Crowley Independent School District

District Improvement Plan

2021-2022

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

Needs Assessment Overview Summary

Annually, district and campus administrators collaborate with staff and respective planning committees (District-Wide Educational Improvement Committee-DWEIC and Campus Performance Objectives Committee-CPOC) to develop the district and campus improvement plans. They utilize the district's Comprehensive Needs Assessment and *Vision 2025* to guide the alignment and focus of the strategies to our mission, which is to provide our students with excellence in education so that all student achieve their full potential.

Vision 2025 is Crowley ISD's strategic plan for the future. It was developed with input from students, parents, staff and community members, a team consisting of more than 30 district stakeholders designed this five-year plan that includes our beliefs, learner outcomes and three specific goals for Crowley ISD. Our 3 Goals are:

GOAL 1: **T**hriving Students

GOAL 2: **E**ngaged Community

GOAL 3: **E**mpowered Staff

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

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 16,387 students in grades Pre-Kindergarten through 12th.

The completion of our new CTE/CCA building allowed us to open our new Richard Allie Middle School for 2020-21. This is the final step in our rezoning and grade reconfiguration plans. Crowley ISD currently has 25 campuses as follows:

Elementary Schools (PK-5)		**Middle Schools (6-8)**	**High schools**	
Bess Race	Parkway	Crowley	Crowley	Bill R. Johnson CTE/CCA
Dallas Park	Oakmont	H.F. Stevens	Crowley 9th Grade	Crowley Learning Center
David L. Walker	Mary Harris	Summer Creek	North Crowley	
Deer Creek	S.H. Crowley	Richard Allie	North Crowley 9th Grade	
J.A. Hargrave	Sidney Poynter			
Jackie Carden	Sue Crouch			
June W. Davis	Sycamore			
Meadowcreek				

Crowley ISD employs 2,198 staff members, including 1,186 classroom instructional employees.

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

SEE DATA CHART ADDENDUM FOR: Student Enrollment Comparison (Disaggregated, Enrollment by Campus, Student LEP Enrollment Comparison, Student Mobility Rate) and Snap Shot Enrollment - by Grade, Staff Comparison (Disaggregated)

In 2018, Crowley ISD launched an Early Childhood initiative and continues expanding the programs offered for preschool age children. The district currently offers:

- Early Head Start Program for children 8 weeks to three-years-old
- PreK Plus classroom (often referred to as Head Start classrooms) for three and four-year-old students
- Half and full day opportunities for three-year-old students
- Full day program for four-year-old students

CISD is committed to providing a loving and supportive learning environment for all of our young learners with the goal of equipping these students with tools to ensure success as they matriculate through elementary school and beyond. In 2018, prekindergarten for three-year-old students was launches, four-year-old classroom options expended to full day and PreK Plus (Head Start) was introduced. PreK Plus is the name for the collaboration classrooms that are designed to support CISD prekindergarten students with both CISD and Head Start resources at targeted campuses.

To increase the district's offerings for the 2019-20 school year, CISD introduced tuition-based prekindergarten for families that do not meet the state qualifying criteria for prekindergarten. CISD utilizes a sliding fee scale to assign tuition to families that wish to pursue fee-based prekindergarten for their children. CISD also strengthened its partnership with Child Care Associates, operator for Head Start and Early Head Start in Tarrant County. This district now houses two Early Head Start Centers. The early learning centers are located at J.A. Hargrave and David L. Walker. The Early Head Start center serves 72 students ages 8 weeks to three-years-old. The targeted population for the Early Head Start program includes children of CISD teen parents, income eligible families and families with young children diagnosed with special needs.

SEE DATA CHART ADDENDUM FOR: Prekindergarten Program Distribution

The All Student graduation rate as well as most sub-population rates have exceeded the state average for the past several years. This accomplishment is worthy of celebration since the district percentages of drop-outs is also lower than the state average with most populations.

SEE DATA CHART ADDENDUM FOR: CISD Graduation Rates Compared to State

The district's attendance rate measured by Average Daily Attendance (ADA) has remained at 95.6% over the last three years. With the exception of COVID-19, 2019-20 being at 96.18% and the ADA almost met the District Goal of 96.5%. CISD for the last several years has been consistently averaging 95% or above.

SEE DATA CHART ADDENDUM FOR: 4-Year Attendance Comparison to State Average

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

SEE DATA CHART ADDENDUM FOR: CISD Dropout Rate Comparison to State Average.

Demographics Strengths

The following sub-populations from the graduation class of 2020 met or exceeded the state average: African American, Asian, Hispanic, Caucasian, Multiracial, Economically Disadvantaged, English Learners, and Special Education. DATA SOURCE: 2020 Data Table posted on Texas Education Webpage (Federal Graduation Rate)

The 2020 graduation class had a lower dropout rate that the state for the following populations: All students, African American, Asian, Hispanic, Multiracial, Economically Disadvantaged, English Learners, and Special Education. DATA SOURCE: 2019 Data Table Posted on Texas Education Webpage (Federal Dropout Rate).

Early Childhood Strengths:

- Increased enrollment in prekindergarten
- Expanded programs to include tuition option for non-qualifying four-year-old students
- In-district Early Head Start program to serve children 8 weeks to 3 years old
- Age appropriate furnishings and learning materials in all classrooms
- Increased professional development offerings for prekindergarten teachers and paraprofessionals
- CISD utilizes the state approved CIRCLE assessment to inform instruction and assess kindergarten readiness

Early Childhood Opportunities for Growth and Exploration:

During the past year, teachers and administrators came together to discuss the ways to strengthen instruction and promote a climate that is safe and nurturing for students. From these conversations, CISD is tasked with developing in the areas below:

- Emphasis on developing social and emotional, literacy, and math skills for three and four-year old students
- Staff development for administrators with prekindergarten classrooms
- Consistent behavior management practices for all prekindergarten classrooms in CISD
- Increase the number of opportunities for parental involvement in the educational experience of young learners

Student Achievement

Student Achievement Summary

During the 2018-19 school year, the district earned an Accountability Rating of "B." This rating is earned based on performance in three components: 1) Student Achievement, 2) School Progress, and 3) Closing the Gaps.

SEE DATA CHART ADDENDUM FOR: District Accountability Results

Beyond 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.

One major population included in any comprehensive needs' assessment is the at-risk populations (those identified as being eligible to receive services provided through Compensatory Education Funding). The data related to the at-risk populations indicate a generally successful program when comparing it to the state averages. State law requires that any student identified as Emergent Bilingual (EB) must be identified as at-risk. Therefore, one of the largest at-risk populations is EB. 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.

Another population included in any comprehensive needs' assessment is the Migrant Population. The district did not identify any migrant students during the 2015-16, 2016-17 or 2017-18 school years. The district has identified a small number this year. The number is so small that FERPA regulations do not allow the district to publish or discuss student performance results.

Student Achievement Strengths

- According to Graduation Data Tables provided on the TEA webpage the district graduation rates exceed the state average and the district dropout rates are lower than the state average with the vast majority of the sub-populations.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students in the district achieving "meets grade level standard or above" in Reading (35%) is below the state average (45%) **Root Cause:** Unfinished learning due to the COVD-19 pandemic and the implementation of remote learning and online testing were significant contributors to these outcomes. This is being addressed through the ongoing implementation of rigorous, on grade level curriculum, the piloting of content-rich ELAR curriculum at two elementary campuses and intensive intervention in Early Literacy Skills for all students.

Problem Statement 2: The percentage of students in the district achieving "meets grade level standard or above" in Math (23%) is below the state average (37%). **Root Cause:** In alignment with state trends, the impact of the COVD-19 pandemic resulted in a decrease in Math performance from 2019. This is being addressed through the implementation of the Gomez and Gomez model in upper elementary Math, teacher training in "just-in0time" scaffolding for unfinished learning, and the 2022-23 piloting of structured, high-quality instructional materials at multiple campuses.

Problem Statement 3: The percentage of students in the district achieving "meets grade level standard or above" in Science (32%) is below the state average (44%). **Root Cause:** The district's instructional model for Science did not align with best practices for Science instruction, time in elementary master schedules for Science was limited, and there was limited district-level support for Science teachers. This has been addressed by teacher training in the 5E model of Science Instruction, a minimum minutes requirement for Science at all grade levels in elementary master schedules, and the hiring of an elementary Science Coordinator as well as four district-level Science Instructional Coaches.

Problem Statement 4: The percentage of students in the district achieving "meets grade level standard or above" in Social Studies (39%) is below the state average (49%). **Root Cause:** The district did not have high-quality, rigorous resources for Social Studies instruction and there was limited district-level support for Social Studies teachers. This has been addressed by the purchase of high-quality Social Studies resources, the creation of aligned curriculum guides, and the hiring of a K-12 Social Studies Coordinator and a district-level middle school Social Studies Instructional Coach.

District Culture and Climate

District Culture and Climate Summary

The COVID-19 pandemic has brought undeniable challenges to every aspect of life and school districts have been in a unique position during this time period due to the need to keep all of our students and staff safe. Crowley ISD"s response to the pandemic is intentional and carefully planned at every step. Under the steadfast and visionary leadership of our Superintendent, Dr. Michael D. McFarland our efforts to minimize and recover "learning loss" is aggressively pursued.

Health Services continues to engage in partnerships within our community to provide avenues and opportunities for our students and district to thrive.

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 2021-22 school year, there are 1,923 AP students and 3,722 Pre-AP students. The number of AP exams given in spring of 2021 was 828, with 94 exams scored at a three (3) or higher (average to receive college credit). There were 1,726 college applications submitted by CISD students in 2021. The following enhancements have been made in our AP classes for 2021-22:

- We are using a common reflection form in all AP classes - used to create short-term goals prior to the next personal progress check
- All AP students are taking Personal Progress Checks after each unit of study
- All AP teachers are using the College Board Units of Study
- Creating Common semester exams using released test questions from College Board
- All exams (1,261) had to be ordered by November 13 – this locked kids into taking exams (October 31 is the district deadline to allow for internal audit for correct test order)
- High Schools have Advanced Academic Support Teams - support the success of the students especially first time Advanced Academic Participation.

SEE DATA CHART ADDENDUM FOR: Pre-AP and AP Enrollment, AP Performance, and College Applications (4-Year Comparison)

Crowley ISD has received the 21st Century Community Learning Center grant to provide academic, enrichment, parent involvement and college and career activities to seven campuses.

Fine and Performing Arts successes include an average number of All-State Choir members, First Division ratings for high school band(s), and the acclaimed 4th and 5th grade CISD Honor Choir. We are seeking to continue this trend.

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. In 2018-19, the Arbiter Payment system was implemented to more efficiently pay the game officials. In 2019-20, TicketRoar online ticketing was implemented for parties interested in attending CISD athletic Events. This system allows stakeholders to purchase their tickets in advance to avoid waiting in line on game days. The system also allows the Athletic Department to better monitor gate receipts from athletic events. The North Crowley High School gym renovation will be completed. The gym will seat over 2,000 fans, which is an upgrade from 1,350 previously held. The facility will be able to safely host campus and district events. 2020-21 ground has been broken for two indoor practice facilities. These facilities will allow teams to hold practices and workouts during inclement weather. These facilities will allow teams to hold practices and workouts during inclement weather. In the 2021 – 2022 year, CISD broke ground on the CISD sports complex providing current technology and facilities. Also, the Board of Trustees approved a partnership with the YMCA to improve the swimming pool allowing for more competitive swim programs.

SEE DATA CHART ADDENDUM FOR: Fine Arts Participation and Athletics Participation

As our district continues to grow and serve the students of Crowley ISD, the Office of Tranformation and Innovation has extended and expanded the vision. A key initiative to ensure all students in Crowley ISD are provided with high quality and innovative instruction, as well as choices and access to make informed decisions, is the STEM Plus initiative. STEM Plus is a mix of edeas compiled from local community and district needs, state education STEM framework, CISD learner profile skills, and instructional methods that focus on the

process and product for students to become self-directed learners.

2021-22 marks the second year of the district's transition from Choice programming to STEM Plus for All, as well as the first year of the combination of the GATE and STEM program. This combination of the programs grows opportunities for students by providing full-time STEM and GATE support at each elementary campus. Our goal is to provide access, awareness, and exposure for all students in curricular, co-curricular, and extracurricular learning. This includes consideration for the upcoming science TEKS changes for K-8 with the addition of the scientific and engineering practices (SEPs) embedded within the TEKS.

Vision: The STEM Plus vision in Crowley ISD is community empowerment through awareness, exploration, and engagement to prepare all learners for future global opportunities.

Mission: The STEM Plus mission in Crowley ISD is to transform learning through high quality instruction, real world experiences, and community partnerships to equip learners with 21st century skills for the pursuit of individual passions.

Elementary School	**Middle School**	**High School**
STEM Plus Specialists (15)	STEM Plus Coordinators (4)	STEM Plus Coordinators (2)

In addition to STEM Plus, the Office of Transformation and Innovation continues developing the African American Studies program at both Crowley and North Crowley High School. The African American Studies course is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. In Crowley ISD, the course was designed with the thinking to ensure the course even further by offering our students the opportunity to discover their roots by embedding a project-based learning opportunity that includes learning about their own roots and ancestorial story by DNA analysis. Last year, the pilot of this course has 40 students enrolled in the course. This year, the course offering at Crowley High School doubled for two sections of the course.

The district’s PEIMS reported discipline data for 2020-21 (676) indicates a 360% decrease in discipline offenses compared to 2019-20 (8582). This represents a 63.7% drop in number of offenses. This is due to us offering virtual learning due to COVID-19.

The Discipline Population, number of students receiving one or more discipline referrals, for the 2020-21 school year as reported to PEIMS is 1260. This value represents a 556% decrease from the 2019-20 discipline population of 1913 due to offering virtual learning. For a tru comparison, we have to look at the 2018-19 school year verses the 2021-21 t show a true growth or loss in discipline related referrals.

SEE DATA CHARTS ADDENDUM FOR: 4 Year Comparison - Discipline Population and # of Offenses

The Leadership department convened a committee of district and campus personnel to examine and update the current Student Management Framework system (September). Beginning with the 2022-23 school year, we will launch a district-wide framework as a uniform Student Culture and Management Framework to guide students bahavior.

SEE DATA CHARTS ADDENDUM FOR: Student Culture Matrix - by Grade, which is a result of this collaboration and will be included in the framework.

District Culture and Climate Strengths

- All campuses were 100% state compliant on Emergency Preparedness/Fire Drills in 2019-20
- Updated Multi-Hazard Emergency Operations Plan and Campus Emergency Operations Plans
- Implementation of safety protocols for emergency and drills due to Covid-19 (safe distancing, reducing pedestrian loads in hallways and exit points). After each drill, staff and students will be reminded that in an actual emergency, they must exit/evacuate without delay and without staggered exit/evacuation.
- Continue to assist with the newly created Crowley ISD Police Department
- All new administrators are receiving robust safety awareness training and continued support

- Promote partnerships with our SRO's in both jurisdictions through involvement in student meetings, safety meetings and incorporating classroom visits.
- Our continued partnership with UNT Health Science Center, Cooks Children's, and Tarrant County with regard to the Asthma 411 initiative
- CISD's Health Services partnerships with local universities to provide an opportunity to mentor Nursing students with University of Texas at Arlington, Tarrant County College, and Texas Wesleyan
- Our partnership with TCPH with regard to Pandemic operations and mitigation strategies
- CISD's Health Services Department will serve as mentors to CISD Nursing students and allow them to observe and serve in the district
- Our partnership with Urgent Care for Kids to provide telehealth services in the school setting
- All campuses received Heart Safe School designation by Project Adam and Cook Children's Medical Center

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Discipline has been improving through the implementation of our Student Management Framework as well as other discipline intervention systems and/or programs. There continues to be a need for increasing our staff's practices on incorporating positive management skills for all students. CISD's continues use of our district-wide Student Culture and Management Framework.

