Crowley Independent School District
Crowley Collegiate Academy
2018-2019 Campus Improvement Plan

Board Approval Date: December 20, 2018
Mission Statement

In order to develop 21st century learners, CCA scholars and staff will commit to working together in a way that builds relationships as well as teaches, expects, and rewards high educational standards so that all members of the CCA community continue to be life-long learners and thrive in a global society.

Vision

CCA offers our scholars a rigorous, relevant curriculum with training in skills & behaviors and social, emotional support leading to strong post-secondary education and career opportunities.

Core Beliefs

The Crowley Collegiate Academy learning facilitators and families share beliefs for a school where:
   · Scholars pursue a college level curriculum and produce college quality work;
   · Cooperative and collaborative relationships exist among all stakeholders;
   · Scholars are self-motivated, independent learners who take personal responsibility for their education; and
   · Scholars are motivated to transfer to a baccalaureate program and pursue a post-graduate education or earn a credential to transition to the workplace.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Early College High School (ECHS) concept at Crowley Collegiate Academy (CCA) provides high school-age students a “seamless” pathway from high school to college. Housed on the second floor of the Bill R. Johnson Career & Technology Education Center which is the TCC South Crowley Campus, CCA offers our scholars assimilation into college coursework in an environment of support. This integration requires dual enrollment, with each scholar demonstrating mastery of the knowledge and skills necessary for success (Texas Success Initiative Assessment [TSI-A] and other requisite tests). Scholars who graduate from the CCA would have earned their high school diploma, accumulated 60 college credits and earned an Associate Degree, transferable to a senior college/university or leading to employment. CCA will provide strong support to scholars and their families to obtain entrance to, and success in, college or the workplace.

Students accepted into CCA completed an application with several essays describing their desires and determination. CCA, as an ECHS in Texas, is committed to serving students who are underrepresented in higher education by recruiting low-income students, students who are at-risk of dropping out of school, racial and ethnic minorities, first-generation college goers, and English language learners. Eighty percent of the current students represent one or more of these areas.

Demographics Strengths

CCA scholars have taken ownership of building our school culture. They have taken leadership roles to plan and implement activities including recruiting and training incoming students. For incoming students with struggles, staff pair these students with a leader having similar experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student recruitment is hindered by the lack of extra-curricular activities at our school. Root Cause: School day and course load
Student Academic Achievement

Student Academic Achievement Summary

All students in CCA will take Texas state End of Course (EOC) assessments in English 1 and English 2, Algebra 1, Biology, and U.S. History. Students will also be required to complete the Texas Success Initiative Assessment (TSI-A). This state mandate for students taking college-level courses is to demonstrate college readiness by exam scores which indicate they are TSI “Complete” or “Exempt” in Mathematics, Writing and Reading.

TSI boot camp is offered each summer to support both incoming 9th graders who have limited or no knowledge of the TSI exam as well as current students who have not mastered one or more subject areas. Beginning of the year TSI results indicate 95% of juniors have mastered the TSI Reading, 100% TSI Writing, and 53% TSI Math; of the sophomores 84% TSI Reading, 85% TSI Writing, and 28% TSI Math; of incoming freshmen 39% TSI Reading, 71% TSI Writing, and 2% TSI Math.

Student Academic Achievement Strengths

Every student is held to high academic and behavioral expectations. Students made the choice to take this opportunity to enhance their future, so staff must continually support through providing creative teaching strategies, social and emotional training/mentoring, and developing smaller learning communities.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: -CCA scholars are not utilizing the daily study time built into the school schedule. **Root Cause:** Student's time management
School Processes & Programs

School Processes & Programs Summary

Crowley Collegiate Academy offers students a rigorous, relevant curriculum leading to strong post-secondary education and career opportunities. Scholars and parents who choose this collegiate high school do so with the full understanding that the school is part of a college learning community.

