: The percentage of students in the district meeting or exceeding the level II Satisfactory Standard "Approaches" in Writing (54%) is below the state average (67%) **Root Cause:** The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

Problem Statement 3: The percentage of students in the district meeting or exceeding the level II Satisfactory Standard "Approaches" in Math (68%) is below the state average (79%) **Root Cause:** The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

Problem Statement 4: The percentage of students passing the Social Studies STAAR at the middle school level (54%) is significantly lower than the high school EOC passing rate (90%). **Root Cause:** The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

District Culture and Climate

District Culture and Climate Summary

Crowley ISD offers students a variety of advanced course options, including Advanced Placement (AP)/Pre-AP and Dual Credit (earning both high school and college credits simultaneously). For the 2017-18 school year, the total number of seats district-wide are 2,407 in AP, 572 in Dual Credit and 172 in UT OnRamps. The number of AP exams given in spring of 2017 was 1,275, with 622 exams scored at a 3 or higher (average to receive college credit).

Fine and Performing Arts successes include an average number of All-State Choir members, First Division ratings for high school band(s), and continue into lower grade levels with the acclaimed 5th & 6th grade CISD Honor Choir performing in prestigious venues. Programs of innovations have increased our artistic field of vision with the advent of a Fine Arts Academy at S.H. Crowley Intermediate. In 2015-16, significant upgrades were made to both high schools' baseball and softball fields with the installation of field turf. This upgrade allows our athletes the opportunity to practice and have fewer games canceled due to inclement weather conditions. The District also received additional revenue due to our athletic facilities being rented and utilized by surrounding school districts for post district competition. In the 2016-17 school year the addition of newly constructed field houses for our football/soccer/baseball/softball/track teams will allow our student athletes as well as those from visiting districts a safe and secure place to dress. The updated facilities will provide our coaching staff additional office and training areas to better prepare our athletes for successful district and post district honors. CISD has received the 21st Century Community Learning Center grant to provide academic, enrichment, parent involvement and college and career activities to seven campuses.

Students in Crowley ISD are being inspired and empowered to succeed in a global community. In 2016, the Innovation Programming Planning Group (IPPG) was launched to explore creating programs of choice. After a series of site visits, surveys, and town hall meetings, the decision was made to open, or in two cases, expand the following programs of choice for the 2016-17 school year: Two-Way Dual Language (expansion to include kindergarten – 4th grade), Fine Arts Academy (5th-6th grade), STEM Academy (5th-6th grade and 7th-8th grade), Young Men's Leadership Academy (6th grade), Young Women's Leadership Academy (6th grade), Global Prep Academy (7th-12th grade expansion), Inspire Academy (8th grade), and the Crowley Collegiate Academy (Early College High School for 9th grade this year, adding a grade level each year). A total of 1,132 students enrolled in one of these programs of choice for the 2016-17 school year.

Survey dimensions provide great information about all aspects of the organization and include School Pride, School Climate, School Culture, School/Home Connections, Student Needs, Working Environment (for students and staff), items for staff such as Organization, Accountability, Leadership, Safety, Teaching Philosophy, as well as items for students and parents focused on the HB5 requirement dimensions which include: Parent Engagement, Technology, Fine Arts, Physical Education, Second Language Development, Career & Technology Education (CTE) Workforce Development, Educational Services for the Gifted & Talented, and questions about the district overall.

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

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

The district's PEIMS reported discipline data for 2015-16 indicates a 37% decrease in discipline offenses compared to the baseline year of 2012. The Discipline Population, number of students receiving one or more discipline referrals, for the 2015-16 school year as reported to PEIMS is 2887. This value represents a 2% decrease from the 2014-15 discipline population of 2971. Also, the number of discipline referrals for 2015-16 is 8,065, which is a 7% decrease from 8,711 referrals in 2014-15.

Discipline Referrals:

2009	17,884	(district discipline referrals driving the research for the development of the district's initiative for student management)
2012	12,886	(prior to PBIS implementation - data considered baseline for comparison)
2013*	8,880	31% decrease in referrals from 2012 (first year of PBIS implementation)
2014	11,293	12% decrease in referrals from 2012
2015	8,711	32% decrease in referrals from 2012
2016	8,065	37% decrease in referrals from 2012

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

District Culture and Climate Strengths

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

- Accountability
- Teaching Philosophy
- School/Home Connections

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

- Organization
- Leadership
- School Culture (staff scores)

Other areas that have shown increase in satisfaction include:

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

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: According to the longitudinal discipline data, discipline has been improving through the implementation of the PBIS system. There continues to be a need to improve the behavior of all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

All of Crowley ISD instructional staff meet or exceed federal requirements for state licensure and certification standards. Based upon our most recent state report from the 2015-2016 school year, 72% percent of our teachers hold a Bachelor's Degree, 28% hold a Master's Degree, and 0.4% have attained a Doctorate degree.

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

Beginning – 18.3%

1 to 5 years – 28.5%

6 to 10 years – 20.8%

11 to 20 years – 22.4%

Over 20 years – 9.9%

The average years of experience for our teachers is 8.2 years. The teacher turnover rate, which includes teachers promoted within the district, for 2015-2016 as reported on the TAPR was 18.4% which is above the state average of 16.5%.

Staff Quality, Recruitment, and Retention Strengths

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

Because CISD places a high priority on addressing the needs of English Language Learners (ELL), we require all incoming teachers for grades Pre-Kindergarten (PK) through 6th grade to obtain the English as a Second Language (ESL) certification and provide opportunities for teachers to gain this certification. Currently, 97.1% of our teachers in grades PK-6th have the ESL certification. This is an increase of .5% over the prior school year.

The first year teacher mentor program is designed to provide teachers with targeted and scaffold support during their first year in CISD. In most of the reported categories, years of teaching experience for teachers in Crowley ISD mirror the averages across the state.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The most recent TAPR report from 2015-16 reports that 46.8% of CISD teachers have 0-5 years of experience. During the spring and summer of 2017, HR Dept staff monitored open positions and length of time positions were posted. This data was updated weekly. This led to earlier hiring when the applicant pool had more experienced teachers. We anticipate this will be reflected in future data.

Problem Statement 2: The district's teacher turnover rate is 18.4%, which is 2.1% higher than the state average. The HR Department analyzes this data to determine reasons for turnover including promotions and retirements. The district's turnover rate is similar or less than many surrounding districts in the Metroplex.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

The analysis of the state testing data indicates that the implementation of the curriculum as well as the quality of instruction being provided is sporadic. The district has pockets of excellence both in terms of specific schools and specific departments within schools, and specific teachers. For example, six of the district campuses earned distinctions when compared to forty campuses with similar demographics. A distinction is earned by being one of the top ten schools in the comparison group. The campus distinctions were earned by one or more campuses in the following areas: Top 25 Percent Student Progress, Academic Achievement in Science, Academic Achievement in Reading/ELA, Academic Achievement in Social Studies, Academic Achievement in Mathematics and Post-secondary Readiness. These distinctions indicate that some of the curricular foundation pieces are in place to achieve some successes with all subgroups. However, the district summary indicates that not all of the groups are demonstrating equal success at all campuses. For example, the district Economically Disadvantaged population's passing rate for all subjects is 60%, while the state Economically Disadvantaged population's passing rate for all subjects is 68%. This pattern is consistent for all subjects tested: Reading, Mathematics, Writing, Science, and Social Studies. Research indicated that economic status does play a major component in the educational challenges students encounter. The successful schools and subject area departments demonstrate that with high quality, engaging, rigorous instruction, all students can succeed.