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.

SEE DATA CHART ADDENDUM FOR: Teachers by Years of Experience, Teachers' Experience Compared to State, Teacher Retention, and Teacher Turnover Rate.

A variety of Professional Development and teacher supports have been put in place for 2021-22:

- Universal screeners
- Next Level Mentors
- Newbie Network
- Established RtI Campus Representatives

The first year teacher mentor program is designed to provide teachers with targeted and scaffold support during the 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.

Our plans for 2021-22 include:

District Learning Academies:

- Crowley University
- New Professionals Orientation
- Newbie Network
- Tips and Tools

New Universal Screeners:

- MAPS
- BASS
- Achieve 3000
- MCLASS

Next Level Mentors:

- M.I.N.T.
- Next Level Leaders with aspiring APs and Principals
- Established RtI Campus Representatives
- Each campus has an RtI lead
- RtI committee meets every 8-10 weeks

Supports for New Teachers:

- Every new teacher is given a mentor
- The mentor and new teacher attend district level trainings focusing on instructional strategies and classroom management
- Each campus has a mentor advisor to assist mentors
- Mentor advisors conduct new teacher development
- New teachers to observe master teachers conducted throughout the year

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.

Additional successes include:

- Brought back students face to face during a pandemic
- Increased sub pay rates; increase Aramark pay rates, increased Durham rates
- Stipends for COVID vaccinations
- Implemented a COVID Sick Leave Bank
- Employee Child Care Center - Reorganized for National Association for the Education of Young Children (NAEYC) accreditation

SEE DATA CHART ADDENDUM FOR: Teacher Salary Comparison Chart

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crowley ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. Data driven decisions are made for improvement through the adopted curriculum. Effective instructional methodologies, walk-through information, feedback from the teachers, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

Curriculum, Instruction, and Assessment Strengths

A variety of Curriculum and Instruction supports have been implemented, updated, and revised or refined for 2021-22:

- Curriculum guides for all core content areas, K-12 are now in place
- Implementation of high-quality curriculum for advanced courses, including teacher training
- Addition of personnel in the Instructional Support Specialist position, including PK-2nd grade ELAR and Math ISSs for primary level coaching and support
- An interactive curriculum map has been created, K-12, showing the scope and sequence for all core content areas in one document, posted on the C&I website
- Horizontal Alignment Team meetings continue to occur every 6-8 weeks, allowing teachers from across the district to collaborate and receive training on best practices

Parent and Community Engagement

Parent and Community Engagement Summary

The Crowley Independent School District is a unique place to live and work with unprecedented community support provided by dedicated families, educators, corporations, and community leaders. Parents and community members contribute socially, emotionally, and financially toward the success of students in multiple arenas: academics, arts, athletics, and real-world applications; and are encouraged to participate in the district decision-making process as well as in promoting the attributes and successes offered here.

Crowley ISD's Faith-based Community Partnership has continued to increase since its initiation in 2016. We are continuing our efforts to match church resources with campus needs, e.g. Read2Win and Student of the Month recognition programs. Our goal is to have a Faith-based Community Partnership for every Crowley ISD campus.

Parent and Community Engagement Strengths

The spirit of *Every Student Succeeds Act (ESSA)* is at the heart of Crowley ISD's mission and vision. In order to provide each student with excellence in education so that all students achieve their full potential, the district and each campus plan activities and events to involve parents, families, and community leaders; 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 partners.

Having a strong desire to reach out to parents, families, and community leaders, Crowley ISD strives to incorporate emerging technological tools for communication, e.g. online surveys to gather important feedback from stakeholders. To encourage involvement, the district showcases student successes and programs at each Board meeting and sponsors district-wide information sessions.

The district has developed partnerships with over 100 organizations to support students and their families. The following are just a few:

-
- All Pro Dads
- Canes Restaurant
- Chicken Express
- Chick-fil-A
- Chisholm Trail
- EECU - Burleson
- Frog Street Curriculum
- Girls Inc.
- Kroger Foods
- Lakeshore Learning
- Lockheed Martin
- Lynn Smith Auto Chevrolet
- My Brother's Keeper/S.T.E.P. - CEO
- My Credit Union
- Read2Win, Inc.
- Steele and Freeman
- Tarrant County College
- Tarrant County Food Bank
- Tarrant County Harambee Festival
- Teens of Excellence

- Texas Christian University
- The Women's Center

Crowley ISD could not fulfill its mission nor realize its vision without the support and dedication of its parents, families and community partners working collectively together to ensure *Every Student Succeeds*.

District Context and Organization

District Context and Organization Summary

The District and all Campus/Targeted 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/Targeted Improvement Plan (CIP/TIP) are also reviewed at least four times annually: Formative reviews during the months of October, January, and April and a Summative review during July.

Vision 2025 is Crowley ISD's strategic plan for the future. Developed with input from students, parents, staff and community members, a design team consisting of more than 30 district stakeholders designed this five-year plan that includes our beliefs, learner outcomes and three specific goals for Crowley ISD. Our 3 Goals are:

GOAL 1: **T**hriving Students

GOAL 2: **E**ngaged Community

GOAL 3: **E**mpowered Staff

Annually, district and campus administrators collaborate with staff and respective planning committees (District-Wide Educational Improvement Committee-DWIEC and Campus Performance Objectives Committee-CPOC) to develop the district and campus improvement plans. They utilize the district's Comprehensive Needs Assessment and *Vision 2025* to guide the alignment and focus of strategies to our mission, which is to provide our students with excellence in education so that all students achieve their full potential.

In fall 2019, we completed the first phase of Crowley ISD's two-year Rezoning and Restructuring Plan:

- All elementary schools, plus the new June W. Davis campus have become PreK-5th grade campuses
- All four intermediate schools have been transformed into K-6th grade campuses
- The three middle schools remain the same with 7-8th grade
- The two high schools remain the same

In fall 2020, we completed the final phase of the two-year plan:

- The four formerly intermediate schools have become PreK-5th grade campuses
- We have opened our fourth middle school, Richard Allie Middle School
- All middle schools have become 6th-8th grade campuses
- The high schools have remained the same

District Context and Organization Strengths

- Early childhood expansion resulted in hundreds of students being served in ½ day and full day settings
- Prekindergarten opportunities exist at all elementary campuses as of August 2020
- STEM Programming:

- By providing each elementary campus a full time STEM Plus Specialist, Crowley ISD is opening doors for ALL students to be exposed to STEM plus learning and enrichment opportunities.
- The district has a strategic plan to encompass GATE and STEM programming at the elementary level through a variety of curricular, co-curricular, and extracurricular methods.
- As part of the vision and mission of providing opportunities for students, curriculum will focus on real-world narratives and engage students in the engineering design process that will include shifts for the upcoming K-8 TEKS changes and intentionally curricular structuring to provide exposure and awareness to CTE and career fields.
- Each campus elementary STEM Plus Specialist provides extracurricular STEM Plus programming for K-5 in district STEM focused topics such as: coding, gardening, robotics, engineering design, as well as campus interest areas such as space.
    - A secondary STEM Plus Coordinator stipend has been provided to align a continuum from the elementary for the four middle school campuses, as well as the two ninth grade campuses.

- 21st Century Community Learning Centers Grant Opportunity:
    - Crowley ISD will be participating in the 21st Century Community Learning Center grant. This opportunity is being provided through an important study being sponsored by the U.S. Department of Education. As part of the National Study of Continuous Quality Improvement to Inform the 21st CCLC Program, a group of eligible centers within each grantee will be identified to participate in the study. Half of those centers will be selected by lottery to implement the system. They will receive training and support to implement the system—at no cost—for two years, in 2021-2022 and 2022-2023. Staff from the Forum for Youth Investment's Weikart Center for Youth Program Quality will provide this training and support and work closely with the centers. Centers implementing the system as part of the study might be exempted from some aspects of the Blueprint process during the study period. The other half of the grantee's participating centers will continue with their usual practices. We are excited for what the 21st CCLC community will learn from this study and for the opportunity being offered to our centers to gain experience with continuous quality improvement.
- Increase in Higher Education partnerships
- Increase in equitable enrollment in Dual Credit courses
- College applications and scholarships have increased
- 100% AVID seniors have at least one college application in Apply Texas
- CHS and NCHS Fine Arts additions - Complete August 2019
- North Crowley High School gymnasium expansion - Complete October 2019
- Operations Facility - Complete June 2020
- Bill R. Johnson Career Tech Center - Complete August 2020
- High School Indoor Practice Facilities - Complete 2021
- New District Sports Complex - Complete July 2022
- New Administration Building - Complete July 2022
- Grants received by CISD for 2021-22 school year:
    - Grants and Innovation Department:
        - 21st Century Community Learning Centers for $1,499,927 each year for three years
        - Blended Learning Grant for $100,000
        - Student Success Initiative Community Grant for $300,000
        - Pathways in Technology Early College High School (P-TECH) for $197,245
        - Safety and Security Grant for $245,495
        - Crime Control Prevention District Grant: $143,750
        - District MIZ Grant: $120,487
        - ARP ESSER III: $25,040,100
        - School Action Grant: $155,000
        - ESSER II: $11,145,858
        - Texas COVID Accelerated Learning I:
            - Direct funds: $2,348,185
            - In-Kind: $2,677,404

        - Texas COVID Accelerated Learning II: $812,500
    - College/Career and Technology:
        - Project Lead the Way Cybersecurity for $20,000
        - Perkins Reserve Aerial Robotics for $50,000
        - Texas Hurricane Homeless Children and Youth Program Grant for $11,949
        - Evaluation Capacity Grant for $20,000
        - Perkins Grant
        - UT Grant
    - Curriculum and Instruction:
        - Texas Network for School Improvement for $25,600
        - Every Student Succeeds Act (ESSA) Grant
    - Early Childhood:
        - Early Head Start Expansion Care Partnership $8,900,000 (5-year Cycle)
    - Special Education:
        - Special Education Federal Grant IDEA
        - SPED Fiscal Funding Grant $338,000

Technology

Technology Summary

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

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

Technology Services strives to follow these guiding principles:

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

SEE DATA CHART ADDENDUM FOR: Chromebooks by Campus, Laptops by Campus, and Age of Computers by Deployment Date

Technology Strengths

Current district technology services offer the following:

- Mobile device distribution to all students as a 1:1 solution
- Mobile Hotspots to all families who do not have internet at home
- Wireless coverage in all classrooms
- Minimum Technology Standard (MTS) for every classroom teacher: Laptop, projector, document camera, and sound
- District standardized student information system
- Online library book
- Emergency back-up system for data preservation
- Six (6) Instructional Technology Consultants available for each campus to utilize with Technology Integration
- District mobile communication to all stakeholders via mobile application developments.

Additional successes include:

- ERATE funds awarded to support technology for our economically disadvantaged students
- Over 16,000 devices have been deployed over 25 campuses

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

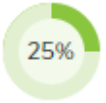
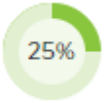
Goals

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

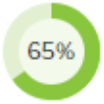
Performance Objective 1: Ensure safe, secure, and nurturing school environment.

Evaluation Data Sources: Discipline Data
Drop-out Data
Attendance Data
Academic Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Ensure all Safe School Plans are implemented with fidelity and maintain Emergency Operations Plans that provide for staff training, emergency drills, and coordination with local agencies. **Strategy's Expected Result/Impact:** All campuses are compliant with safety requirements All staff and students know the Plans and what steps to follow in the event of an emergency situation Parents and community members know and adhere to the Plans **Staff Responsible for Monitoring:** Chief of Police				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Monitor the implementation of the district-wide Student Culture & Management Framework which includes setting school and classroom culture and climate **Strategy's Expected Result/Impact:** Decrease in Student Discipline infractions Decrease in lost instructional time (suspensions) Increase in campus culture and climate **Staff Responsible for Monitoring:** Deputy Superintendent of Achievement **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: The School Health Advisory Committee (SHAC) will define an appropriate health curriculum for the district and promote mental and physical health and wellness programs for the students, staff, and community. **Strategy's Expected Result/Impact:** Increase in mental and physical health awareness Increase in attendance rates Decrease in lost instructional time Increase in academic achievement (annually) **Staff Responsible for Monitoring:** Director of District Health Services				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: Professional development for all staff on early mental health intervention using Youth Mental Health First Aid and Trauma Informed and Character Strong resources. - Production and dissemination of self-care and mental health resource magnets. - Self-care staff calendar for Mental Health Awareness Month. - District Self-care Initiative **Strategy's Expected Result/Impact:** Increase in early identification and support for students in need of mental health intervention Increase management of staff mental health burnout Promote greater development of SEL competencies for both students and staff **Staff Responsible for Monitoring:** Coordinator of Counseling Services				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5: Monitor attendance data, post attendance reports for campus access, promote attendance incentive program. **Strategy's Expected Result/Impact:** Increase in attendance rates to be equal to or above the State's average of 95.98% in 2019-20. The TAPR for 2020-2021 has not been released; so we do not know what the state's rate is at this time. The different COVID-19 variants has created barriers causing the system to be challenging. However, these barriers may be resolved in the future. **Staff Responsible for Monitoring:** Coordinator of Support Programs **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6: Prioritization of emergency maintenance requests and improving response time. **Strategy's Expected Result/Impact:** Improved response time for emergency maintenance request Improved culture and climate				

Increase employee satisfaction **Staff Responsible for Monitoring:** Director of Maintenance and Operations				

 No Progress Accomplished Continue/Modify Discontinue

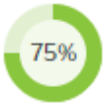
Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 2: Provide a variety of learning and real-world experiences that enhance academic achievement.