Courses at CCA are all advanced level courses. Pre-AP courses are designed to extend and enrich the content of the regular high school curriculum while preparing students for success in Advanced Placement/dual credit classes offered. These courses provide challenging research opportunities for students with high interest in academic exploration and include out-of-class assignments. Dual Credit courses allow students to obtain college credit and high school credit simultaneously under an agreement with Tarrant County College. For most dual credit courses, TCC faculty teach the courses on the CCA campus. In order to be enrolled in dual credit courses, students must have attempted and met the required standard on certain parts of the Texas Success Initiative Assessment (TSI-A). All program dual credit courses are transferable to a four-year university and reflected on a post-secondary degree plan.

CCA utilizes the ECHS Common Instructional Framework during lessons to build college ready skills: Collaborative Group Work, Writing to Learn, Questioning, Scaffolding, Classroom Talk, and Literacy Groups. Many of these techniques are also found in strategies from AVID through WICOR (Writing, Inquiry, Collaboration, Organization and Reading).

CCA has developed an ECHS implementation plan following the blueprint from TEA. Instructional strategies based upon sound research through AVID and ECHS drive the improvement process and include: Writing to Learn, Inquiry/Questioning & Classroom Talk, Collaborative Group Work, Organizational practices, Reading & Literacy Groups, and Scaffolding the learning. The PLC system is calendared to evaluate continuous improvement and is structured to support these main discussion areas: Data Review, College Readiness, Instructional Strategies, Culture/Climate, and Communication/Marketing.

The staff at CCA provide a wealth of knowledge and skills from various backgrounds, all with previous experience. Teachers bring expertise in their individual teaching fields as well as ideas from around the state and nation. The staff are committed to developing a Professional Learning Community to analyze data and develop strategies to meet the needs of all our students.

Because of the CISD 1:1 initiative for secondary students, CCA students have each been issued a laptop. Both CCA teachers and TCC dual credit instructors utilize the Blackboard learning management system. The creation of online assignments and resources in Blackboard provides students access around the clock. Students also participate in dialogues using the Blackboard discussion boards in a closed learning environment.

School Processes & Programs Strengths

The saying, "it takes a village to raise a child" is evident in CCA. Staff work collaboratively with each other and parents discussing student needs and developing strategies for addressing these needs throughout the year. Staff are also willing to sponsor various clubs as designed by groups of scholars.
Parents support their children at home and support the school as a whole through their Booster Club.

Experienced staff with varied instructional backgrounds collaborate together to learn new instructional strategies.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1**: Student leadership has declined as students feel greater pressure to fulfill course requirements. **Root Cause**: Student prioritizing academics over social activities
Perceptions

Perceptions Summary

Crowley Collegiate Academy is a campus-based Early College High School designed to foster a “college-going culture” and prepare “college-ready” students. The curriculum is forged and executed through close relationships and professional development between the instructional staff of the CCA and the faculty of TCC. The strengths of this school include: its size, the collegiate environment, collaboration between faculty, development of personalized educational plans for students, and access to the resources of one of Texas’ premier community colleges.

Among the principles that guide curriculum development and instruction are: academic rigor; relevance across disciplines and globalization - building strong facilitator-scholar and peer-to-peer relationships; and fostering a firm sense of personal responsibility among scholars for their own learning.

CCA provides an AVID (Advancement Via Individual Determination) class for each scholar to learn college readiness and organization skills as well as to promote sound study habits. Teachers are committed to promote and teach the research proven skills while providing the social and emotional support characterized in the AVID program.

At Crowley Collegiate Academy we all, scholars and staff, strive to Achieve success by Being respectful, and Committing to responsibility (ABCs of CCA).

As we build a new ECHS in CISD, we must include parents and community members. CCA is a partnership between CISD and TCC South Campus which will continue to educate our surrounding community on the benefits of this partnership. CCA parents have already participated in information meetings including CCA and College information. Further parent meetings will provide information and training on technology resources, organization & study habits, homework help, health & wellness, emotional support, and growth mindset.