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The percentage of students in the district meeting or exceeding the level II Satisfactory Standard "Approaches" in Reading (63%) is below the state average (72%) **Root Cause:** The state mandated curriculum, the district mandated curriculum and the district taught curriculum are not horizontally and vertically aligned from Pre-K through 12th grade.

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Family and Community Involvement

Family and Community Involvement Summary

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

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

In the spring of 2016-17, Crowley ISD launched a new Faith-based Community Partnership Initiative to solicit support from our local Faith-based Community to our campuses and improve student success. We have identified 61 churches within or surrounding our district boundaries. We are continuing our efforts to match church resources with campus needs. Our mission is to have a Faith-based Community Partnership for every Crowley ISD campus.

The district and each campus were evaluated during the 2016-17 school year on the following nine factors described in the TEA's Community and Student Engagement (CASE) indicators which include fine arts, wellness and physical education, community and parental involvement, the 21st century workforce development program, the second language acquisition program, the digital learning environment, dropout prevention strategies, the educational program for gifted & talented (GT) students, and compliance with statutory reporting and policy requirements. These CASE ratings have been eliminated for the 2017-18 school year. The district's 2016-17 ratings as reported to TEA in these categories are listed below:

1. Fine arts = Recognized
2. Wellness and physical education = Recognized
3. Community and parental involvement = Exemplary
4. 21st century workforce development program = Exemplary
5. 2nd language acquisition program = Recognized
6. Digital learning environment = Recognized
7. Dropout prevention strategies = Recognized
8. Educational programs for GT students = Recognized

9. Compliance with statutory reporting and policy requirements = Yes (Acceptable)

The following is a 3-Year Comparison Chart:

Overall Average Satisfaction (by group) – Annual Survey Results:

Percentages of Agree/Strongly Agree	Staff	Parent	Student
2014-15	80.8%	65.7%	60.3%
2015-16	82.0%	67.7%	63.7%
2016-17	75.6%	71.8%	66.3%

Family and Community Involvement Strengths

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

- Tarrant County College - offering courses for high school students and anyone in the community
- Communities in Schools - providing connections to resources for students and their families
- JPS Hospital - Community Health Clinic open to all students and their families
- Kid's Hope - providing trained mentors for students
- Corporate sponsorships - providing support for extra-curricular activities and events
- Faith-based Community Partnerships - providing support by mentorships, donations, volunteers, incentives & rewards, adopt-a-school
- Texas Christian University – School of Geology, Energy, and the Environment
- Catholic Charities Fort Worth
- Tarrant County Heroes 4-H Health
- 21st Century Community Learning Center grant

Our Student of the Month programs at our ten (10) Title 1 schools has been successful and has increased the number of students recognized by our community partners and the number of parents participating from 930 students and 370 parents in 2015-16 to 2189 students and 941 parents in 2016-17. Crowley ISD will be expanding our Student of the Month program from 10 campuses to 21 campuses for the 2017-18 school year.

Many of our parent engagement programs have also been successful in 2016-17 – i.e. Parent Involvement Workshops with Catholic Charities Fort Worth, Parent Meetings at Sycamore Pointe Community Room, Tarrant County Heroes 4-H Health, etc..

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: There is a significant difference between staff and parent/student satisfaction survey results. In 2016-17, the staff satisfaction decreased by 6.4%, while parent and student satisfaction increased by 4.1% and 2.6% respectively.

District Context and Organization

District Context and Organization Summary

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

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

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

District Context and Organization Strengths

Three of the major strengths related to this component at the district level for the 2016-17 school year are:

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

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Crowley ISD conducted a Curriculum Audit in the spring of 2017. The district's Context and Organization Needs are outlined in the Curriculum Audit Recommendations listed in the Comprehensive Needs Assessment – Overview.

Technology

Technology Summary

With the ever changing needs of the campuses, it has become more important than ever to stay relevant and supportive of their needs. Technology provides leadership, analysis, and support for all technology needs of the students, faculty, and staff.

As you are aware of, technology is constantly evolving and updating to newer, more efficient ways of completing tasks. There is an old saying, "the only thing constant in the world is change." This is so crucial to our Technology Services department as we strive to support the advancement of educational achievement.

Technology Services strives to follow these guiding principles:

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Growth in the number of faculty and staff, coupled with the maintenance increase of aging equipment, is contributing to the inability to provide a consistent refresh cycle for the faculty minimum technology standard. **Root Cause:** We have grown from 1300 to 1623 faculty and staff since 2013. This represents an 18.75% growth in needed technology. All require the daily use of technology devices. A Minimum Technology Standard (MTS) has

been established for every classroom. This includes the following: Projectors (over 4 or more years old), faculty laptops (purchased in 2013), faculty mobile devices (purchased in 2013).

Problem Statement 2: To ensure technology integration at the elementary and intermediate levels, a full class set of 22 - 24 devices is needed in every classroom at each of these campuses. **Root Cause:** There are currently 360 mobile devices per campus at the elementary and intermediate level. That equates to 5,040 devices currently in our campuses. An additional 4,200 mobile devices would be needed, as well as replacement of the 2,500 existing devices. Each of these were purchased in 2013 and need to be replaced and/or additional needed to complete the class sets.

Problem Statement 3: The number of student devices at the secondary level need to increase with the increase in enrollment and frequency of breakage. **Root Cause:** Student devices in the secondary campuses, middle schools and high schools, are out of warranty as of May of 2018. The enrollment of secondary has increased by over 300 students. Chromebooks are being investigated as a potential solution.

Problem Statement 4: Currently, we do not have the needed technical support personnel that can both train teachers and maintain the devices. **Root Cause:** There are over 12,000 student devices that require management and maintenance. With 5,040 iPads at the elementary and intermediate campuses and 6,975 student laptops at the middle and high school campuses, the level of instructional technology is suffering. Ratios for technologist to student device is approximately 1: 2,000.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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




Goals







Goal 1: Improve Student Achievement for All

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





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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Develop and implement a comprehensive curriculum management system that coordinates and focuses all curriculum management functions and tasks across and within departments and schools - Curriculum Audit Recommendation (CAR #4)	1	Superintendent, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement	A board-adopted curriculum, aligned with student needs and state performance requirements, covering all core subjects.				
2) Redesign the direct curriculum revision to ensure curriculum documents are of the highest quality and deeply aligned in content, context, and cognitive rigor with high stakes assessments - Curriculum Audit Recommendation (CAR #4)	1, 2	Superintendent, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement	An outlined process of the timing, scope, and procedures for a periodic cycle of curriculum and resource review/development.				
3) Implement processes and procedures for ensuring all classrooms have access to high quality instructional resources to support delivery of the district curriculum and ensure improved student learning - Curriculum Audit Recommendation (CAR #4)	1, 9	Superintendent, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement	Written procedures to ensure textbooks, instructional material, and ancillary resources for all subjects and courses suggested through the curriculum guides are available to all students.				