Evaluation Data Sources: Pre-AP & AP Assessment Data
CTE & Dual Credit Courses/Certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Implement the following Goal Progress Measures to ensure the percentage of College, Career, and Military Ready students will increase from 58% to 73% by June 2025. GOAL PROGRESS MEASURES FOR 2021: * The percentage of students meeting the college readiness standard for TSI criteria in Reading and Math will increase from 28% to 31%. * The percentage of students earning college credit hours through AP, Dual Credit, or OnRamps will increase from 18% to 21%. * The percentage of students earning an Industry-Based Certification will increase from 1% to 4%. **Strategy's Expected Result/Impact:** The percentage of College, Career, and Military Ready students will increase from 58% to at least 61%. **Staff Responsible for Monitoring:** Director of Gifted and Talented, AVID, and Advanced Academics Director of CTE, College Career, and Military Readiness				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: 100% of CTE pathways will have internship and job shadowing opportunities. **Strategy's Expected Result/Impact:** Every CTE program of study will have an industry advisory team with documented meeting minutes and a written plan that includes internship and job shadowing opportunities. Annual disaggregation of data will indicate that 100% of students enrolled in CTE Practicum or Capstone courses were involved in internships and job shadowing. **Staff Responsible for Monitoring:** Director of CTE, College, Career, and Military Readiness				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Align district STEM Plus programming to include upcoming K-8 science TEKS changes and curricular program design for CTE programs and endorsements to impact student achievement and increase the number of students who are college and career ready. **Strategy's Expected Result/Impact:** Student achievement and enhanced student college and career opportunities **Staff Responsible for Monitoring:** School Transformation Officer				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: 100% of all CTE pathways will have Advisory Teams of local industry leaders to provide input and support relevant, rigorous curriculum and opportunities that lead to high-wage, high-skill career readiness. **Strategy's Expected Result/Impact:** Every CTE program of study will have an industry advisory team with documented meeting minutes. **Staff Responsible for Monitoring:** Director of CTE, College, Career, and Military Readiness	100%	100%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5: Implement Pathways in Technology Early College High Schools (P-TECH), an open-enrollment program that provides students with work-based education. **Strategy's Expected Result/Impact:** Enhanced student college and career opportunities **Staff Responsible for Monitoring:** Director of CTE, College, Career, and Military Readiness Coordinator of P-TECH and CTE Innovation	85%	85%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6: Create/develop non-traditional learning experiences in a multi-age classroom using Montessori. **Strategy's Expected Result/Impact:** Increased student achievement in elementary and beyond Increased opportunities for acceleration Retention of CISD students **Staff Responsible for Monitoring:** School Transformation Officer Director of Gifted and Talented, AVID, and Advanced Academics	80%	80%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7: Create and maintain playful learning environments for prekindergarten students. **Strategy's Expected Result/Impact:** Students will develop learning habits that promote curiosity, independent exploration and problem solving skills. These skills will produce kinder ready students for the 2021-22 school year. Each prekindergarten classroom will undergo an environmental screener that is provided by the Children's Learning Institute. The screener will be administered at least twice per school year. The results of the environmental screener can be related to the CIRCLE assessment. **Staff Responsible for Monitoring:** Director of Early Childhood Programs	100%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Nurture social and emotional development in all students

Evaluation Data Sources: Discipline Data
Drop-out Data
Attendance Data
Academic Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Continue to monitor Social and Emotional Learning and Restorative Practices district-wide. **Strategy's Expected Result/Impact:** Improvement in student social skills Decrease in student discipline infractions Improved culture and climate **Staff Responsible for Monitoring:** Elementary School Leadership Secondary School Leadership	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Provide Professional Development on Social and Emotional Learning and Restorative Practices for all teachers, counselors, and administrators. **Strategy's Expected Result/Impact:** Improvement in student social skills Decrease in student discipline infractions Improved culture and climate All principals, leadership teams, SEL specialists, and counselors have been trained in restorative practices and SEL. A district wide training was held for all campus personnel on restorative practices and classroom management. SEL specialists attended a restorative conference and provided training to their campuses. In addition, training has been provided on: How to conduct Restorative Circles Emotional Intelligence Mindfulness Deescalation strategies **Staff Responsible for Monitoring:** Director of Counseling	70%	90%		

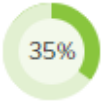
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Provide Professional Development for Prekindergarten teachers and aides that is targeted to meeting the social and emotional needs of preschool aged children. **Strategy's Expected Result/Impact:** Improved social skills of preschool aged children. Greater school readiness for kindergarten students that promote from a CISD prekindergarten class. All prekindergarten teachers and teaching assistants will begin a self-paced course in Conscious Discipline for the 2020-21 school year. **Staff Responsible for Monitoring:** Director of Early Childhood Programs				

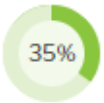
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 4: Ensure equitable access to district curriculum, aligned instructional processes, resources and experiences for all learners.

Evaluation Data Sources: Academic Assessments

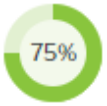
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Implement the following Goal Progress Measures to ensure the percentage of 3rd grade African American students meeting standard on the STAAR in Reading increase from 28% to 48% by June 2025. GOAL PROGRESS MEASURES FOR 2022: * The percentage of 3rd grade African American students performing on or above grade level as identified by the Fountas and Pinnell Benchmark Assessment System (BAS) will increase from 36% to 39%. * The percentage of 3rd grade African American students at "meets grade level" standard as measured by NWEA MAP in Reading will increase from 36% to 39%. * The percentage of 3rd grade African American students at "meets grade level" standard as measured by the Reading Spring Benchmark will increase from 28% to 32% **Strategy's Expected Result/Impact:** The percentage of 3rd grade African American students meeting standard on STAAR in Reading will increase from 31% to 35% **Staff Responsible for Monitoring:** Director of Assessment and Accountability				

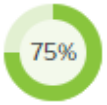
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Implement the following Goal Progress Measures to ensure the percentage of 3rd grade students meeting standard on the STAAR in Math increase from 45% to 60% by June 2025. GOAL PROGRESS MEASURES FOR 2022: * The percentage of 3rd grade students performing at or above grade level as measured by the NWEA MAP in Math will increase from 37% to 42%. * The percentage of 3rd grade students at "meets grade level" standard as measured by the Math Spring Benchmark will increase from 42% to 46%. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students meeting standard on the STAAR in Math will increase from 48% to 57%. **Staff Responsible for Monitoring:** Director of Assessment and Accountability				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Implement the following Goal Progress Measures to ensure the percentage of 5th grade students meeting standard on the STAAR in Reading increase from 42% to 57% by June 2025. GOAL PROGRESS MEASURES FOR 2022: * The percentage of 5rd grade students performing at or above grade level as measured by the NWEA MAP in Reading will increase from 38% to 42%. * The percentage of 5th grade students at "meets grade level" standard as measured by the Reading Spring Benchmark will increase from 41% to 45%. * The percentage of 4th grade students meeting standard on the STAAR in Reading increase from 42% to 45%. **Strategy's Expected Result/Impact:** The percentage of 5th grade students meeting standard on the STAAR in Reading will increase from 49% to 51%. **Staff Responsible for Monitoring:** Director of Assessment and Accountability				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: Implement the following Goal Progress Measures to ensure the percentage of 8th grade students meeting standard on the STAAR in Math increase from 37% to 58% by June 2025. GOAL PROGRESS MEASURES FOR 2022: * The percentage of 8th grade students at "meets grade level" standard as measured by the Math Spring Benchmark will increase from 26% to 34%. * The percentage of 7th grade students at "meets grade level" standard as measured by the STARR in Math will increase from 23% to 31%. * The percentage of 8th grade students at "meets grade level" standard as measured by the NWEA MAP in Math will increase from 23% to 31%. **Strategy's Expected Result/Impact:** The percentage of 8th grade students meeting standard on the STAR in Math will increase from 41% to 45%. **Staff Responsible for Monitoring:** Director of Assessment and Accountability				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5: Implementation of district-wide Literacy Framework **Strategy's Expected Result/Impact:** Growth in student achievement as measured by STAAR tests in the area of English Language Arts/Reading. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction **Schoolwide and Targeted Assisted Title I Elements:** 2.4				

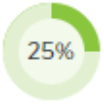
Strategy 6 Details	Reviews			
Strategy 6: Monitor and support Equity Plan progress	Formative			Summative
Strategy's Expected Result/Impact: Increase in identified student groups' achievement and participation in Advanced Academics and GT Development of District Yearly Equity Goals and action items Alignment of District Yearly Equity Goals and action items to campus goals Decrease in identified student groups discipline infractions **Staff Responsible for Monitoring:** Executive Director of Secondary Leadership **Schoolwide and Targeted Assisted Title I Elements:** 2.4 - **Equity Plan**	Oct	Jan	Apr	July
				

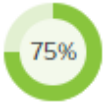
Strategy 7 Details	Reviews			
Strategy 7: Sustaining the best practices of ACE Demonstration and Design Lab at J. A. Hargrave Elementary	Formative			Summative
Strategy's Expected Result/Impact: Increase in campus student achievement Improved campus culture and climate Elimination of opportunity gaps Decrease in campus student discipline **Staff Responsible for Monitoring:** School Transformation Officer Director of Grants & Innovation	Oct	Jan	Apr	July
				

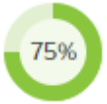
Strategy 8 Details	Reviews			
Strategy 8: STEM Plus programs expansion to all 15 elementary campuses with full time staff.	Formative			Summative
Strategy's Expected Result/Impact: Increase in students participating in STEM Plus programs Elimination of opportunity gaps **Staff Responsible for Monitoring:** Coordinator of STEM and Innovation **Equity Plan**	Oct	Jan	Apr	July

Strategy 9 Details	Reviews			
Strategy 9: Monitor data using Goal Trees, School Learning Objectives, T-PESS, Campus/Targeted Improvement Plans, Campus Performance Reports, and the District Tiering Tool to inform current practices, respond, and support where needed.	Formative			Summative
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Achievement, Executive Director of Secondary Leadership, Executive Director of Elementary Leadership, School Transformation Officer, Director of Assessment and Accountability	Oct	Jan	Apr	July

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10: Address the diverse instructional needs of students (with particular focus on At-Risk, Second Language, and special needs 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. **Strategy's Expected Result/Impact:** Improved student achievement particularly for At-Risk, Second Language, and special needs students **Staff Responsible for Monitoring:** Chief of Special Services and Federal Programs **Schoolwide and Targeted Assisted Title I Elements:** 2.6 - **Equity Plan**				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11: Implement the System of Great Schools, a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic action to both improve schools and provide parents with the schools and programs they desire. **Strategy's Expected Result/Impact:** Improved school performance **Staff Responsible for Monitoring:** Deputy Superintendent of Achievement, Director of Grants and Innovation **Schoolwide and Targeted Assisted Title I Elements:** 2.4				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 12: Monitor results of CIRLCE assessments that are administered to prekindergarten students three times per academic year. **Strategy's Expected Result/Impact:** Increase in the number of students demonstrating kinder readiness based on data from CIRCLE assessments in Math and Literacy. Just over 60% of CISD's prekindergarten students were screened to be on track for kindergarten in the areas of Math and Literacy in March 2020. **Staff Responsible for Monitoring:** Director of Early Childhood Programs				

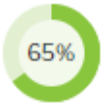
Strategy 13 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 13: Implement partnership with Texas Network for School Improvement Collaborative (TXNSI) focused on 8th grade math outcomes and middle school readiness indicators. **Strategy's Expected Result/Impact:** Increase the number of middle schoolers considered ready for 9th grade as measured by attendance (+96%), behavior (0 in- or out-of-school disciplinary placements) and course completion (no failing grades in any core course). **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction **Equity Plan**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

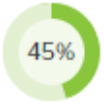
Performance Objective 5: Cultivate future-ready students.

Evaluation Data Sources: Academic Assessments
Pre-AP AP Assessment Data
CTE & Dual Credit Courses/Certifications
Graduation Data
College Application Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Implement the following Goal Progress Measures to ensure the percentage of College, Career, and Military Ready students will increase from 58% to 73% by June 2025. GOAL PROGRESS MEASURES FOR 2021: * The percentage of students meeting the college readiness standard for TSI criteria in Reading and Math will increase from 28% to 31%. * The percentage of students earning college credit hours through AP, Dual Credit, or OnRamps will increase from 18% to 21%. * The percentage of students earning an Industry-Based Certification will increase from 1% to 4%. **Strategy's Expected Result/Impact:** The percentage of College, Career, and Military Ready students will increase from 58% to at least 61%. **Staff Responsible for Monitoring:** Director of Gifted and Talented, AVID, and Advanced Academics				

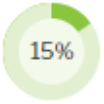
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: All advanced academics curricular offerings will use data to inform instructional practices for college readiness and to ensure equitable access to all students. **Strategy's Expected Result/Impact:** 80% or higher of core academic subjects at the high school level will include courses for college credit Advanced academic programming will mirror the district demographics within 5 percentage points. For current demographics, SEE DATA CHART ADDENDUM: Advanced Academic's Demographics. Middle School Pre-AP enrollment will increase by 20% 8th grade Algebra I enrollment will increase by 10% **Staff Responsible for Monitoring:** Director of Gifted and Talented, AVID, and Advanced Academics				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: All Gifted and Talented curricular offerings will use data to inform instructional practices for rigor and ensure equity and equality for access to all students. **Strategy's Expected Result/Impact:** Elimination of opportunity gaps **Staff Responsible for Monitoring:** Director of Gifted and Talented, AVID, and Advanced Academics				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: 100% of students entering 9th 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. **Strategy's Expected Result/Impact:** Increase in college and career readiness. Additionally, support all CISD students completing coursework that leads to an identified endorsement, in order to increase post-secondary success and opportunities. **Staff Responsible for Monitoring:** Coordinator of Counseling Services				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5: 100% of career pathways will culminate with a certification, dual-technical credit, or licensure opportunity. **Strategy's Expected Result/Impact:** 100% of CTE students enrolled in Practicum or Capstone Courses will achieve an industry certification, CTE dual credit, or licensure. **Staff Responsible for Monitoring:** Director of CTE, College, Career, and Military Readiness				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6: All high school students will have opportunities to take college readiness exams while in high school and guidance will be provided related to career & college choices, financial aid, and TEXAS grant programs. **Strategy's Expected Result/Impact:** Increase in college and career readiness Increase in college applications **Staff Responsible for Monitoring:** Director of Gifted and Talented, AVID, and Advanced Academics				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7: Use learning walk data to identify and implement current and emerging technology appropriately into the curriculum. **Strategy's Expected Result/Impact:** Increase in technology integration into curriculum **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8: Encourage and promote student participation in extra-curricular Fine Arts activities, which benefit students in the areas of academic performance, self esteem, social skills, essential life skills, etc. **Strategy's Expected Result/Impact:** 100% of K-5 grade students are participating in extra-curricular Fine Arts activities and/or co-curricular academic activities. 50% of 6-12 grade students are participating in extra-curricular Fine Arts activities and/or co-curricular academic activities. **Staff Responsible for Monitoring:** Chief of Student Services				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9: Encourage and promote student participation in extra-curricular Athletic activities, which benefit students in the areas of academic performance, self esteem, social skills, essential life skills, etc. **Strategy's Expected Result/Impact:** 25% of 7-12 grade students are participating in extra-curricular Athletic activities. **Staff Responsible for Monitoring:** Executive Director of Athletics				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources: Event Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: The district will provide a variety of high-interest meetings and workshops for parents throughout the year with the option to attend evening and weekend meetings. **Strategy's Expected Result/Impact:** Increased parent involvement Increased culture and climate Increased student achievement **Staff Responsible for Monitoring:** Chief of Special Services & Federal Programs **Schoolwide and Targeted Assisted Title I Elements:** 3.2	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: District departments will collaborate with community-based organizations to provide wrap-around services for the parent(s) of CISD students in need. **Strategy's Expected Result/Impact:** Increased community involvement Increase culture and climate Increased student achievement **Staff Responsible for Monitoring:** Chief of Special Services & Federal Programs	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: The district will develop and implement a strategic marketing plan to recruit and retain students. **Strategy's Expected Result/Impact:** Increased student recruitment Increased student retention Increased awareness of district programs, offerings and successes **Staff Responsible for Monitoring:** Executive Director of Communications and Marketing	50%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students.