Perceptions Strengths

Parents are supportive of the vision of CCA, students’ growth, and faculty and staff expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents sending/forcing their child to join the program may hinder student retention. Root Cause: Students' lack of commitment
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
- State and federal planning requirements

**Student Data: Assessments**
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**
- Attendance data
- Discipline records

**Employee Data**
- State certified and high quality staff data
- Teacher/Student Ratio

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

**Support Systems and Other Data**
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
## Goals

### Goal 1: Improve Student Achievement for All

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

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

**Summative Evaluation 1:**

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<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy’s Expected Result/Impact</th>
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| 1) ECHS Benchmark 4: Curriculum and Support  
The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Boards (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) 4.28) or an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study. | ECHS Outcome-based Measures for Course Completion and Grade-by-grade Retention | - 100% CCA students achieve 6 HS credits, including 7 college credit hours by the end of 9th grade  
- 100% of CCA students achieve 30 college credit hours by the end of the 11th grade.  
- 100% CCA students will participate in daily study groups utilizing AVID tutorial strategies |

| Problem Statements: Student Academic Achievement 1 |

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2) ECHS Benchmark 5: Academic Rigor and Readiness
The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC 4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

| ECHS Outcome-based Measures for TSI College Readiness Standards | 100% CCA students will achieve TSI compliant in Reading by the end of 9th grade |
| | 100% CCA students will achieve TSI compliant in Writing by the end of 10th grade |
| | 100% CCA students will achieve TSI compliant in Math by the end of 11th grade |

Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Student Academic Achievement</th>
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<tr>
<td><strong>Problem Statement 1:</strong> -CCA scholars are not utilizing the daily study time built into the school schedule. <strong>Root Cause 1:</strong> Student's time management</td>
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![Image of symbols indicating performance levels (Accomplished, Continue/Modify, No Progress, Discontinue)]
Goal 2: Provide Safe, Secure and Nurturing Schools

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

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

Summative Evaluation 1:

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<tr>
<td>1) ECHS Benchmark 1: Target Population &quot;The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.</td>
<td>ECHS Outcome-based Measures for district proportionality</td>
<td>- CCA student recruitment will focus on target population with emphasis on male students - CCA acceptance &amp; enrollment will match or over-represent district enrollment percentages in targeted student groups, according to the ECHS blueprint outcome-based measures.</td>
<td>80%</td>
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<tr>
<td>Problem Statements: Demographics 1 - Perceptions 1</td>
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<tr>
<td>2) ECHS Benchmark 4: Curriculum and Support The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Boards (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) 4.28) or an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.</td>
<td>ECHS Outcome-based Measures for Course Completion and Grade-by-grade Retention</td>
<td>- Individual Counseling, as needed - Guidance lessons in goal setting and resiliency - Families who express needs will be referred to appropriate community services as social emotional support for students - In an effort to provide social emotional support AVID strategies will be utilized by 100% CCA Staff</td>
<td>25%</td>
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<td>= Accomplished</td>
<td>= Continue/Modify</td>
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<td>= Discontinue</td>
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### Demographics
**Problem Statement 1:** Student recruitment is hindered by the lack of extra-curricular activities at our school. **Root Cause 1:** School day and course load

### Perceptions
**Problem Statement 1:** Parents sending/forcing their child to join the program may hinder student retention. **Root Cause 1:** Students' lack of commitment
Goal 3: Support Parent and Community Partnerships

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

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

Summative Evaluation 1:

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1) ECHS Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed Memorandum of Understanding that:
- defines the partnership between the school district(s) and the institute(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

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<thead>
<tr>
<th>ECHS Outcome-based Measures for completed MOU</th>
<th>MOU complete and submitted to TEA for ECHS application</th>
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- 100% = Accomplished
- 0% = No Progress
- X = Discontinue

= Continue/Modify

Crowley Collegiate Academy
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15 of 19
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Goal 4: Provide a Quality Workforce in a Positive Work Environment

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

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

Summative Evaluation 1:

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| 1) ECHS Benchmark 6: School Design                                                 | Texas and SACS certification/qualification requirements                | - 100% qualified staff meeting state and federal guidelines  
- CCA staff will develop and implement a shared vision for our school. | Formative Summative |
| The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training. | | | Oct Jan Apr July |

100% = Accomplished  
0% = No Progress  
= Discontinue  
= Continue/Modify
**Goal 5: Ensure Effective and Efficient Use of Resources**

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

**Evaluation Data Source(s) 1:** 5.1 Maintain high ratings on the Financial Integrity Rating System of Texas (FIRST) and demonstrate appropriate management of taxpayer resources on the District's Comprehensive Annual Financial Report (CAFR). 5.2 Updated and maintained Capital Facilities Priorities Report.