4) Develop a comprehensive student assessment and program evaluation system plan that provides for the systematic collection, analysis, dissemination, and application of student achievement and program evaluation results to promote improved student achievement - Curriculum Audit Recommendation (CAR #5)	1, 2, 8, 9	Superintendent, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement,	Update assessment and program evaluation board policies, and develop administrative procedures that formalize the process for developing formative assessments, conducting program evaluation, and using disaggregated data to improve curriculum design and instructional delivery.				
5) Create a district expectation supported by board policy/regulation that supports instructional delivery that meets the needs of a diverse student population, and a focused and consistent means of instructional monitoring to ensure district expectations are met - Curriculum Audit Recommendation (CAR #6)	1, 3, 4	Superintendent, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement	The Crowley ISD Instructional Foundation document that details instructional expectations and monitoring of delivery.				
Equity Plan Strategy 6) Develop and implement both short-term and long-range strategies that will identify and eliminate disparities and inequities affecting students' learning success in all schools - Curriculum Audit Recommendation (CAR #7)	1, 2, 3, 4, 5, 9	Superintendent, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement	Data collection on equity performance based upon multiple measures of data (local assessments, state assessments, CCR exams, industry certifications).				
7) Expand Early Childhood programs currently offered at campuses or create an Early Childhood Center.		Superintendent, Superintendent's Cabinet	Increase in Early Childhood offerings Establishment of Early Childhood Center				
8) Expand MyChoice programs to accommodate all students.		Superintendent, Superintendent's Cabinet	Increase in number of MyChoice programs Increase in number of students participating in MyChoice programs				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 9) Monitor of curriculum delivery and student learning utilizing both formative and summative assessment data, as well as classroom and teacher observations.	1, 8, 9	Deputy Superintendent of Curriculum & Instruction, Director of Assessment and Accountability	Utilizing classroom walkthrough data, formative and summative assessment data walls to monitor and provide timely student intervention and support. Formative and summative assessment data will indicate that 70% or higher of learning objectives are on target and meet grade level standards.				

System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 10) Address the diverse instructional needs of students (with particular focus on At-Risk, Second Language, and special need students) through a variety of innovative, engaging and rigorous instructional strategies, intervention activities, and the provision of support personnel for instruction as well as professional development.		Deputy Superintendent of Curriculum & Instruction, Director of Assessment and Accountability	50% of professional learning community teams across the district will design lessons utilizing the backward design model.				
11) Provide My Choice Programs to meet the diverse instructional needs of scholars through involvement and differentiated learning environments		Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, Manager of Choice Programs	Align curriculum and develop support structures for student achievement.				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 12) Utilize district's research-based RTI program to meet the academic and behavior needs of all students.	1, 2	Deputy Superintendent of Curriculum & Instruction, Director of Assessment and Accountability, Coordinator of Support Programs, Coordinator of Curriculum & Instruction Special Services	Improved student achievement and a decrease in special education referrals.				
Critical Success Factors CSF 1 CSF 5 CSF 6 13) Provide district and campus parental liaison to help ensure that students have the parental/community support needed for students to demonstrate mastery of the state mandated curriculum in the core academic subject areas starting with early childhood.	1, 2, 4, 6, 7	Director of Assessment and Accountability, Coordinator of Parent Involvement, Chief of Strategic Planning & Partnership Development	Formative assessment includes: contacts with community organizations and parents and the subsequent additional supports/building communications generated Summative: Increase in student state test performance for Title One schools according to the State Accountability System				
Funding Sources: 211...24 - Title I - 0.00							

System Safeguard Strategy PBMAS 14) Create walk-through form specific to inclusion and resource setting, collect walk-through data regarding supports and interventions as well as research based inclusion practices, analyze results and utilize professional development with appropriate stakeholders to ensure that data collected is implemented effectively and with fidelity.		Special Services Administrative Staff	Improved instructional strategies and approaches will lead to improved student performance of Special Education students				
PBMAS Equity Plan Strategy 15) Conduct campus learning walks (CLWs) with campus-based administrative teams in order to monitor and support high levels of quality instructional delivery and the provision of a safe, secure and nurturing learning environment.		Deputy Superintendent of School Improvement, Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, Director of College and Career Readiness, Director of Professional Development, Advanced Academic Coordinators, Manager of Choice Programs, Manager of Talent Acquisitions and Leadership Development, Coordinator of Counseling Services	Teaching and learning support team will conduct campus learning walks during the weeks of 10/2-10/6, 2017; 11/6-11/10, 2017; and 1/29-2/2, 2018. Campus will receive feedback in the form of a stoplight report the week immediately following the CLW.				
System Safeguard Strategy PBMAS 16) Partner with TEA to analyze correlation of IEP Services and student achievement, receive and analyze report data, and implement appropriate steps based on data analysis.		Special Services Administration	Increase quality of IEP's and programming for students with disabilities				
System Safeguard Strategy PBMAS 17) Partner with Region XI Service Center personnel to evaluate the special education continuum of services. Region XI will facilitate a "Design Thinking Session" and implement appropriate steps based on the results of the session.		Special Services Administration and Service Center personnel	Increase quality of IEP's and programming for students with disabilities				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress





= Discontinue









Goal 1: Improve Student Achievement for All

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

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 1) All advanced academics and gifted and talented curricular offerings will use data to inform instructional practices for rigor and ensure equity and equality for access to all students.		Deputy Superintendent of School Improvement, Director of Career and College Readiness	100% of identified gifted and talented students will have individual plans and have a goal set for growth in achievement in math and reading. All elementary campuses will have GT identification methods in place that ensure equity and equality.				
2) Provide annual course planning and review for all secondary students and families to ensure students are enrolled in courses that meet state "Distinguished" graduation requirements as well as their personal college and career aspirations while incorporating opportunities to pursue individual strengths related to advanced academics, fine arts, CTE, and athletics.		Deputy Superintendent of School Improvement, Director of Career and College Readiness	100% of students entering Ninth grade will have a personal graduation plan (PGP) on file with a parent signature and will receive personal advisement on CISD initiatives that lead to post-secondary college and career readiness. All district programs, including advanced academics, fine arts, CTE, and athletics will participate in advisement.				