Performance Objective 2: Engage in and sustain meaningful partnerships with community members and organizations to enhance the learner's experience.

Evaluation Data Sources: Partnership Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Recognize community support, volunteers and mentors throughout the year. **Strategy's Expected Result/Impact:** Use variety of communication channels (website, social media, printed materials, etc.) and events to recognize partners. **Staff Responsible for Monitoring:** Executive Director of Communications and Marketing	50%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Promote Faith-based and business community partnerships to provide additional support to campuses. **Strategy's Expected Result/Impact:** Increase in mentorships Increase in CTE and STEM Plus industry partners Increase in internship opportunities Increase in student achievement Increase in culture and climate **Staff Responsible for Monitoring:** Family & Community Engagement Liaison	90%	90%		

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

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the needs of our diverse community.

Evaluation Data Sources: Stakeholder Engagement Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Utilize Campus Communicators at each campus to communicate to parents/families regarding campus meetings, events, etc. and conduct monthly communication meetings. **Strategy's Expected Result/Impact:** Increase in parent involvement Increase in student achievement Increase in culture and climate Improved satisfaction survey data **Staff Responsible for Monitoring:** Executive Director of Communications and Marketing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Use analytic systems to track stakeholder engagement and continuously update communication tools accordingly. **Strategy's Expected Result/Impact:** Increase in parent involvement Increase in student achievement Increase in culture and climate Improved satisfaction survey data **Staff Responsible for Monitoring:** Executive Director of Communications and Marketing				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Use wide variety of communication channels to engage community including, social media, internet, printed materials, billboards, etc. **Strategy's Expected Result/Impact:** Families and the community will have multiple opportunities to be informed and engaged. **Staff Responsible for Monitoring:** Executive Director of Communications and Marketing **Schoolwide and Targeted Assisted Title I Elements:** 3.1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: Established Montessori classes at three CISD elementary campuses that provide our community with alternative early learning experiences. **Strategy's Expected Result/Impact:** Increased parent involvement Increased student achievement **Staff Responsible for Monitoring:** School Transformation Officer Director of Gifted and Talented, AVID, and Advanced Academics				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students.

Performance Objective 4: Ensure a safe, welcoming, and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources: Satisfaction Surveys
Discipline Data
Employment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Utilize Parent Community Advisory Committee for regular feedback and collaboration on continuous improvement of stakeholder satisfaction. **Strategy's Expected Result/Impact:** Increase in parent involvement Improved satisfaction survey data Improved culture and climate **Staff Responsible for Monitoring:** Family & Community Engagement Liaison	100%	100%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students.

Performance Objective 5: Identify campus liaison to create and maintain relationships with families, community members and organizations.

Evaluation Data Sources: District Documentation
Satisfaction Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Campus liaisons will regularly communicate with community organizations and parents encouraging additional student supports. **Strategy's Expected Result/Impact:** Increase in student state test performance for Title One schools **Staff Responsible for Monitoring:** Family & Community Engagement Liaison				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students.

Performance Objective 6: Ensure financial responsibility and transparency to meet student needs.

Evaluation Data Sources: Financial Integrity Rating System
Comprehensive Annual Financial Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Continue financial integrity and transparency with monthly financial reports to the Board of Trustees and CISD website postings of Accounts Payable check register. **Strategy's Expected Result/Impact:** Transparency of effective stewardship of taxpayer funds Increase in stakeholder satisfaction **Staff Responsible for Monitoring:** Chief Financial Officer	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: The Capital Fund Advisory Council (CFAC) participates in the decision making and prioritization of district projects as funds are available. **Strategy's Expected Result/Impact:** Transparency of effective stewardship of taxpayer funds Increase in stakeholder satisfaction **Staff Responsible for Monitoring:** Chief Financial Officer	100%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: EMPOWERED STAFF: CISD will empower all staff to provide a quality education for all students.

Performance Objective 1: Evaluate and enhance current professional development.

Evaluation Data Sources: Program Evaluations
Satisfaction Surveys
Academic Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Provide Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration. **Strategy's Expected Result/Impact:** Improved technical skills at the educators level Improved technical skills at the students level **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: The Professional Development Framework will be aligned with the needs of the district and will include data driven learning opportunities. **Strategy's Expected Result/Impact:** Professional development aligned with needs Improved instructional quality Increase student achievement **Staff Responsible for Monitoring:** Director of Teaching and Learning	100%	100%		

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

Goal 3: EMPOWERED STAFF: CISD will empower all staff to provide a quality education for all students.

Performance Objective 2: Implement a comprehensive, tiered program of learning opportunities for all staff.

Evaluation Data Sources: Professional Development Plan
District Documentation
Satisfaction Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Continue implementing the Next Level Leadership Program which addresses hiring highly qualified leaders. **Strategy's Expected Result/Impact:** Increased level of professional development opportunities Increased support for district administrators Enhanced administrator skills Employee retention **Staff Responsible for Monitoring:** Deputy Superintendent of Achievement	50%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Professional Development will provide high quality training for new teachers and mentors as well as oversee the district's mentor program. **Strategy's Expected Result/Impact:** Increased support for new teachers and mentors Improved instructional quality Increased productivity Employee retention Decrease in performance problems **Staff Responsible for Monitoring:** Director of Teaching and Learning	75%	90%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Pursue the implementation of the Teacher Incentive Allotment program to establish an optional local teacher designation system dedicated to recruiting, rewarding, and retaining effective teachers in all schools. **Strategy's Expected Result/Impact:** Expanded level of professional development opportunities Increased productivity Employee retention **Staff Responsible for Monitoring:** Director of Human Resources	50%	75%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: Provide Montessori Certification Training to Montessori staff for national credentialing and consistent support throughout the school year to ensure effective implementation of the Montessori method. **Strategy's Expected Result/Impact:** Increased capacity of teacher/staff Increased student achievement **Staff Responsible for Monitoring:** School Transformation Officer Director of Gifted and Talented, AVID, and Advanced Academics				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: EMPOWERED STAFF: CISD will empower all staff to provide a quality education for all students.

Performance Objective 3: Equitably distribute and effectively use resources across the district.

Evaluation Data Sources: Academic Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Increase the availability of technology at the elementary campuses. **Strategy's Expected Result/Impact:** Increase in technology skills at elementary level **Staff Responsible for Monitoring:** Executive Director of Technology	80%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Monitor real time usage of technology products to measure cost effectiveness. **Strategy's Expected Result/Impact:** Efficient use of district resources **Staff Responsible for Monitoring:** Executive Director of Technology	0%	0%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Monitor effectiveness of district programs using a Systematic Program Review Process. **Strategy's Expected Result/Impact:** Develop and monitor Continuous Improvement Plan in identified program evaluation areas Present recommendations at completion of evaluation **Staff Responsible for Monitoring:** Director of CTE, College Career, and Military Readiness	45%	60%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: District personnel working with the district's demographer, developers, and builders within the district boundaries to stay abreast of growth and needs in the district. **Strategy's Expected Result/Impact:** Ensure all required infrastructures are adequate to meet district growth **Staff Responsible for Monitoring:** Executive Director of Operations	100%	100%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5: Continue to effectively manage grant funds and seek new grant opportunities to support student learning. **Strategy's Expected Result/Impact:** Increase in student opportunities Increase in district funding Increase in student achievement **Staff Responsible for Monitoring:** Director of Grants and Innovation				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: EMPOWERED STAFF: CISD will empower all staff to provide a quality education for all students.

Performance Objective 4: Recruit and retain diverse, high-quality staff.

Evaluation Data Sources: Employment Data
Satisfaction Surveys
Academic Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Conduct annual certification audit to ensure all instructional staff meet state licensure and certification standards or the District of Innovation exemption for non-certified teachers in CTE courses or other non-traditional industry based courses. **Strategy's Expected Result/Impact:** 100% of teaching staff meet state licensure and certification standards **Staff Responsible for Monitoring:** Director of Human Resources	90%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Encourage early teacher hire recommendations (Spring) to ensure the selection of new hires come from the best possible candidates. **Strategy's Expected Result/Impact:** Increase in highly effective teachers Improved student achievement Improved student engagement **Staff Responsible for Monitoring:** Chief of Staff and Governance	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Ensure the Employee Child Development Center provides high quality child care for the children of district employees. **Strategy's Expected Result/Impact:** Increase in employee satisfaction Decrease in teacher turnover rate Increase in Child Development Center student enrollment Improved employee attendance Enhanced recruitment of high-quality staff **Staff Responsible for Monitoring:** Chief and Staff of Governance	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: Provide all CISD employees and eligible dependents access to the employee health care clinic (managed by Texas Health Physicians Group) for a low out-of-pocket fee. **Strategy's Expected Result/Impact:** Increase in employee satisfaction Decrease in teacher turnover rate Improved employee attendance Enhanced recruitment of high-quality staff **Staff Responsible for Monitoring:** Chief of Staff and Governance				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5: Continue monitor and offer competitive salaries to retain high-quality staff and attract a large selection of new hires to ensure the best possible candidates. **Strategy's Expected Result/Impact:** Increase in employee satisfaction Decrease in teacher turnover rate Improved employee attendance Enhanced recruitment of high-quality staff **Staff Responsible for Monitoring:** Chief of Staff and Governance				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:
Total FTEs Funded by SCE: 90
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Paraprofessional Staff	Office and Classroom	1
Paraprofessional Staff	Office and Classroom	1
Paraprofessional Staff	Office and Classroom	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1

Name	Position	FTE
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	SEL Support Specialist	1
Professional Staff	Administrative and Counseling	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	21st Century Site Coordinator	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Instructional Support Specialist	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Teacher	1
Professional Staff	Administrative and Counseling	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1

Name	Position	FTE
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teachers	1
Professional Staff	Teachers	1
Professional Staff	SEL Support Specialist	1
Professional Staff	Reading Interventionist	1
Professional Staff	Teachers on Special Assignment	1
Professional Staff	Teacher	1
Professional Staff	Teachers	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1

Name	Position	FTE
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1
Professional Staff	Teacher	1

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

2.3: Available to parents and community in an understandable format and language

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See Campus Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

The district has a Coordinator of Stakeholder Involvement who helps to coordinate meetings with parents. The meetings are scheduled for different times and locations in order to encourage greater participation. The coordinator also visits our greatest need communities to provide training on how to utilize the district webpage, look up student grades and schedules and test scores. This past year the district also conducted its first Parent University with multiple professional development opportunities related to enhancing parent knowledge in order to help their children.

Title I Personnel

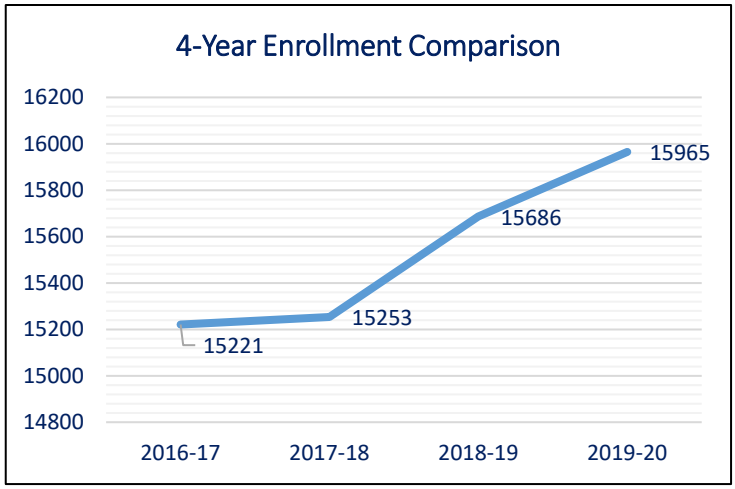
Name	Position	Program	FTE
Janice Layne	Family & Community Engagement Liaison	Title One	1