**Summative Evaluation 1:**

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| 1) ECHS Benchmark 3: P-16 Leadership Initiatives  
The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s). | CISD and TCC MOU | ECHS Leadership Team will meet according to the guidelines of the ECHS application |

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100% = Accomplished  
0% = No Progress  
X = Discontinue
## 2018-2019 Campus Site-Based Committee

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<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Administrator</td>
<td>Tralissa Griffin</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Abbey Mar</td>
<td>Counselor</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Sabrina Early</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Liz Alza</td>
<td>Teacher</td>
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</table>
Addendums
Federal Program Expenditures

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

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

Ten Components of a Schoolwide Program

1. A comprehensive needs assessment
2. Schoolwide reform strategies that provide opportunities for all children to meet or exceed state’s proficient level of student performance
3. Instruction by highly qualified teachers
4. High Quality, ongoing professional development for all staff as needed
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs
8. Measures to include teachers in the decisions regarding the use of academic assessments for improving individual student performance and the overall instructional program
9. Effective, timely intervention activities which include measures to ensure that students’ difficulties are identified and of sufficient scope to target appropriate intervention
10. Coordination and integration occurs between federal, state, and local services such as nutrition, education, job training, programs provided under NCLB and violence prevention programs.
Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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

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

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

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or

3. Otherwise adversely affects the student’s educational opportunities.

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

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

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:
   a. Affects the student’s ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student’s educational opportunities; or
   b. Creates an intimidating, threatening, hostile, or abusive educational environment.

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

BY OTHERS

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

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or

3. Otherwise adversely affects the student’s educational opportunities.

EXAMPLES

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

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

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

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or

3. Otherwise adversely affects the student’s educational opportunities.

EXAMPLES

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

DATING VIOLENCE

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

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

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or

3. Otherwise adversely affects the student’s educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student’s family members, or members of the
student’s household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student’s spouse or current dating partner, or encouraging others to engage in these behaviors.

RETAILATION

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

EXAMPLES

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

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

PROHIBITED CONDUCT

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

DEFINITION OF DISTRICT OFFICIALS

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

TITLE IX COORDINATOR

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA/SECTION 504 COORDINATOR

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

ALTERNATIVE REPORTING PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF THE REPORT

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

INITIAL ASSESSMENT

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

INTERIM ACTION

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District’s investigation.

DISTRICT INVESTIGATION

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,
and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**CRIMINAL INVESTIGATION**

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

**CONCLUDING THE INVESTIGATION**

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

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

**NOTIFICATION OF OUTCOME**

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

**DISTRICT ACTION**

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

**CORRECTIVE ACTION**

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

**BULLYING**

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District’s records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s website, to the extent practicable, and readily available at each campus and the District’s administrative offices.
"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or

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

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student's education or substantially disrupts the operation of a school.

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

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

INTERNET POSTING

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

_Education Code 37.0832(a)–(e)_]
Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

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

DEFINITION

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

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or

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

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student’s education or substantially disrupts the operation of a school.

EXAMPLES

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

RETAIATION

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

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING
Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES
To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT
Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT
A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

PROHIBITED CONDUCT
The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT
The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION
Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District’s policy against bullying.

The principal or designee shall refer to FDB for transfer provisions.

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Retention of records shall be in accordance with CPC(LOCAL).