<p>Critical Success Factors CSF 1</p> <p>3) Graduating student transcripts will indicate that 90% of students completed high school courses eligible for college credit including dual credit, dual enrollment, advanced placement or CTE courses leading to an industry certification and all advanced academics and gifted and talented curriculum will use data to inform instructional practices</p>		Deputy Superintendent of School Improvement, Director of Career and College Readiness	<p>75% or higher of career pathways will culminate with a certification, dual-technical credit or licensure opportunity.</p> <p>80% or higher of core academic courses at the high school level will culminate in college credit.</p> <p>Through collaborative collegiate partnership(s) the district will offer 75% of the courses necessary for high school students to earn an associate's degree.</p> <p>All AVID campuses will have an AVID site team that promotes college and career readiness and follows the certification requirements of the AVID certification process.</p> <p>At least 75% of CTE pathways will have opportunities for internships or job shadowing.</p> <p>25% of all high school students will utilize test preparation for TSI, SAT, ACT and AP.</p> <p>Test prep sessions will be offered for all AP exams outside of school hours and all students will have access to AP exam prep materials. The district will offset a portion of the exam costs for students who score a 2 or better on the AP Qualifying Test.</p>				
<p>4) Provide guidance related to TEXAS grants programs, career & college choices, higher education admissions and financial aid through High School advisement, College Fair, and student/parent information sessions provided by the Campus Counselors, TCU Advising Corps Counselor, and Advanced Academic Coordinators.</p>		Deputy Superintendent of School Improvement, Director of Career and College Readiness, Coordinator of Counseling Services, Counselors, Advanced Academic Coordinators	<p>Guidance and information sessions with students and their parents collected from each campus counselor</p> <p>70% of all graduating Seniors will complete a FAFSA application.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Improve Student Achievement for All

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

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

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 1) Identify and implement current and emerging technology skills appropriately into the curriculum.	2, 3, 4, 5	Deputy Superintendent of Curriculum & Instruction, Executive Director of Technology	70% of learning walk data will indicate the integration of multi-media, content specific, technology and software, and relevant websites.				
2) Establish an effective Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration training.		Executive Director of Technology, Coordinator of Instructional Technology.	Utilize existing partnerships with Dell and Apple to establish a training for teachers, mentors, and administration. Increase number of trained teachers by 30%, from 65 to 85 additionally trained. Expanded training for existing 65 to become mentor technologist. Administration training for 20 or more campus leaders.				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7 3) Increase the utilization of district issued technology resources in the classroom and outside of campus.		Executive Director of Technology, Coordinator of Instructional Technology	Build data dashboard from mobile device management software that will define usage in real time.				
Funding Sources: 199...53 - Technology - 0.00							
4) Increase the use of technology at the elementary and intermediate campuses by increasing the availability of devices to the students.		Executive Director of Technology Services, Coordinator of Instructional Technology	Begin process of adding devices to the intermediate campuses to be able to level existing iPads to the elementary campuses.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Provide Safe, Secure and Nurturing Schools

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

Evaluation Data Source(s) 1: a. Increased school safety as measured by composite scores derived from data.

b. Compliance based on all state safety & security mandates.



c. Improved student attendance rates.




d. Improved dropout rates.




e. Increased student participation in extra-curricular activities and co-curricular.







f. Reduced number of students missing instructional time due to disciplinary reasons.










Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) To ensure safety, all classroom and facility doors will remain locked.		Executive Director of Non-Instructional Services, Director of District Safety and Security, District Safety Team, Campus Administrators, Campus Safety Team, School Security Initiative.	District personnel and District safety team members will perform scheduled and random safety audits of all campuses as evidenced by the safety log and Safety Audit Plan of Action.				
2) Conduct comprehensive safety audits and debrief training as scheduled.		Executive Director of Non-Instructional Services, Director of District Safety and Security, District Safety Team, Campus Administrators, Campus Safety Team, and School Security Initiative.	All campus safety audits along with corrective action plans are completed as scheduled.				

<p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Develop a Student Management Support Plan that provides resources, professional development, data analysis, and accountability to enhance the teaching and learning environment.</p>		<p>Executive Director of Secondary Leadership, Director of Professional Development, Supervisor of Talent Acquisition Leadership and Development, Campus Administrators</p>	<p>Decrease in discipline population and loss of instructional time due to discipline removals.</p> <p>All resource documents updated including Student Code of Conduct and Consequence Continuum, Model Student Management Plan, Student Handbook, Discipline Matrix, Extra-curricular Code of Conduct, and Bus Code of Conduct.</p> <p>Increase in campuses achieving Silver Level status on the CISD PBIS-CHAMPs Model School Process during the school year.</p> <p>All campuses' PBIS School-wide Benchmark of Quality (BoQ) team score will reach 74 or above by the end of the school year.</p> <p>District-wide PBIS-CHAMPs professional development provided.</p> <p>70% of teachers implementing CHAMPS classroom management at each campus by end of the school year.</p> <p>100% of campuses have error free discipline data coding by end of the school year.</p>				
<p>4) Monitor implementation and effectiveness of the Social Emotional Learning (SEL) program</p>		<p>Chief of Student Services, Coordinator of Counseling Services, School Counselors</p>	<p>Social Emotional Learning will be facilitated through guidance lessons, small groups, classroom instruction, and presentations. Students will gain knowledge, develop attitudes and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, develop and maintain positive relationships, and make responsible decisions.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Encourage and promote student participation in extra-curricular activities.</p>		<p>Chief of Student Services, Athletic Director, Extracurricular Coaches & Sponsors</p>	<p>92% of participating students will be academically eligible to continue extracurricular participation.</p>				

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

9) Provide cyber bullying awareness for students, faculty, and parents, including PlayIT SAFE program.		Executive Director of Technology Services, Director of Technology, Coordinator of Instructional Technology, Coordinator of Counseling Services, School Counselors	Conduct monthly assessment of the protective measures in place now on the district network and resources to ensure that this behavior is deterred. This includes training for faculty, students, and parents, as well a routine checking of the district hardware. Students will explore ramifications of cyber bullying and examine the values that can prevent it.				
Critical Success Factors CSF 6 10) Provide a process for conflict resolution available to every student which may include Peers Making Peace program or counselor mediation.		Coordinator of Counseling Services, Counselors	100% of campuses have a conflict resolution plan and process.				
11) For students needing early mental health intervention, professional development will be provided to all staff using training resources from Youth Mental Health First Aid.		Coordinator of Counseling Services	100% of district staff will be trained to support early mental health intervention.				
Funding Sources: 199...99 - General Funds: Undistributed - 200.00							
12) Provide drug intervention and prevention education through guidance lessons and special programs at all levels, including awareness training for staff on current drug trends and interventions.		Coordinator of Counseling Services, Counselors	Training and guidance lessons documentation collected from each counselor.				
13) Provide campus staff the following training to improve campus safety. De-escalating communication techniques. Use of campus Radios. Front Office Safety Protocol.		Director of District Safety & Security and Coordinator of Safety & Security	100% of all Front Office and AP's received training in de-escalating communication techniques. 100% of campus staff trained on proper use of radios. 100% of Front Office staff trained on Front Office Safety Protocol.				
Funding Sources: 199...11 - General Funds: Basic Education - 0.00							
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 14) Monitor instructional infrastructure of student engagement in each of the MyChoice Academies through monthly Academy Learning Walks.		Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, Choice Programs Manager	100% of MyChoice Academy principals and teachers will receive immediate feedback regarding instructional and organizational data collected during monthly Academy Learning Walks in order to make informed decisions about the direction of the program.				