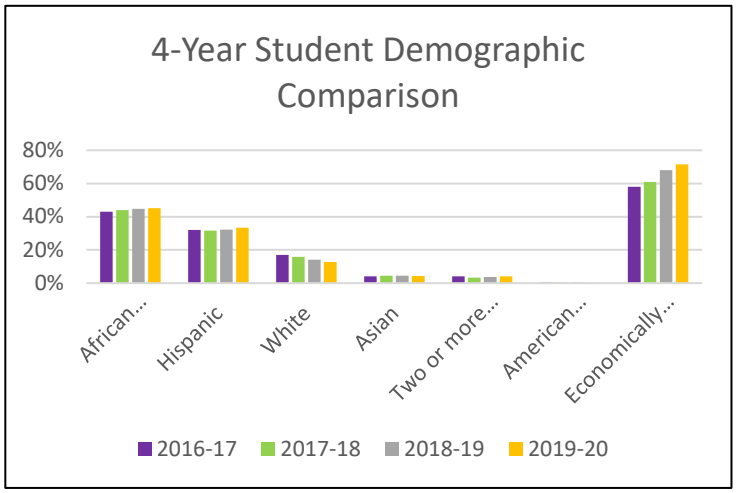
Addendums

District Improvement Plan

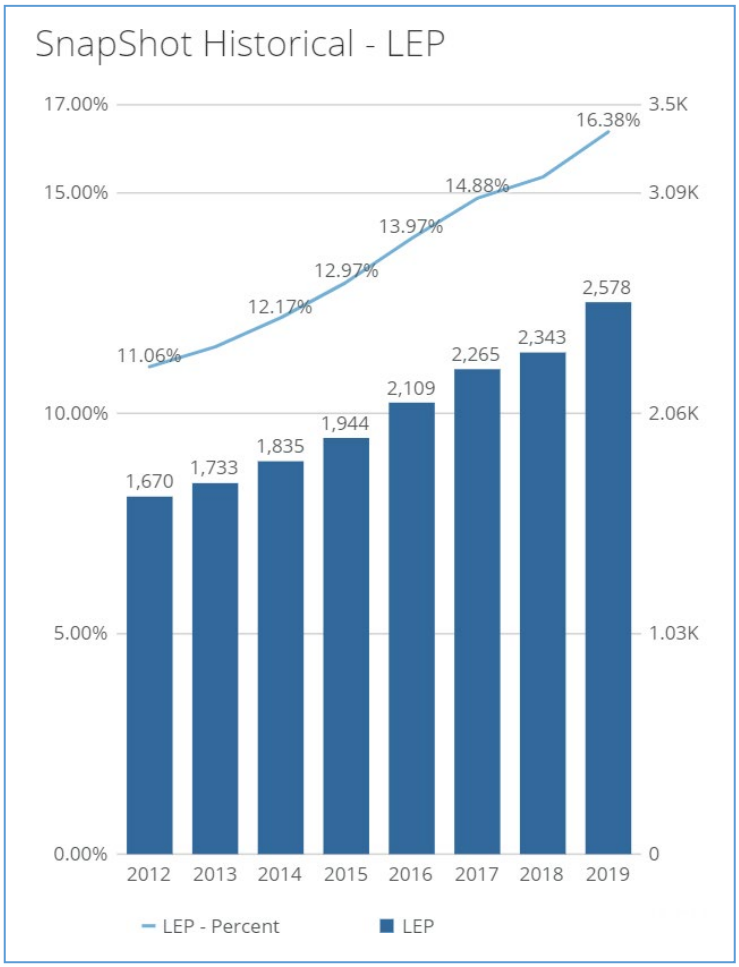
DATA CHARTS

DEMOGRAPHICS

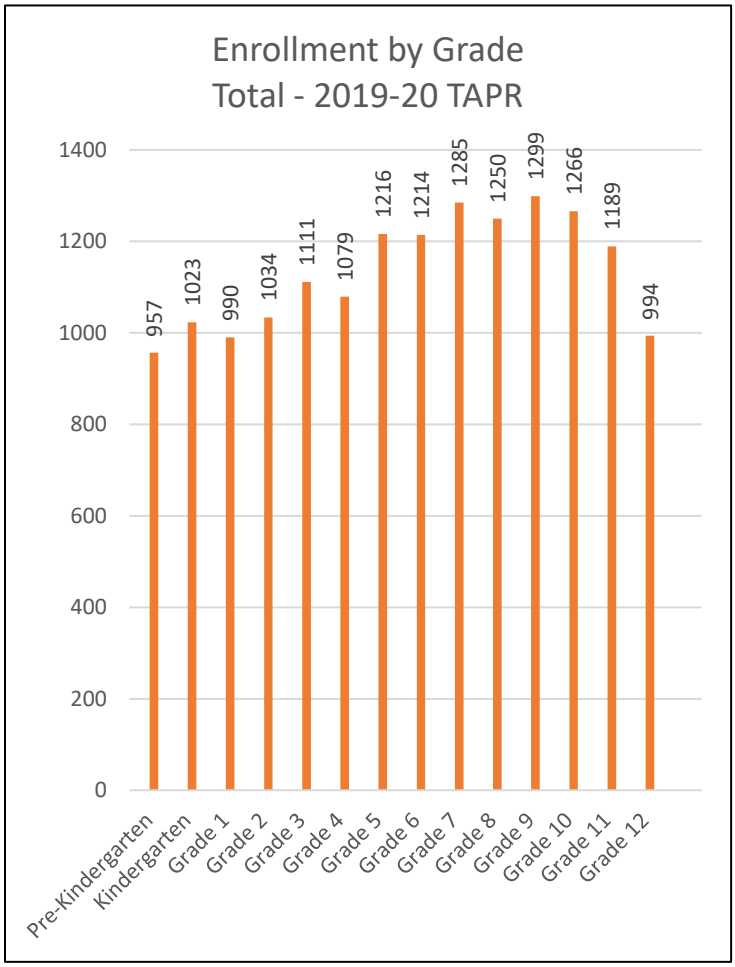


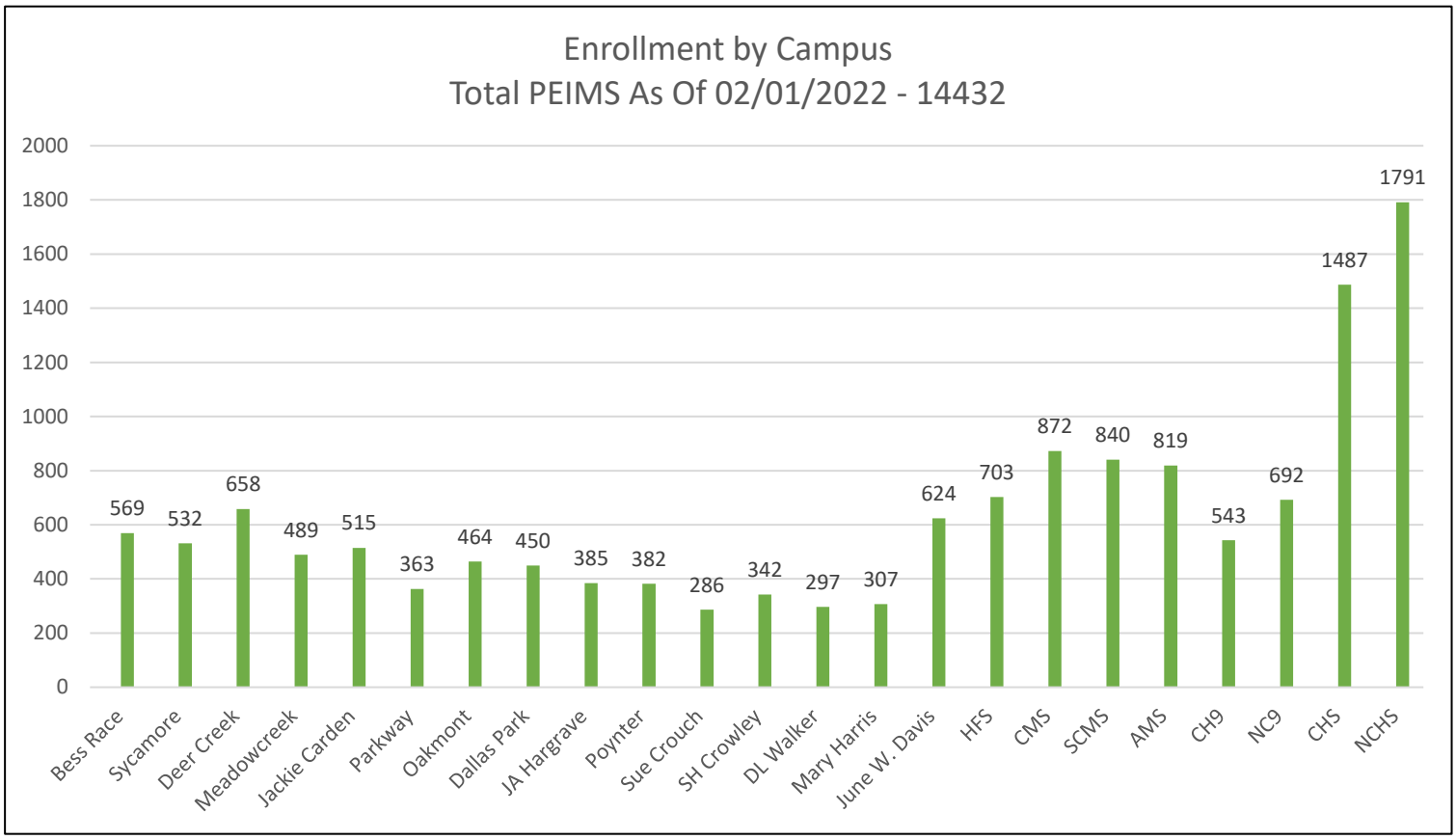


STUDENT LEP ENROLLMENT COMPARISON:

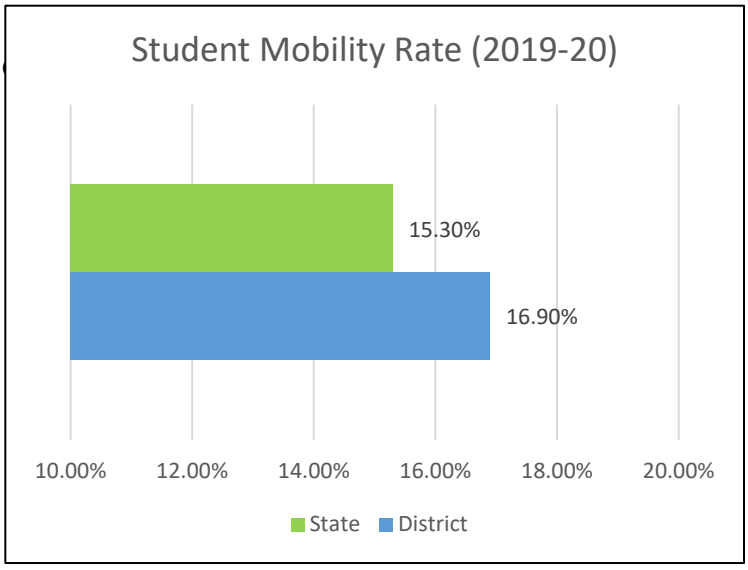


STUDENT ENROLLMENT:

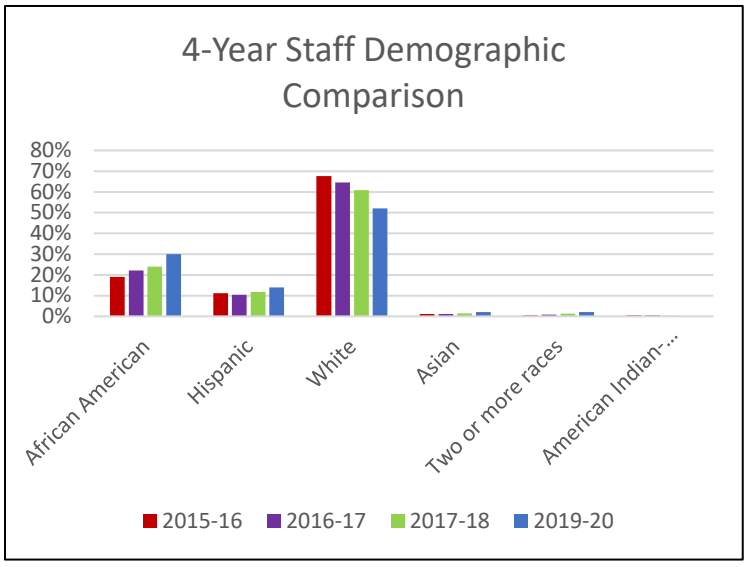




STUDENT MOBILITY:



STAFF COMPARISON (DISAGGREGATED):

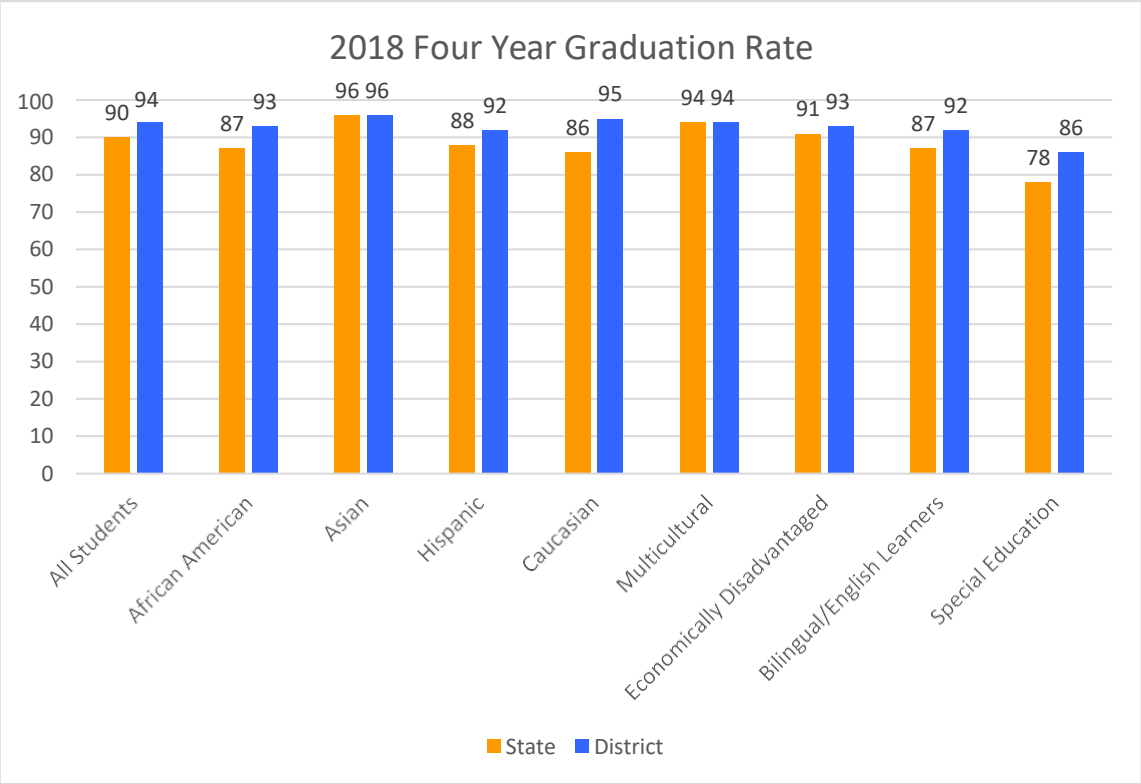


EARLY CHILDHOOD DEVELOPMENT:

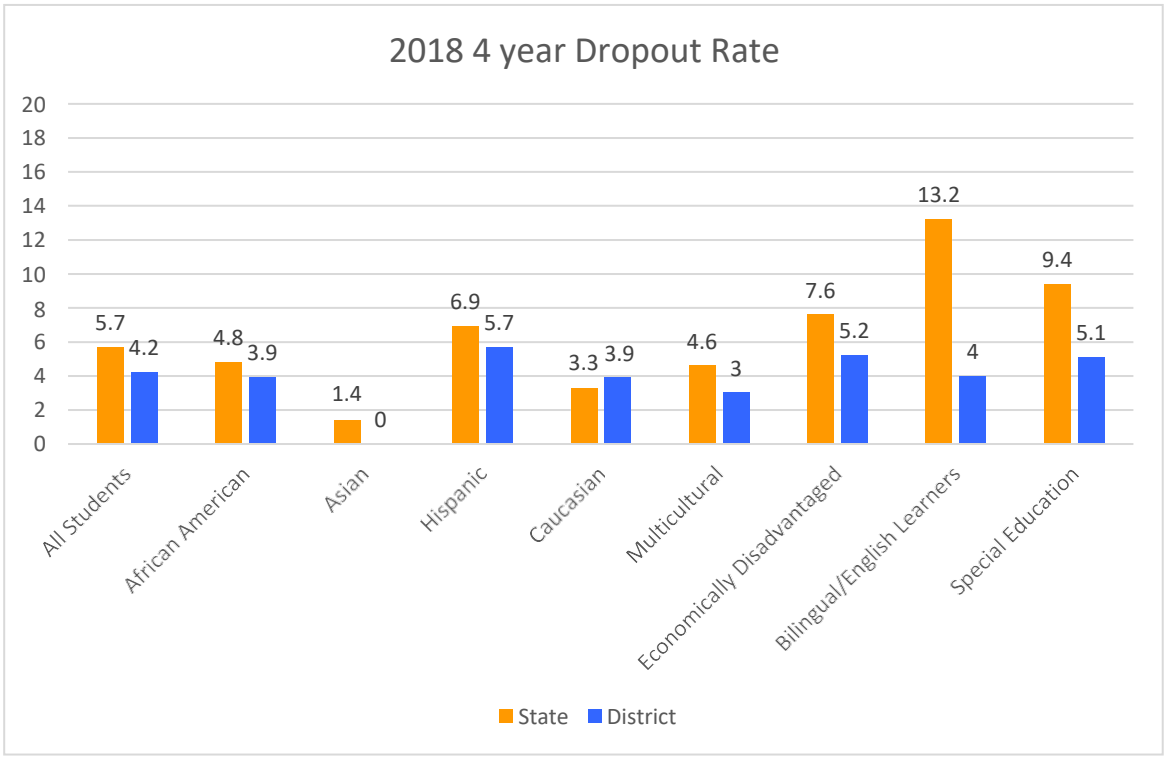
Campus	½ Day PK 3	Full Day PK 4	Pre-K/ SPED Blend	Full Day PK Plus PK 3	Full Day PK Plus PK 4	½ Day Bilingual PK 3	Full Day Bilingual PK 4	Full Day Montessori PK 3, 4 & K Blend	Other
Bess Race	X	X(T)		X	X				
Dallas Park		X(T)						X	
Deer Creek		X(T)					X		Deaf Ed. PK3/4
DL Walker	X(T) *Full Day	X(T)	X	X	X	X *Full Day	X	X	Early Head Start Center (T)
JA Hargrave		X(T)					X		Early Head Start Center
Jackie Carden		X(T)				X Vietnamese	X Vietnamese		Employee Child Care (T)
Mary Harris		X(T)							
Meadowcreek	X	X(T)		X	X	X	X		
Oakmont	X	X(T)					X		
Parkway		X(T)		X	X		X		
Poynter		X(T)	X						
SH Crowley		X(T)	X						
Sue Crouch		X(T)						X *Bilingual Only*	
Sycamore		X(T)					X		
June Davis		X(T)							