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s Web site, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.
Federal Grant Funds 2015 - 2016 and
Proposed 2016 – 2017 Programming


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


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


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


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

Communicating Recommendations:

Please allow your campus staff to review this information either through the Campus Improvement Committee or during a faculty meeting. If your campus has any suggestions for additions to /or subtractions from the items currently funded through these grants, please communicate that information in writing to me by June 3rd. My email is: ted.kretchmar@crowley.k12.tx.us.
Addendum to the 2016-2017 District/Campus Improvement Plan

Subject: Coordinated School Health includes:

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

Subject: Dropout Procedures

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

Subject: Emergency Preparedness Drills

Ensure all campuses are in 100% compliance as measured by the emergency preparedness drill documentation form.
1. Each campus schedules drills with the Coordinator for Safety & Security and documents the following drills:
   a. Building Evacuation (Fire Drill) – at least one per month for each month school is in session 10 or more days, including one obstructed drill
   b. Lock Down – at least two per year
   c. Severe Weather – at least two per year
   d. Shelter in Place – at least two per year
   e. Reverse Evacuation – at least two per year
   f. Other - includes Bus Evacuation Drill
2. Fire Exit Drills are recorded and submitted annually to the State Fire Marshal

Subject: McKinney-Vento Homeless Assistance

1. The Residency Questionnaire form within the registration will be completed by the parent/guardian and submitted to the campus who will submit to the District Homeless Liaison for verification.
2. Crowley ISD guarantees that a family/student can enroll in school if residing:
a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program
b. In a hotel/motel, or weekly-rate housing
c. In a house or apartment with more than one family because of economic hardship or loss
d. In an abandoned building or a car, at a campground, or on the street,
e. In a temporary foster care
f. In a substandard housing (no electricity, no water, and/no heat)
g. With friends or family because the student is a runaway or unaccompanied youth

3. The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.

4. The following services are made available for students identified under the McKinney Vento Act:
   a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
   b. John Peter Smith (JPS) Hospital School-based Clinic located on Crowley ISD Clinic
   c. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations
   d. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school’s attendance zone or district
   e. Transportation provided from student’s current residence back to the student’s school of origin
   f. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

Subject: Pregnancy Related Services (PRS) Program

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

3. Documentation, as defined by the PRS procedures, of each student’s participation in the PRS program will be maintained on the campus.

Subject: Texas Behavior Support Initiative (TBSI)

1. Any campus personnel likely to use restraint or likely to use time-out as part of a student’s Individualized Education Program and/or Behavior Intervention Plan must receive training in the Texas Behavior Support Initiative (TBSI).

2. The school staff member will complete the first six modules online prior to taking module seven, Physical Restraint. The District adopted restraint training program is Nonviolent Crisis Intervention through the Crisis Prevention Institute (CPI).

3. Before being allowed to register for CPI, the school staff member must provide evidence to the CISD Professional Development Department that they have gone through the first six modules of TBSI.

4. Campus personnel are only required to participate in the online module training one time. The physical restraint training program requires annual training.

5. Personnel called upon to use restraint and who have not received prior training must receive training in the six modules of TBSI and CPI within 30 school days following the use of restraint.

6. Each campus in the District is required to maintain a core team of an administrator, general education teacher and a special education teacher trained in TBSI and CPI.
In Crowley ISD steps are taken to empower students at every grade level with protective influences that decrease the likelihood of suicide. These steps are provided in a variety of methods and with age-related considerations.

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

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

Additionally, staff on all Crowley ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Crowley ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self-harm is screened for risk level, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.
### 2016-2017 Priority for Service (PFS) Action Plan
ESC REGION 11 MIGRANT EDUCATION PROGRAM SSA DISTRICTS

**Goal(s):** Identify and provide services to migrant learners who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.

**Objective(s):**
- Identify migrant learners who enroll late and withdraw early and provide supplemental services to each learner when no other school district services are available.
- Identify migrant learners who are missing significant amounts of instructional time due to late enrollment and/or excessive absences.
- Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children.
- Use data to plan the Priority for Services Action Plan (PFS) for 2016-2017 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.