15) Continue implementation and monitor effectiveness of the Restorative Discipline or Restorative Practices initiatives.		Principals and Assistant Principals of Crowley Learning Center (CLC), Principals, Chief of Student Services, Director of Professional Development, Supervisor of Talent Acquisition Leadership and Development.	Decrease in discipline population and loss of instructional time due to discipline removals. Increase in the number of campuses piloting Restorative Discipline or Restorative Practices in the school year.				
16) Increase district and campus attendance rates by monitoring data and incentive programs.		Chief of Student Services, Executive Director of School Leadership, Coordinator of Parent Involvement, Coordinator of Support Services, Principals, Campus Attendance Clerks	Increase in attendance rates to be equal to or above the State's average (95.8%) Communicated change in truancy laws to campuses via meetings, manuscripts emailed to campuses, resources provided for campus access online. Daily attendance reports posted for campus access and monitoring. Attendance incentive program developed.				
17) Update Bullying Prevention Program and include cyberbullying per the 85th Legislature - David's Law increasing awareness on campuses.		Principals, Assistant Principals, Campus Behavior Coordinators, Chief of Student Services, Director of Safety and Security.	All campuses are aware and in compliance with new legislation to protect victims of bullying. Updated resource documents - Student Code of Conduct, Handbook, Matrix, etc. Updated CISD Bullying website. Updated Administrative Regulations, reporting and investigation protocol.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Provide Safe, Secure and Nurturing Schools

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

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

Summative Evaluation 2:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) To ensure safety, all staff members will be issued a standardized Photo ID to be worn at all times.		Director of District Safety and Security & District Safety and Security Coordinator, District Safety Team, Campus administrators, Campus Safety Team, and School Security Initiative.	All employees will be in 100% compliance as measured by the end of the school year.				
System Safeguard Strategy Critical Success Factors CSF 5 CSF 6 2) Provide parents, students and staff the opportunity to be involved in school safety by conducting school safety satisfaction surveys.		Director of District Safety and Security, Coordinator of District Safety and Security, District Safety Team, Campus Administrators and Campus Safety Team.	100% of the campuses provide the parents, students and staff the ability to participate in school safety satisfaction surveys, with an increased participation above the prior year surveys.				
System Safeguard Strategy 3) Utilize new AP Walk & Talk to ensure all campuses are in compliance with Texas School Safety Mandated Drills.		Director of District Safety & Security and Coordinator of Safety & Security	100% of all campuses are compliant with Texas School Safety mandated drills.				
4) Provide campus staff the following training to improve campus safety. -De-escalating communication techniques -Proper use of campus radios -Front Office Safety Protocols		Director of District Safety & Security and Coordinator of Safety & Security	100% of all Front Office and AP's received training in de-escalating communication techniques. 100% of campus staff trained on proper use of radios. 100% of Front Office staff trained on Front Office Safety Protocols.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 3: Support Parent and Community Partnerships

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
System Safeguard Strategy Critical Success Factors CSF 5 1) Provide new opportunities for parents and families to volunteer and participate in school activities.		Principals, Teachers, Coordinator of Parent Involvement, Chief of Strategic Planning & Partnership Development, Director of Accountability & Assessment, Executive Director of Communications & Marketing.	Increased number of district and campus meetings and events. Increased communication to parents and families regarding campus meetings, events, etc. Increased attendance of parents and volunteers at meetings/events.				
System Safeguard Strategy Critical Success Factors CSF 5 CSF 6 2) Recognize community support, volunteers and mentors annually.		Executive Director of Communications & Marketing, Chief of Strategic Planning & Partnership Development, Coordinator of Parent Involvement, Coordinator of Support Programs, Principals	Documentation of participation and recognition through publications, board meetings, district/campus events, etc.				
3) Choice Programs community involvement and service learning.		Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, Manager of Choice Programs	Provide structured community involvement and service learning opportunities and recognition events for students, staff and families. 25,000 hours of community involvement and service learning connections and opportunity. 5,400 parental involvement connections and opportunities.				




4) Provide training in computer literacy and technology to our community.		Executive Director of Technology, Director of Technology Services, Coordinator of Instructional Technology	Provide 3 community events involving technology and education throughout the school year.				
Critical Success Factors CSF 5 5) Implement Volunteer Program software and handbook to gather information on volunteer service hours for recognition and reward incentives.		Chief of Strategic Planning & Partnership Development, Coordinator of Parent Involvement, Manager of MyChoice Programs, Executive Director of Communications & Marketing.	Increase in volunteer hours Data collection achieved Recognition and Rewards Event tradition established				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							



Goal 3: Support Parent and Community Partnerships

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

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 5 CSF 6 1) Utilize changing technology to increase communication.		Executive Director of Communications & Marketing, Coordinator of Communications & Marketing, Executive Director of Technology Services, Director of Technology	List of Communication Tools: - Digital Marketing - Videos - Magazine - Electronic Flyers - Social Media (e.g. Facebook, Twitter) - App - Phone and Text Callout system - Family Access - Email				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Provide district and campus parental liaison to help ensure that students have the parental/community support needed so that communication and open dialogue between schools, parents and community members occurs.	1, 2, 4, 6	Director of Assessment and Accountability, Coordinator of Parent Involvement, Chief of Strategic Planning & Partnership Development	Formative assessment includes: contacts with community organizations and parents and the subsequent additional supports/building communications generated Summative: Gather baseline communication data for Title One schools.				
Funding Sources: 211...24 - Title I - 0.00							
3) Provide opportunities for local industry to serve on CTE advisory teams to support relevant, rigorous curriculum and opportunities that lead to high-wage, high-skill career readiness.		Director of College and Career Readiness, Principal of BRJ CTEC	100% of all CTE pathways will have an advisory team. CTE advisory teams will meet at least twice each year and minutes will be recorded for the meetings. CTE advisory teams will offer input on equipment needs, industry certification preparation, internships and job shadowing, and curriculum.				