(T)- Tuition Option Available PreK Plus Classrooms Bilingual Classrooms

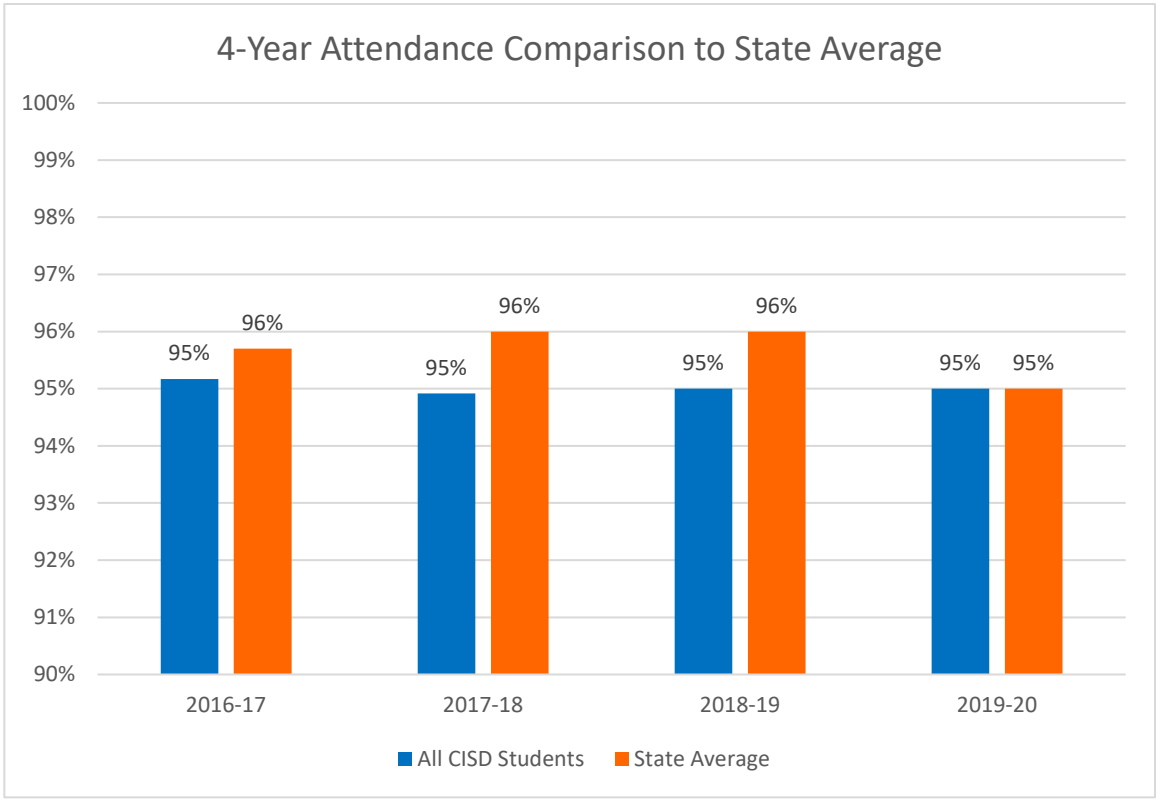
GRADUATION: State comparison is not available for 2019



DROP-OUT RATE: State comparison is not available for 2019 by Demographics



ATTENDANCE:



STUDENT ACHIEVEMENT

DISTRICT ACCOUNTABILITY RESULTS:

Texas Education Agency

2020 Accountability Ratings Overall Summary

CROWLEY ISD (220912) - TARRANT COUNTY

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

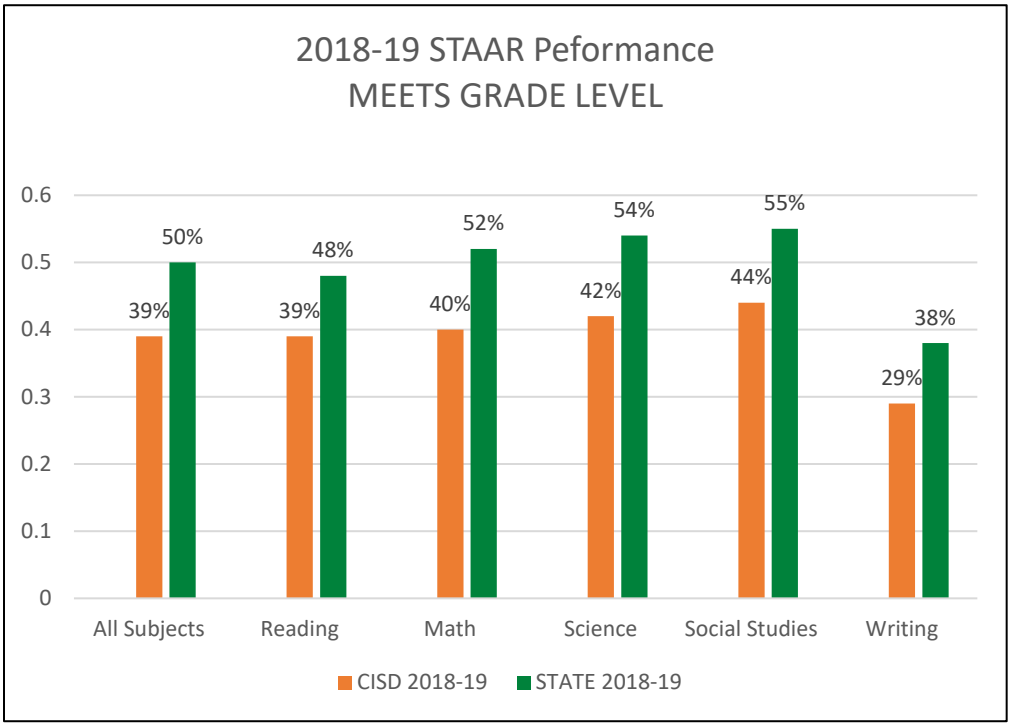
Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020. accountability ratings.

Click here to read the official announcement.

Distinction Designations

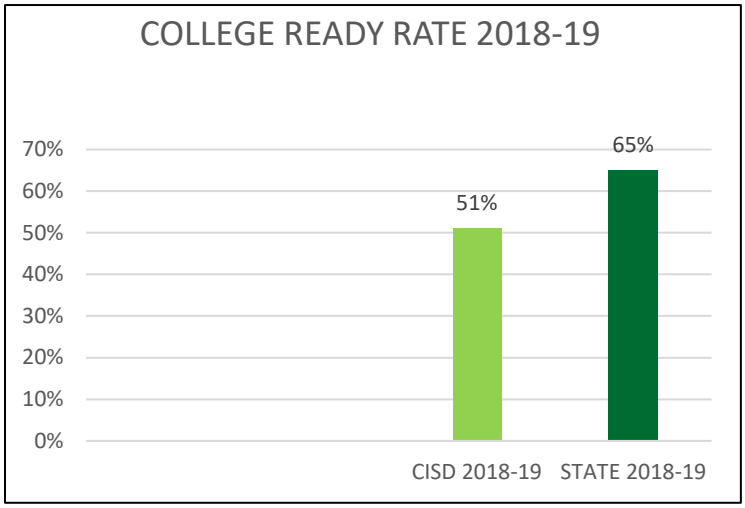
Distinction designations were not awarded in 2020.

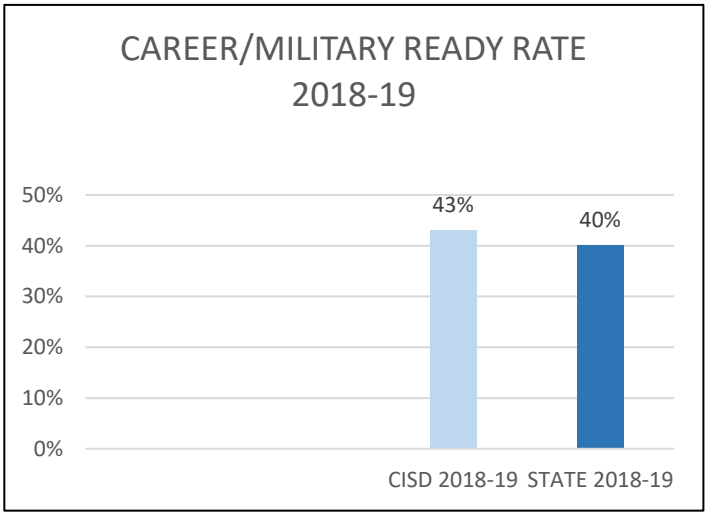
TEA | Governance and Accountability | Performance Reporting

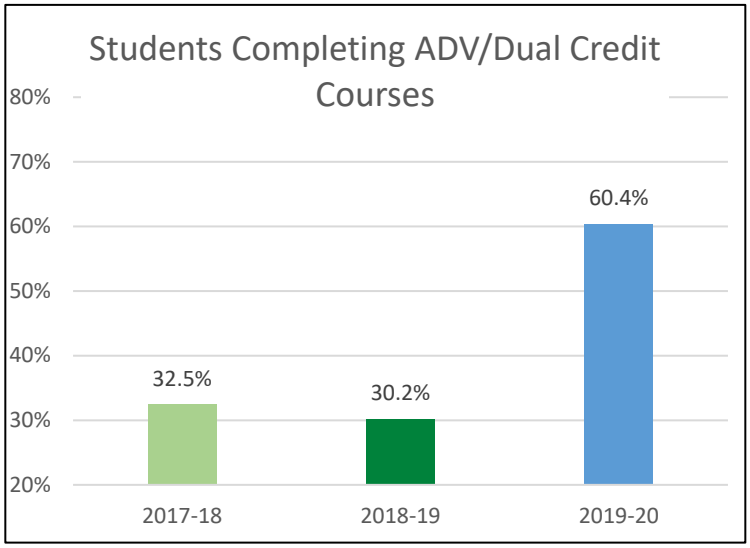


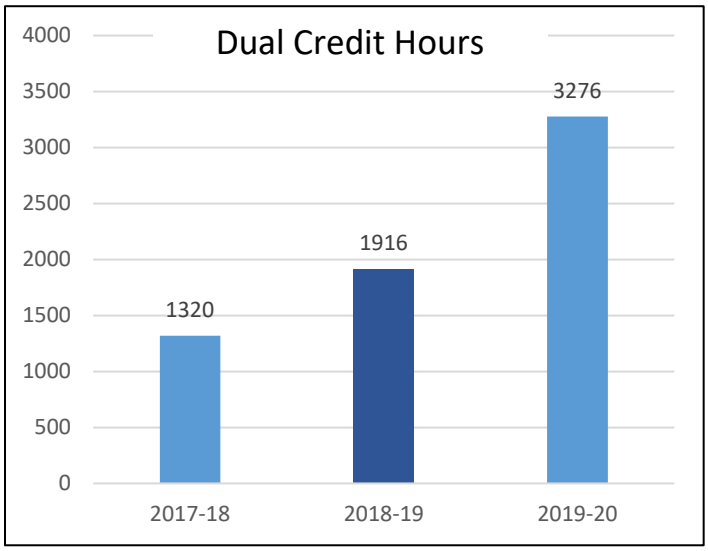
DISTRICT CULTURE AND CLIMATE

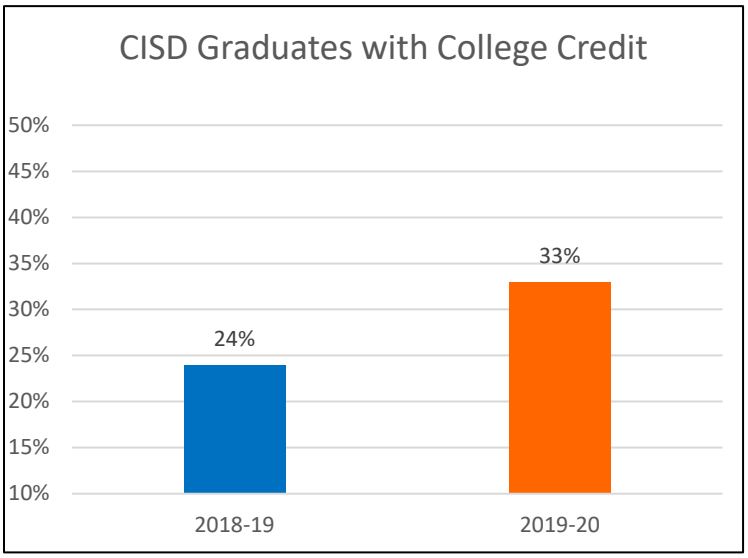
COLLEGE AND CAREER READINESS:

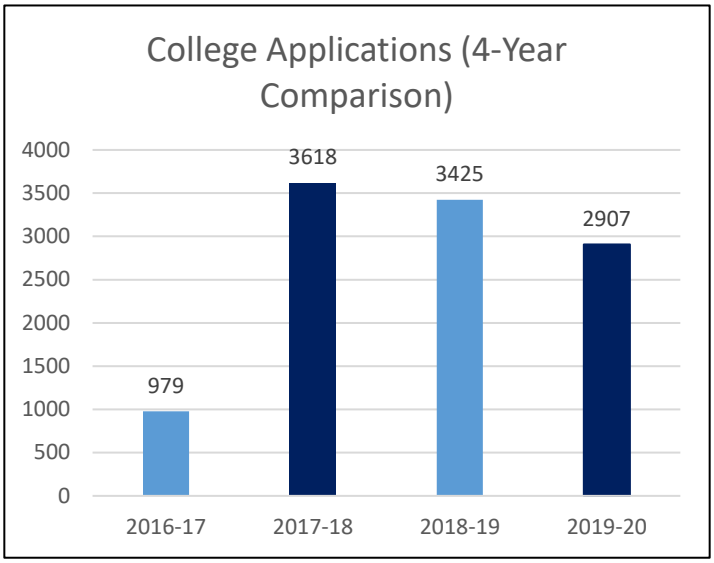


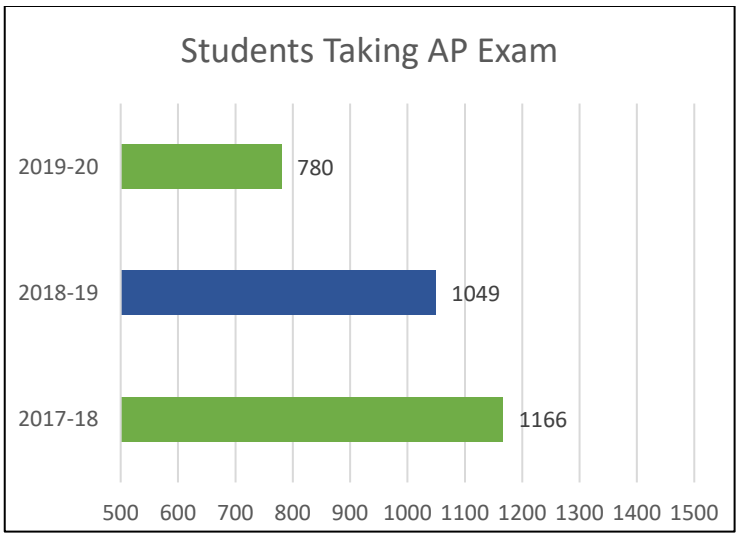


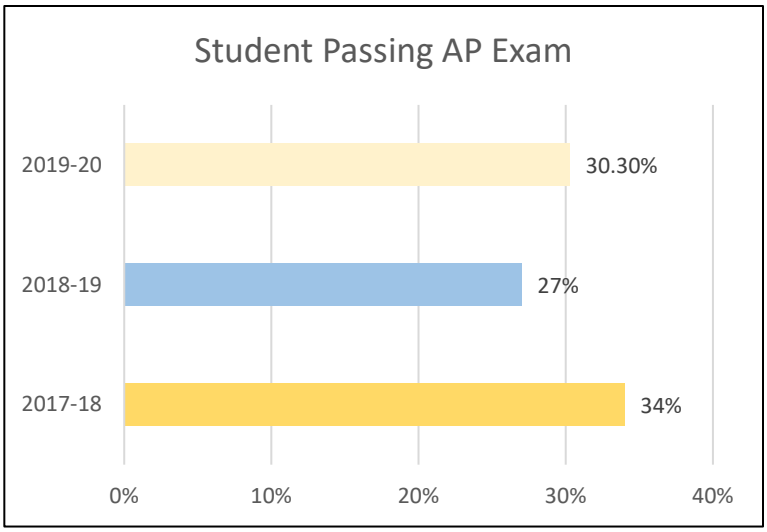


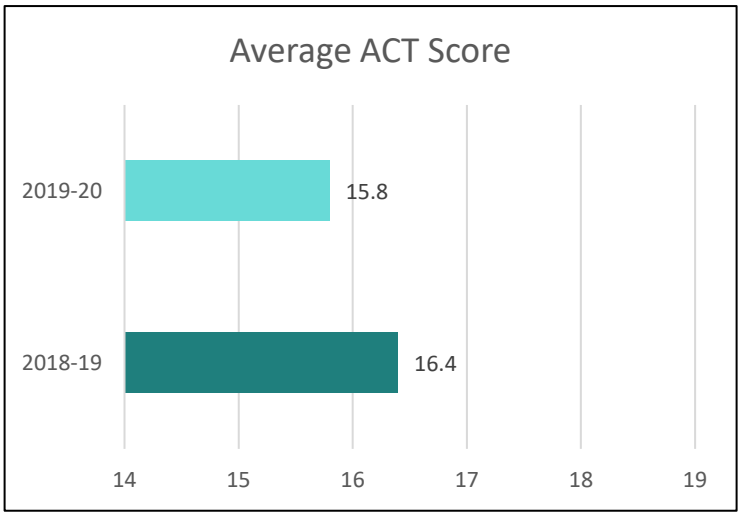


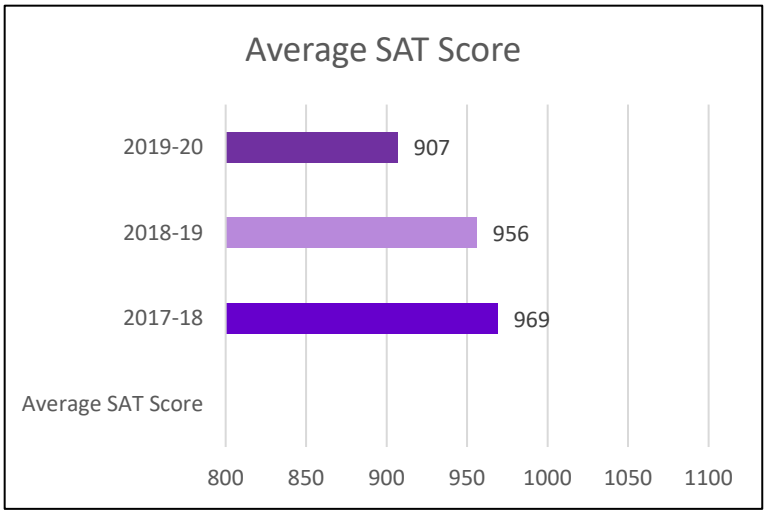










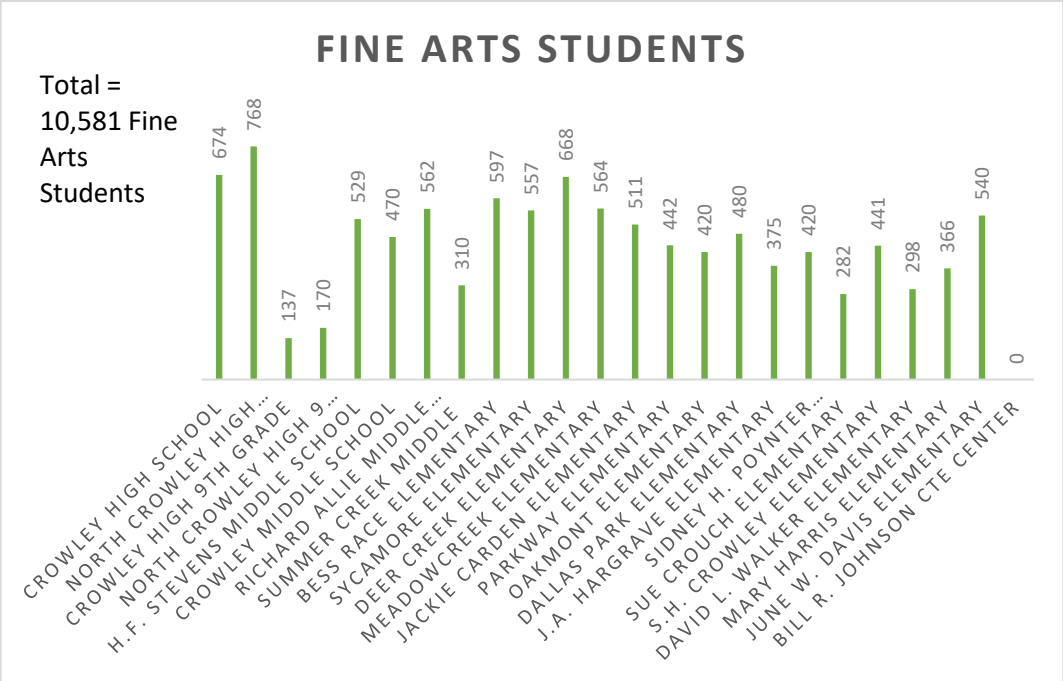


ADVANCED ACADEMICS DEMOGRAPHICS:

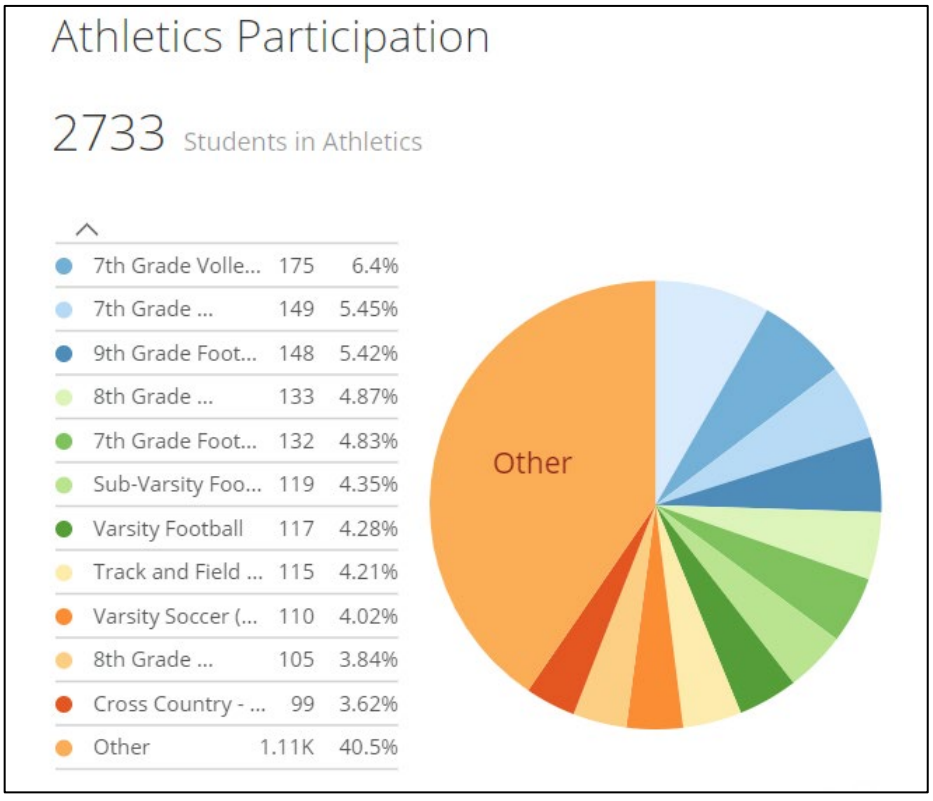
Demographics	CISD	AA
Female	48%	53%
Male	51%	47%
Eco Dis	71%	64%
Hispanic	33.43%	32.00%
American Indian	0.23%	2.00%
Asian	4.30%	6.00%
Native Hawaiian	0.18%	2.00%
Black	45.10%	45.00%
White	12.73%	13.00%
Two or more	4.04%	

EXTRA-CURRICULAR

FINE ARTS:



ATHLETICS:



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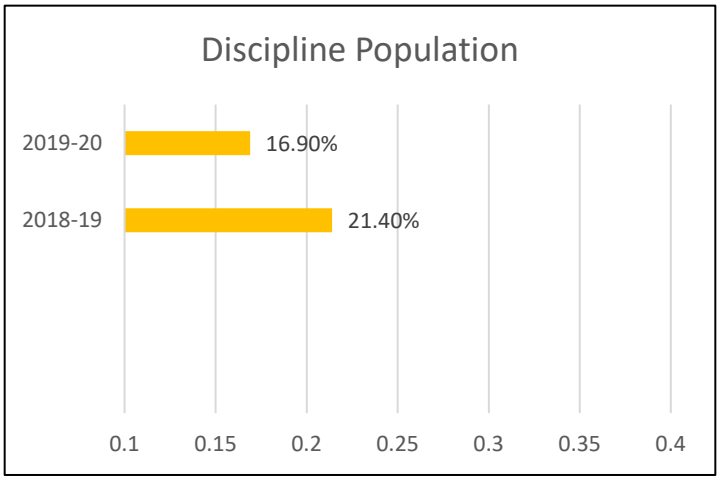
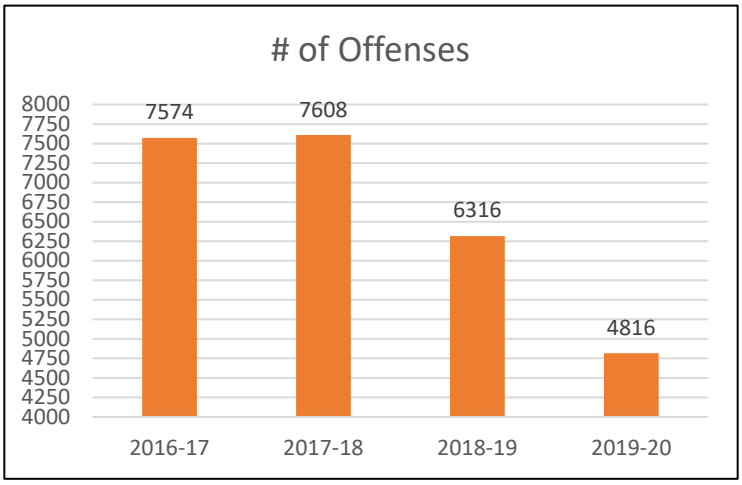
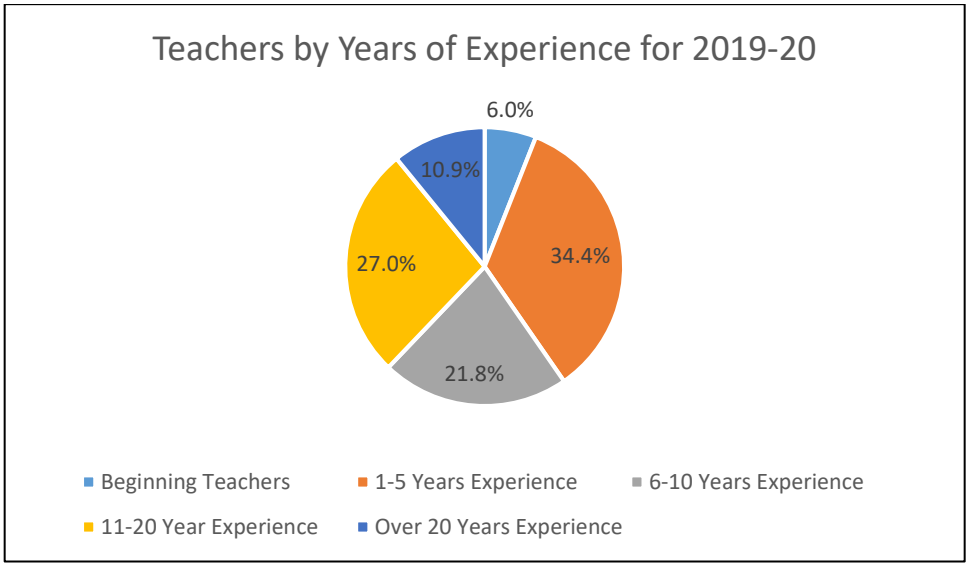