<table>
<thead>
<tr>
<th>Required</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Documentation</th>
</tr>
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<tbody>
<tr>
<td>On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</td>
<td>15th day of every month for 2016-2017</td>
<td>NGS Specialist</td>
<td>PFS Reports</td>
</tr>
<tr>
<td>Print and review the New Generation System (NGS) Priority for Service (PFS) learner report monthly</td>
<td>20th day of every month for 2016-2017</td>
<td>NGS Specialist</td>
<td>NGS generated reports</td>
</tr>
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Before the first day of school, develop a PFS Action Plan for serving PFS learners. The plan must clearly articulate criteria for defining learner success, including timelines for achieving stated goals and objectives.

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<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Documentation</th>
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</thead>
<tbody>
<tr>
<td>Send PFS Action Plan to District to attach to DIP</td>
<td>August 12, 2016</td>
<td>MEP Coordinator</td>
<td>Copy of sent email(s)</td>
</tr>
</tbody>
</table>

The PFS Action Plan must include the following:
1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

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<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Documentation</th>
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<tbody>
<tr>
<td>Submit the PFS to the district SSA contact for distribution to appropriate staff</td>
<td>20th day of each month in 2016-2017</td>
<td>NGS Specialist</td>
<td>Copy of sent email(s)</td>
</tr>
<tr>
<td>Send letter with copy of PFS report for their child(ren) with request for meeting with parent</td>
<td>20th day of each month in 2016-2017</td>
<td>MEP Consultant, NGS Specialist</td>
<td>Copies of letter sent</td>
</tr>
<tr>
<td>Collaborate with counselors each reporting period in developing a personal graduation</td>
<td>September 2016 – May 2017</td>
<td>MEP School Liaison Consultant, MEP Consultant</td>
<td>Time and Effort reports, travel logs, graduation plan</td>
</tr>
</tbody>
</table>
2. When, in your school year calendar, the district’s Title I Migrant Coordinator, MEP staff and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.

| Contact parent to notify of child’s PFS status inform of intervention options. | September 2016 – May 2017 | MEP School Liaison Consultant, MEP Consultant | Copies of letter sent |
| Meet with PFS migrant parents and school staff to explain how PFS learners are identified and what services are available for these learners | As requested by parent or school staff | MEP School Liaison Consultant, MEP Consultant | Copies of letter sent |

3. How the district’s Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these learners in Migrant Education Program activities.

| Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP) | September 2016 – May 2017 | MEP consultant, School Liaison Consultant | District policy and procedures |
| Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant learners designed to help learners develop effective learning and study skills | September 2016 – May 2017 | MEP consultant, School Liaison Consultant, School Planning Group | Agenda, roster, minutes of meeting |
| Provide PFS learners and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events. | September 2016 – May 2017 | MEP consultant, School Liaison Consultant, School Planning Group | Copy of fliers, emails |

4. How the district’s Title I Migrant Coordinator will ensure that Priority for Service learners receive priority access to instructional services, as well as social workers and community social services/agencies.

| Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant learners with late entry/early withdrawal | September 2016 – May 2017 | NGS Migrant School Liaison Consultant, NGS Specialist | E-mails |
| Monitor NGS course completion for PFS learners with late entry and early withdrawal | September 2016 – May 2017 | NGS Migrant School Liaison Consultant, NGS Specialist | Learner transcript, NGS reports |
| Provide Parent Advisory Meetings in different areas throughout the school year | September 2016 – May 2017 | NGS Migrant School Liaison Consultant, Migrant Recruiters | Agenda, roster, mileage reimbursement forms, minutes of meeting |
| Provide contact information regarding social service agencies and healthcare providers available in their area. | September 2016 – May 2017 | NGS Migrant School Liaison Consultant, Migrant Recruiters | Telephone log, mileage reimbursement, time and effort reports |

5. What federal, state and local programs service Priority for Service learners?

| Meet (or communicate) with district staff to ensure learners participate in school services offered | September 2016 – May 2017 | Migrant School Liaison Consultant, Migrant Consultant | Telephone log, mileage reimbursement, time and effort reports, emails |
| Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD | September 2016 – May 2017 | Migrant School Liaison Consultant, Migrant Consultant | Budget records |
| Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses | September 2016 – May 2017 | Migrant School Liaison Consultant, Migrant Consultant | Budget records, tutor time logs |
| Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP). | September 2016 – May 2017 | Migrant School Liaison Consultant, Migrant Consultant | Agenda, roster, email, telephone log |
**Financial Integrity Rating System of Texas**