4) Promote the Faith-based Community 5-Star Partnership Initiative to provide additional support to campuses.		Principals, Chief of Strategic Planning & Partnership Development, Coordinator of Parent Involvement, Exec. Director of Communications & Marketing, Exec. Director of School Leadership, Project Director of 21st Century Programs, Coordinator of Counseling Services, Coordinator of Bilingual/ESL, Coordinator of Communications & Marketing, Coordinator of Support Programs.	Increase in 5-Star Faith-based Partnerships Increase in donations Increase in volunteer hours Increase in incentives and rewards Increase in mentorships Increase in school adoptions Faith-based Community Partnership Appreciation Event Scheduled Quarterly Meetings with Superintendent Highlights and Recognition Events				
5) Develop plan to launch Community Partnership Initiative in 2017-18		Principals, Chief of Strategic Planning & Partnership Development, Coordinator of Parent Involvement, Exec. Director of Communications & Marketing, Exec. Director of School Leadership, Project Director of 21st Century Programs, Coordinator of Counseling Services, Coordinator of Bilingual/ESL, Coordinator of Communications & Marketing, Coordinator of Support Programs.	Increase in 5-Star Partnerships Increase in donations Increase in volunteer hours Increase in incentives and rewards Increase in mentorships Increase in school adoptions Plan of Action and Timeline developed Business Community Partnership Kick-off Event Scheduled Quarterly Meetings with Superintendent Highlights and Recognition Events				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress










= Discontinue

Goal 3: Support Parent and Community Partnerships

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

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

Summative Evaluation 3:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 5 CSF 6 1) Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships and shared responsibilities for student success.		Executive Director of Communication & Marketing Services, Chief of Strategic Planning & Partnership Development, Coordinator of Parent Involvement, Coordinator of Communication & Marketing, Manager of Choice Programs, Campus Administrators	Stakeholder surveys are administered and analysis is provided for district and campus needs assessment. Increase the overall weighted average of parent and student satisfaction to 70%.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							













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

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Revise, adopt, and implement a table of organization with corresponding written job descriptions that will provide sound management of CISD with focus on the design and delivery of quality curriculum and programming that will assist in attaining higher achievement for all students - Curriculum Audit Recommendation (CAR #2)		Superintendent, Chief of Employee Services, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement, Superintendent's Cabinet	Table of organization with corresponding written job descriptions developed per Superintendent's direction.				
2) Implement a comprehensive professional development program that is coordinated with all other district and campus plans and is focused on producing effective instructional practices associated with high levels of student achievement - Curriculum Audit Recommendation (CAR # 8).		Superintendent, Director of Professional Development, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement, Superintendent's Cabinet	Professional development program developed aligned with the district/campus plans that produces effective instructional practices to achieve high levels of student achievement.				
Critical Success Factors CSF 7 3) Continue to ensure all instructional staff meet state licensure and certification standards.		Chief of Employee Services, Human Resources Coordinators	Annual certification audit				




4) Monitor employee satisfaction survey data.	1, 3, 5	Chief of Employee Services, Human Resource Coordinators, Executive Director of Communications & Marketing	Employee satisfaction standards as measured by 85% or higher satisfaction on annual Employee Satisfaction Survey.				
5) Create an inclusive, accessible, and welcoming culture consistent across our district and schools by establishing formal mechanisms to analyze mobility and provide clear expectations for staff and families.	2, 3, 5, 6, 9	Superintendent's Cabinet, Principals, Executive Director of Communication & Marketing, Principals, Chief of Strategic Planning & Partnership Development	75% or higher customer service satisfaction based upon employee, parent/family, student and community surveys. Developed campus and district profile for mobility and At-risk students.				
6) My Choice Programs staff recruitment.		Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, Manager of Choice Programs	Recruit and retain teachers and administrators for all My Choice programs				
7) Open an Employee Child Development Center to provide high quality child care for children of district employees.		Chief of Employee Services, Director of Child Development Center	Decrease in teacher turnover rate and increase in employee satisfaction rate				
Equity Plan Strategy Critical Success Factors CSF 1 CSF 7 8) Recommend teachers for hire as early in the spring as possible to ensure that selection of new hires comes from the best possible group of candidates	5	Chief of Employee Services	The effectiveness of instruction at all campuses will improve as the best teachers will be hired to help ensure teacher effectiveness, student learning, and student engagement				
Equity Plan Strategy 9) System of teacher hiring practices will continue to be revised to include greater monitoring regarding the length of time a position is posted without being filled as well as sharing the data with the Department of School Improvement	5	Chief of Employee Services	The effectiveness of instruction at all campuses will improve as the best teachers will be hired to help ensure teacher effectiveness, student learning and student engagement				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							






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










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

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Provide quality and relevant staff development aligned to district needs and state law.		Deputy Superintendent of Curriculum and Instruction, Director Professional Development, Coordinator of Professional Development, Curriculum and Instruction Department Staff	85% or higher professional development satisfaction rates as evidenced by course surveys maintained in Eduphoria. All CISD employees will complete Compliance Training. Compliance Training records will be maintained in Eduphoria.				
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Develop emerging leaders for future positions within the district by addressing among other things research based effective instructional strategies and how instructional leaders can identify those strategies during classroom observations/walk-throughs (with particular focus on at-risk populations including English Language Learners).		Deputy Superintendent of School Improvement, Deputy Superintendent of Curriculum and Instruction, Director Staff Development, Chief of Employee Services	15% or more of the employees will participate in our District's Leadership Development Program.				
3) Conduct staff exit survey	1, 3	Chief of Employee Services, Human Resource Coordinators	70% or higher of exiting employees will participate in the district exit survey.				

4) Ensure professional development staff is dedicated to developing and providing continuous, high quality professional development for new teachers and mentors.		Deputy Superintendent of Curriculum and Instruction, Director of Professional Development, Director of Assessment and Accountability	Professional development will maintain at least one staff member to provide high quality professional development offerings for new teachers and mentors as well as oversee the district's mentor program.				
Funding Sources: 255...24 - Title II, Part A - 0.00, 199...11 - General Funds: Basic Education - 0.00							
Critical Success Factors CSF 3 5) Provide safety and security response training to administrative staff with scenarios.		Coordinator of District Safety and Security	100% of administrative staff trained				
6) Continue professional development and implementation related to a new dyslexia program	4, 9	Deputy Superintendent of Curriculum and Instruction, Director of Assessment of Accountability and Coordinator of Dyslexia Services	Dyslexia staff participated in professional development program and completed required activities so that a larger percentage of the identified dyslexia population is being served through the new program				
7) Continue professional development related to data driven instruction, professional learning communities, and the use and recognition of effective instructional strategies with particular emphasis on the at-risk, ELL, and special need populations.		Deputy Superintendent of Curriculum and Instruction, Director of Assessment and Accountability, and Acct., Director of Professional Development, and Coordinator of Bilingual/ESL Services	Formative and summative assessment data will indicate improvement for all populations including the ELL, Economically Disadvantaged, and ethnic student populations.				
8) Continue professional development related to Instructional Technology and integrating technology into the classrooms. Establish an effective Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration training.		Deputy Superintendent of Curriculum and Instruction, Director of Professional Development, Coordinator of Instructional Technology	Utilize existing partnerships with Dell and Apple to establish a training for teachers, mentors, and administration. Increase number of trained teachers by 30%, from 65 to 85 additionally trained. Expanded training for existing 65 to become mentor technologist. Administration training for 20 or more campus leaders.				





9) Develop and train Campus/District Administration on the utilization of Instructional Technology monitoring tools.		Deputy Superintendent of Curriculum and Instruction, Coordinator of Instructional Technology	Create a training schedule for the Campus and District Administration to receive information that will allow those individuals to be able to conduct walk-throughs and have meaningful dialogs about the progress on Technology Integration in the classroom.				
Critical Success Factors CSF 1 CSF 5 CSF 6 10) Provide professional development and support to MyChoice Academy staff members to ensure implementation of program-specific innovative curriculum.		Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, Manager of Choice Programs	100% of Academy classrooms will consistently demonstrate implementation of innovative instructional strategies which support the TEKS as evidenced by Academy Learning Walk data.				
Critical Success Factors CSF 1 CSF 2 CSF 7 11) Implement and monitor the district's comprehensive professional development plan to equip teachers with research based instructional practices and promote ongoing vertical and horizontal collaboration		Deputy Superintendent of Curriculum and Instruction, Director of Professional Development	The Professional Development Framework will be aligned with the needs of the district and will include data driven professional learning opportunities.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Ensure Effective and Efficient Use of Resources

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Review revise, adopt, and implement board policies and administrative regulations to provide for a sound system of curriculum management and control - Curriculum Audit Recommendation (CAR #1)		Superintendent, School Board, Chief of Policy, Governance, & Program Evaluation, Superintendent's Cabinet, Campus Administrators	Audit of administrative procedures (i.e. - policy manuals, guidelines, and administrative regulations) would yield 100% of Board policy and administrative regulations in alignment with curriculum audit recommendations.				
2) Develop and implement a system for selecting, planning, implementing, monitoring, and evaluating program interventions - Curriculum Audit Recommendation (CAR #10).		Superintendent, Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of School Improvement, Superintendent's Cabinet, Campus Administrators	Interventions are aligned with goals and student achievement.				
3) Develop grade reconfiguration plans to positively impact student learning.		Superintendent, Superintendent's Cabinet	Increase in student achievement Increase in stakeholder satisfaction Decrease in mobility rate				
4) Allocate adequate funding to support the reconfiguration process and the expansions of MyChoice and Early Childhood programs.		Superintendent, Superintendent's Cabinet	Budget is developed and monitored through budget analysis reports				





5) Annually maintain high ratings on all finance related assessment reports, including an unmodified opinion from our external auditors.	10	Executive Director of Finance & Accounting, Executive Director of Business Services, Accounting Coordinator, Finance Department staff	1. Unmodified Opinion on the Comprehensive Annual Financial Report (CAFR). 2. "Pass" rating on Financial Integrity Rating System of Texas report (FIRST).				
6) Maintain financial integrity and continue utilization of transparent financial systems to ensure effective stewardship of taxpayer funds.	6, 10	Executive Director of Finance & Accounting, Executive Director of Business Services, Accounting Coordinator, Finance Department staff	1. For transparency, provide monthly financial reports to the Board of Trustees. 2. Monthly, post on the CISD website the Accounts Payable check register, Board reports and utility usage and cost.				
7) Develop a Systematic Program Review Process to effectively evaluate district programs based on established matrix.		Superintendent, School Board, Superintendent's Cabinet, Chief of Governance, Policy and Program Evaluation	100% of targeted programs and initiatives are reviewed according to district schedule.				
8) Develop a MyChoice Academy task force, which will review a variety of data points in order to make recommendations for future programming.		Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, Chief of Strategic Planning & Partnership Development, Chief of Student Services, Manager of Choice Programs, Director of College and Career Readiness, Executive Director of Communications and Marketing, Principals	Strategic Planning Task Force- consisting of central office and campus leadership- will utilize data/feedback to develop MyChoice program applications, procedures for applying and acceptance, as well as make recommendations for future MyChoice programs.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							









Goal 5: Ensure Effective and Efficient Use of Resources

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

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Initiate efforts to incorporate planning for all functions under the umbrella of a comprehensive planning process to ensure linkage of organizational efforts and to support shared purpose - Curriculum Audit Recommendation (CAR #3)		Superintendent, Chief of Strategic Planning & Partnership Development, Executive Director of Technology, Deputy Superintendent of School Improvement, Deputy Superintendent of Curriculum and Instruction, Superintendent's Cabinet	Comprehensive planning process developed. Reviewed and revised the District Strategic Plan. Revise and implement Technology Plan. Reviewed and revised the district and campus improvement plans to meet audit criteria. Facilities long-range plan developed. Technology Planning: Develop and implement a system for selecting, planning, implementing, monitoring, and evaluating technology programs.				
2) Design and implement a multi-year financial planning process that fully aligns district and building level resources to curricular goals and priorities, that include cost-benefit analysis to assure that funded efforts are producing desired results - Curriculum Audit Recommendation (CAR #9).		Superintendent, Executive Director of Finance & Accounting, Superintendent's Cabinet	Budgeting process based on student achievement needs comprehensive planning process developed.				
3) Develop preventative maintenance and long-term replacement schedules for all facility infrastructures and equipment.		Executive Director of Non-Instructional Services, Director of Maintenance.	Schedules for replacement of infrastructures and equipment. Evidence that schedule has been implemented.				
4) Ensure all required infrastructures are adequate to meet district growth.		Executive Director of Business Services, Executive Director of Non-Instructional Services, Capital Facilities Advisory Council	District personnel working with the district's demographer along with developers and builders within district boundaries to stay abreast of growth and needs in the district. Plant for new facilities to address growth.				

5) Implement the District's prioritized capital/general funded project list, as funds are available.		Executive Director of Business Services, Executive Director of Non-Instructional Services, Capital Facilities Advisory Council	Completed items on the District's Capital/General funded project list.				
6) Continue to utilize Federal E-Rate system to assist in maintaining and exceeding compliance of Federal, State, and Local initiatives.		Executive Director of Technology Services, Director of Technology, Coordinator of Instructional Technology, and Coordinator of PEIMS and Information.	Annually work with E-Rate consultant to provide timely federal request for proposals to meet district needs.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	9	Monitor of curriculum delivery and student learning utilizing both formative and summative assessment data, as well as classroom and teacher observations.
1	1	10	Address the diverse instructional needs of students (with particular focus on At-Risk, Second Language, and special need students) through a variety of innovative, engaging and rigorous instructional strategies, intervention activities, and the provision of support personnel for instruction as well as professional development.
1	1	12	Utilize district's research-based RTI program to meet the academic and behavior needs of all students.
1	1	14	Create walk-through form specific to inclusion and resource setting, collect walk-through data regarding supports and interventions as well as research based inclusion practices, analyze results and utilize professional development with appropriate stakeholders to ensure that data collected is implemented effectively and with fidelity.
1	1	16	Partner with TEA to analyze correlation of IEP Services and student achievement, receive and analyze report data, and implement appropriate steps based on data analysis.
1	1	17	Partner with Region XI Service Center personnel to evaluate the special education continuum of services. Region XI will facilitate a "Design Thinking Session" and implement appropriate steps based on the results of the session.
1	3	1	Identify and implement current and emerging technology skills appropriately into the curriculum.
2	2	2	Provide parents, students and staff the opportunity to be involved in school safety by conducting school safety satisfaction surveys.
2	2	3	Utilize new AP Walk & Talk to ensure all campuses are in compliance with Texas School Safety Mandated Drills.
3	1	1	Provide new opportunities for parents and families to volunteer and participate in school activities.
3	1	2	Recognize community support, volunteers and mentors annually.
4	2	1	Provide quality and relevant staff development aligned to district needs and state law.