**2015-2016 RATINGS BASED ON SCHOOL YEAR 2014-2015**

**DATA - DISTRICT STATUS DETAIL**

<table>
<thead>
<tr>
<th>Name: CROWLEY ISD(220912)</th>
<th>Publication Level 1: 8/8/2016 6:20:16 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status: Passed</td>
<td>Publication Level 2: 8/8/2016 6:20:16 PM</td>
</tr>
<tr>
<td>Rating: A = Superior</td>
<td>Last Updated: 8/8/2016 6:20:16 PM</td>
</tr>
<tr>
<td>District Score: 90</td>
<td>Passing Score: 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Indicator Description</th>
<th>Updated</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district’s fiscal year end date of June 30 or August 31, respectively?</td>
<td>3/16/2016 4:39:34 PM</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds &quot;No&quot; to indicator 2.A. or to both indicators 2.A and 2.B.</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2.A</td>
<td>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</td>
<td>3/16/2016 4:39:35 PM</td>
<td>Yes</td>
</tr>
<tr>
<td>2.B</td>
<td>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</td>
<td>3/16/2016 4:39:35 PM</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Date</td>
<td>Time</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>3</td>
<td>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</td>
<td>3/16/2016</td>
<td>4:39:35 PM</td>
</tr>
<tr>
<td>4</td>
<td>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</td>
<td>3/16/2016</td>
<td>4:39:36 PM</td>
</tr>
<tr>
<td>5</td>
<td>Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district’s change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)</td>
<td>8/8/2016</td>
<td>6:03:36 PM</td>
</tr>
<tr>
<td>6</td>
<td>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</td>
<td>8/4/2016</td>
<td>2:02:05 PM</td>
</tr>
<tr>
<td></td>
<td>Multiplier Sum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</td>
<td>6/30/2016</td>
<td>1:40:59 PM</td>
</tr>
<tr>
<td>8</td>
<td>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district’s change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.) (See ranges below.)</td>
<td>8/4/2016</td>
<td>2:02:05 PM</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Date</td>
<td>Time</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>9</td>
<td>Did the school district’s general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district’s number of days of cash on hand greater than or equal to 60 days?</td>
<td>8/4/2016</td>
<td>2:02:06 PM</td>
</tr>
<tr>
<td>10</td>
<td>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</td>
<td>8/4/2016</td>
<td>2:02:06 PM</td>
</tr>
<tr>
<td>11</td>
<td>Was the school district’s administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</td>
<td>3/16/2016</td>
<td>4:39:38 PM</td>
</tr>
<tr>
<td>12</td>
<td>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</td>
<td>3/16/2016</td>
<td>4:39:38 PM</td>
</tr>
<tr>
<td>13</td>
<td>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district’s AFR result in a total variance of less than 3 percent of all expenditures by function?</td>
<td>3/16/2016</td>
<td>4:39:39 PM</td>
</tr>
<tr>
<td>14</td>
<td>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</td>
<td>3/25/2016</td>
<td>2:14:24 PM</td>
</tr>
<tr>
<td>15</td>
<td>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</td>
<td>3/24/2016</td>
<td>4:41:20 PM</td>
</tr>
</tbody>
</table>

90 Weighted Sum

1 Multiplier Sum

90 Score
**DETERMINATION OF RATING**

A. Did the district answer 'No' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

B. Determine the rating by the applicable number of points. (Indicators 6-15)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Superior</td>
<td>70-100</td>
</tr>
<tr>
<td>B = Above Standard</td>
<td>50-69</td>
</tr>
<tr>
<td>C = Meets Standard</td>
<td>31-49</td>
</tr>
<tr>
<td>F = Substandard Achievement</td>
<td>&lt;31</td>
</tr>
</tbody>
</table>