State Compensatory

Budget for District Improvement Plan:

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

199.XX.6399.00.XXX.0.XX	6399 General Supplies	\$223,845.00
6300 Subtotal:		\$230,252.00
6400 Other Operating Costs		
199.XX.6411.00.XXX.0.XX	6411 Employee Travel	\$90,759.00
199.XX.6494.00.XXX.0.XX	6494 Reclassified Transportation Expenses	\$17,180.00
199.XX.6495.00.XXX.0.XX	6495 Membership Fees	\$600.00
199.XX.6499.00.XXX.0.XX	6499 Miscellaneous Operating Costs	\$5,525.00
6400 Subtotal:		\$114,064.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paraprofessional Staff	Office and Classroom	Crowley Learning Center	12
Professional Staff	Teachers	Content Mastery	21
Professional Staff	Teachers	AVID	10
Professional Staff	Reading Specialist	Dyslexia	21.5
Professional Staff	Administrative and Counseling	Crowley Learning Center	3
Professional Staff	Teachers	Crowley Learning Center	20

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

2: Schoolwide Reform Strategies

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

3: Instruction by highly qualified professional teachers

Each year the qualifications of the instructional aides are evaluated in terms of the "Highly Qualified" criteria established by the Federal Government. The federal law has changed and in addition to proving to be highly qualified according to certification requirements, the focus is on equality and effectiveness so teachers are measured in terms of years-of-experience as well as teacher effectiveness, student learning and student engagement. This information is then used to ensure that all campuses have a qualified staff that achieves the state and local goals. 100% of the instructional aide staff is "Highly Qualified" for the 2017-2018 school year and the data collected indicates that each campus is served equitably according to the established criteria.

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

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

5: Strategies to attract highly qualified teachers

The basic strategies utilized by the district to attract highly qualified teachers include: 1) a competitive salary, 2) an extensive recruiting/public relations program that helps to ensure that the Crowley ISD name is well known by the universities and other organizations that generate the pool of applicants; 3) making sure that individual applicants have easy access to district information as well as the application process; 4) communicating to applicants that the district provides a mentoring support system for applicants so that they will have access to the people and resources they need to make sure that their teaching experience is successful and enjoyable; and 5) the district encourages the hiring of new staff as early as possible to help ensure that the district has the largest pool of qualified applicants from which to select. The recruitment program is supervised by the Employee Services Department.

6: Strategies to increase parental involvement

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

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

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

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

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

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

achievement standards

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

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

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

Title I Personnel

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

District-Wide Educational Improvement Advisory Council

Committee Role	Name	Position
Classroom Teacher	Shawna Morris	Bess Race Elementary
Classroom Teacher	Ruth Martinez	Sycamore Elementary
Classroom Teacher	Leta Womack	Deer Creek Elementary
Classroom Teacher	Rosa Garcia	Meadowcreek Elementary
Classroom Teacher	Holli Thompson-Jones	Jackie Carden Elementary
Classroom Teacher	Felicia Wilkerson	Parkway Elementary
Classroom Teacher	Gayle Biemeret	Oakmont Elementary
Classroom Teacher	Mary Ayers	Dallas Park Elementary
Classroom Teacher	Mallory Sargent	J.A. Hargrave Elementary
Classroom Teacher	Kenisha Turner	Poytner Elementary
Classroom Teacher	Bryan Michler	Sue Crouch Intermediate
Classroom Teacher	Dawn Beaver	S.H. Crowley Intermediate
Classroom Teacher	Lisa Harvey	David L. Walker Intermediate
Classroom Teacher	Coral Zayas	Mary Harris Intermediate
Classroom Teacher	Natalie Whisenant	H.F. Stevens Middle School
Classroom Teacher	Shana Pink	H.F. Stevens Middle School
Classroom Teacher	Joseph Phipps	Special Education
Classroom Teacher	Laquinta Allen	Crowley Middle School
Classroom Teacher	Nikki Molina	Summer Creek Middle School
Classroom Teacher	Darriel Ervin	Summer Creek Middle School
Classroom Teacher	Belinda Maddox	Crowley 9th Grade
Classroom Teacher	Mary Whitehead	North Crowley 9th Grade
Classroom Teacher	Catherine Bruder	Crowley High School
Classroom Teacher	Christy Johnson	Crowley High School
Classroom Teacher	Shea Buchanan	North Crowley High School

Classroom Teacher	Christi Sweet	North Crowley High School
Classroom Teacher	Remon Tuck	Crowley Learning Center
Classroom Teacher	Melanie Rich	BRJ-CTE Center
Non-classroom Professional	Falicia Tate	BRJ-CTE Center
District-level Professional	Maria Anguiano	Coordinator of Bilingual/ESL
District-level Professional	Annette Duvall	Director of College & Career Readiness
District-level Professional	Amy Kuhns	Coordinator of Special Services
District-level Professional	Monicole Brown	Nurse
District-level Professional	Margaret Terry	Coordinator of District Safety & Security
District-level Professional	Theresa Paschall	Coordinator of Counseling Services
District-level Professional	Katie Gray	Coordinator of Professional Development
District-level Professional	Crystel Polk	Project Director of 21st Century Programs
District-level Professional	Jaretha Jordan	Director of Professional Development
District-level Professional	Michael Williams	Supervisor Human Resources
Parent	Mary Heltcel	Parent Representative
Parent	Crystal Hamilton	Parent Representative
Community Representative	Sylvester Key	Community Representative
Community Representative	Diana Pokluda	Community Representative
Community Representative	Keith Warren	Community Representative
Business Representative	Gilbert Perez	Business Representative

District Funding Summary

199...11 - General Funds: Basic Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
199...53 - Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
Sub-Total					\$0.00
199...99 - General Funds: Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	11	Literature for training		\$200.00
Sub-Total					\$200.00
211...24 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$0.00
3	2	2			\$0.00
Sub-Total					\$0.00
255...24 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$200.00