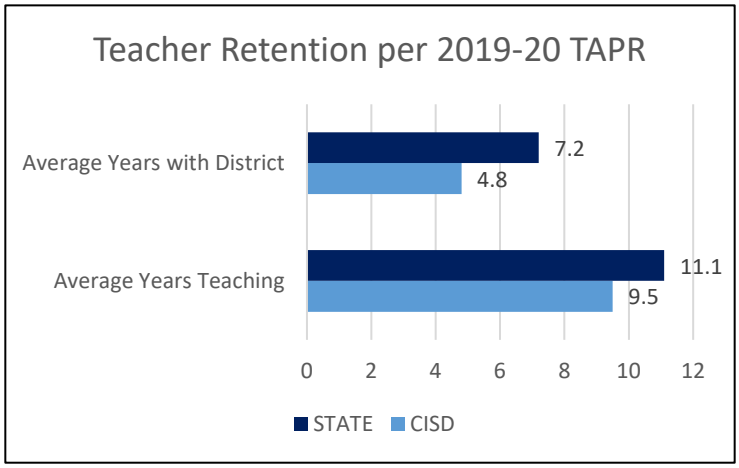


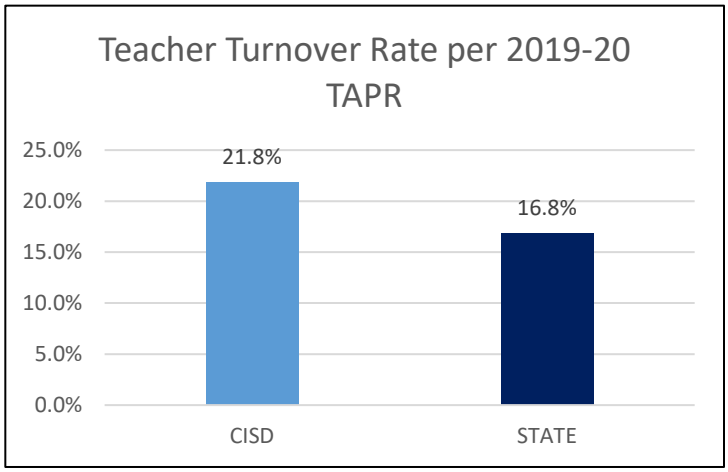
STAFF QUALITY, RECRUITMENT, AND RETENTION

TEACHING STAFF EXPERIENCE:

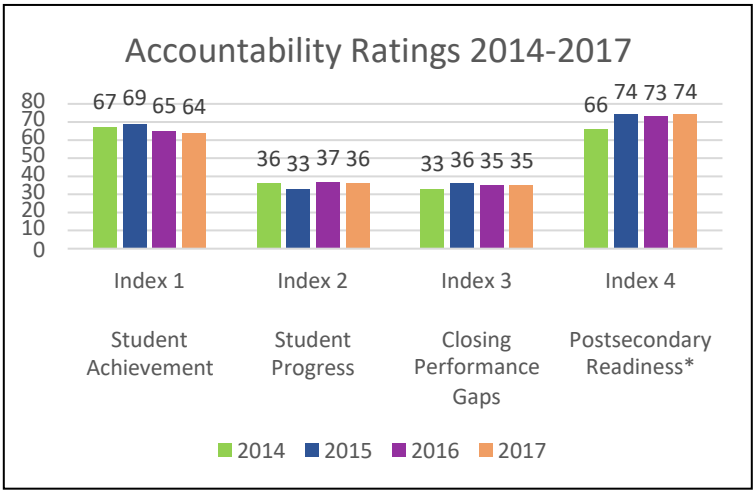


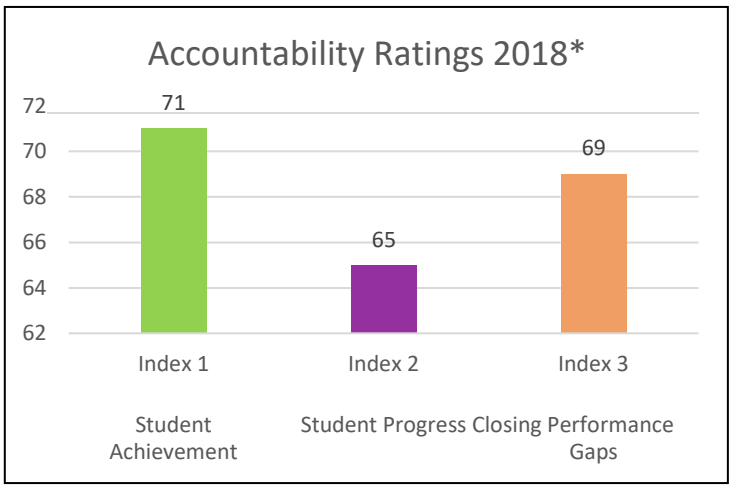
TEACHING STAFF RETENTION/TURN-OVER:



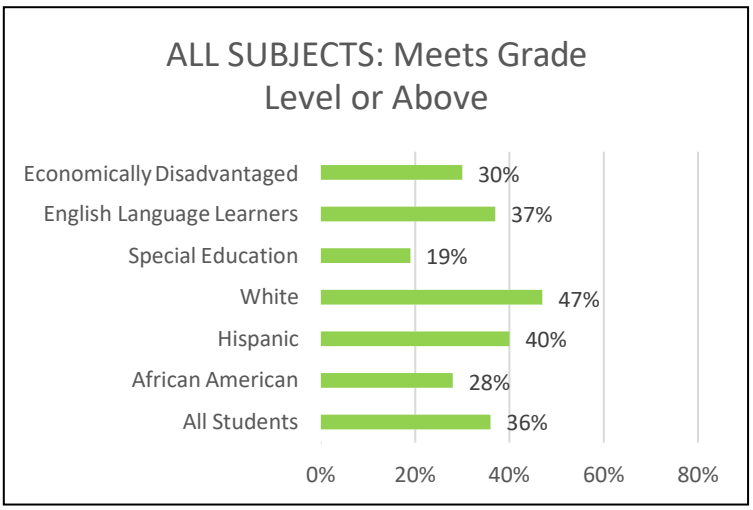


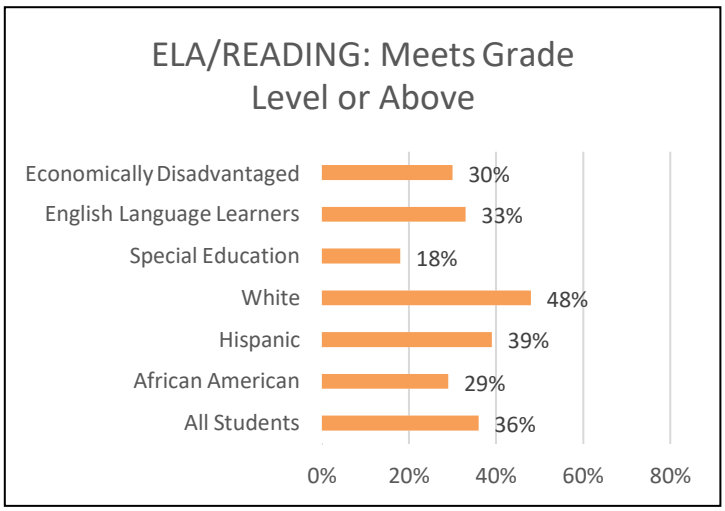
CURRICULUM, INSTRUCTION AND ASSESSMENT: New Data is Unavailable

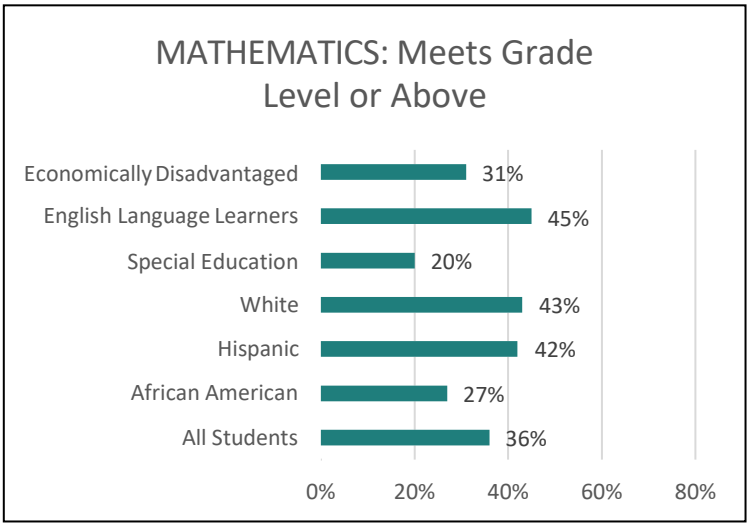


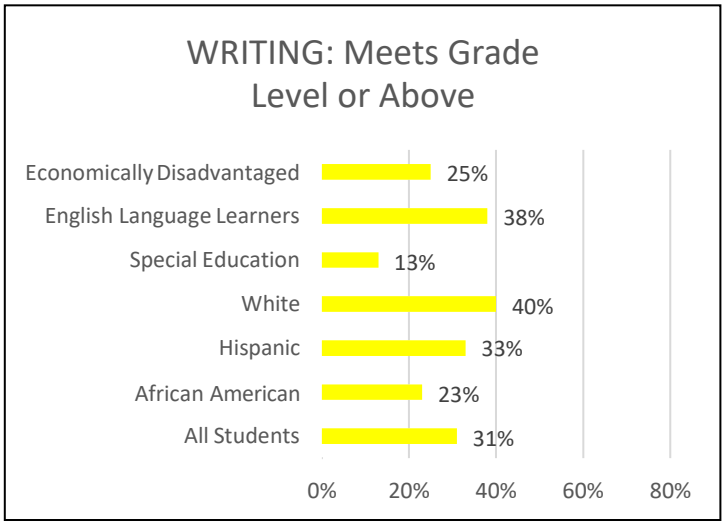


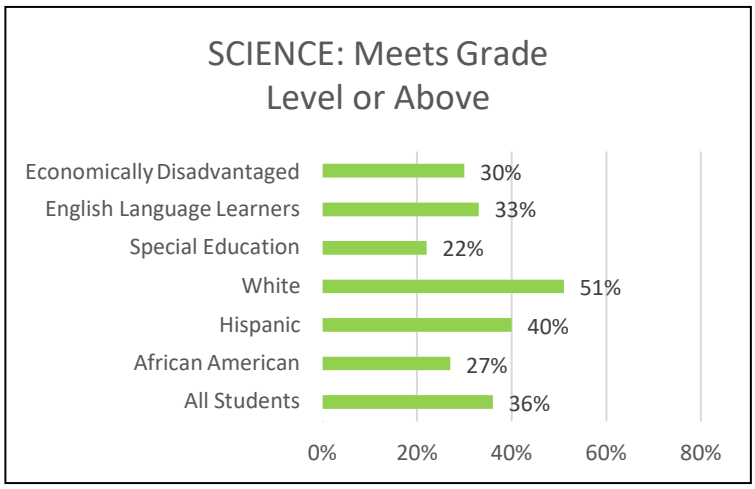
TEXAS EDUCTION AGENCY'S 2018 ACCOUNTABILITY DATA:

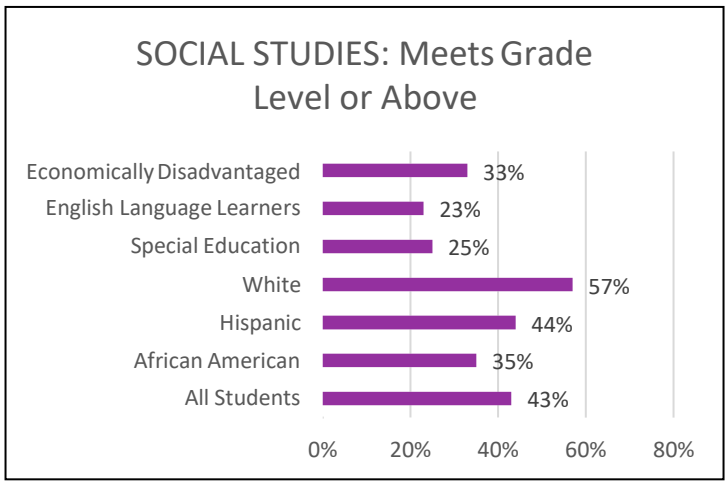




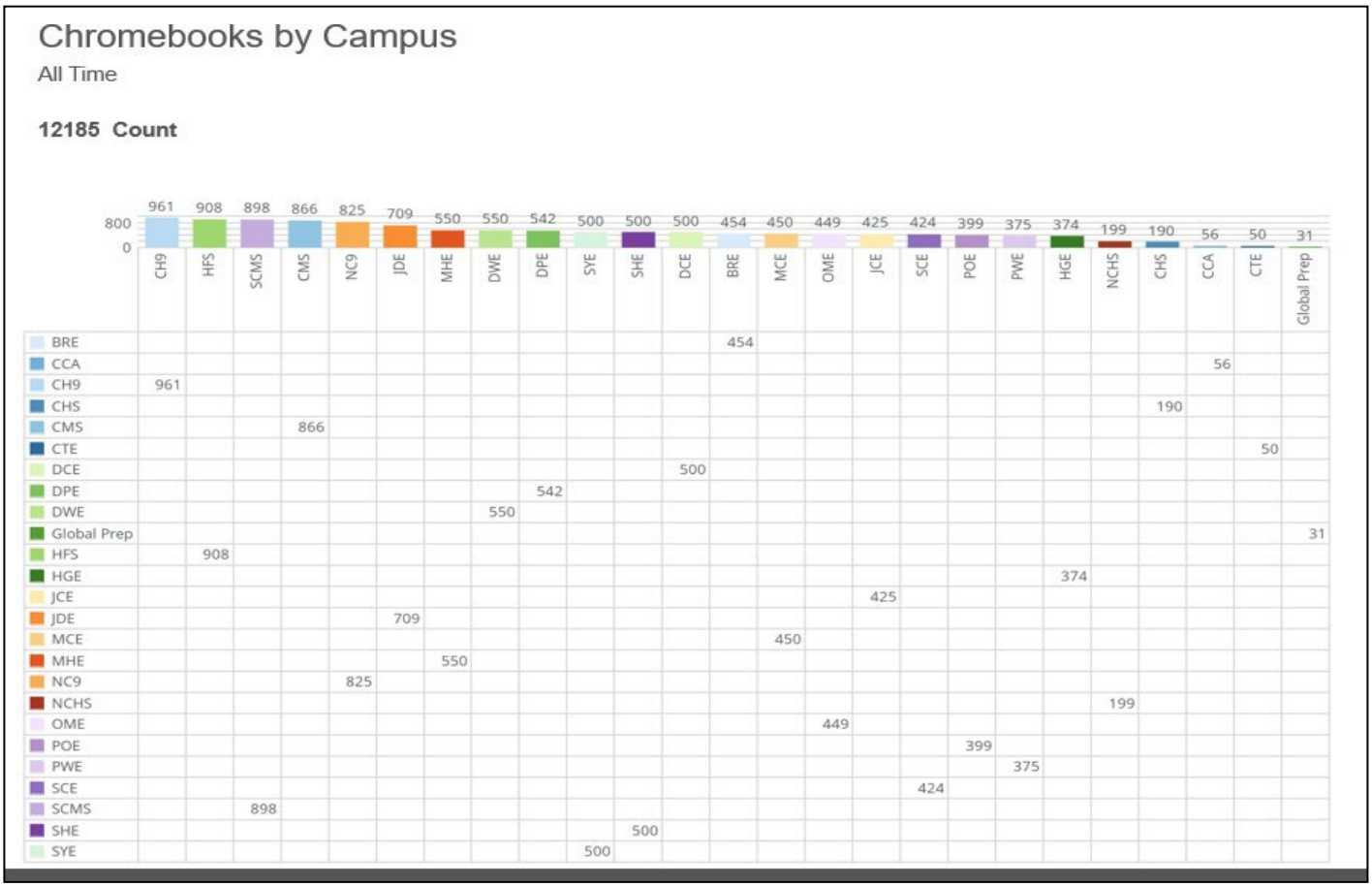


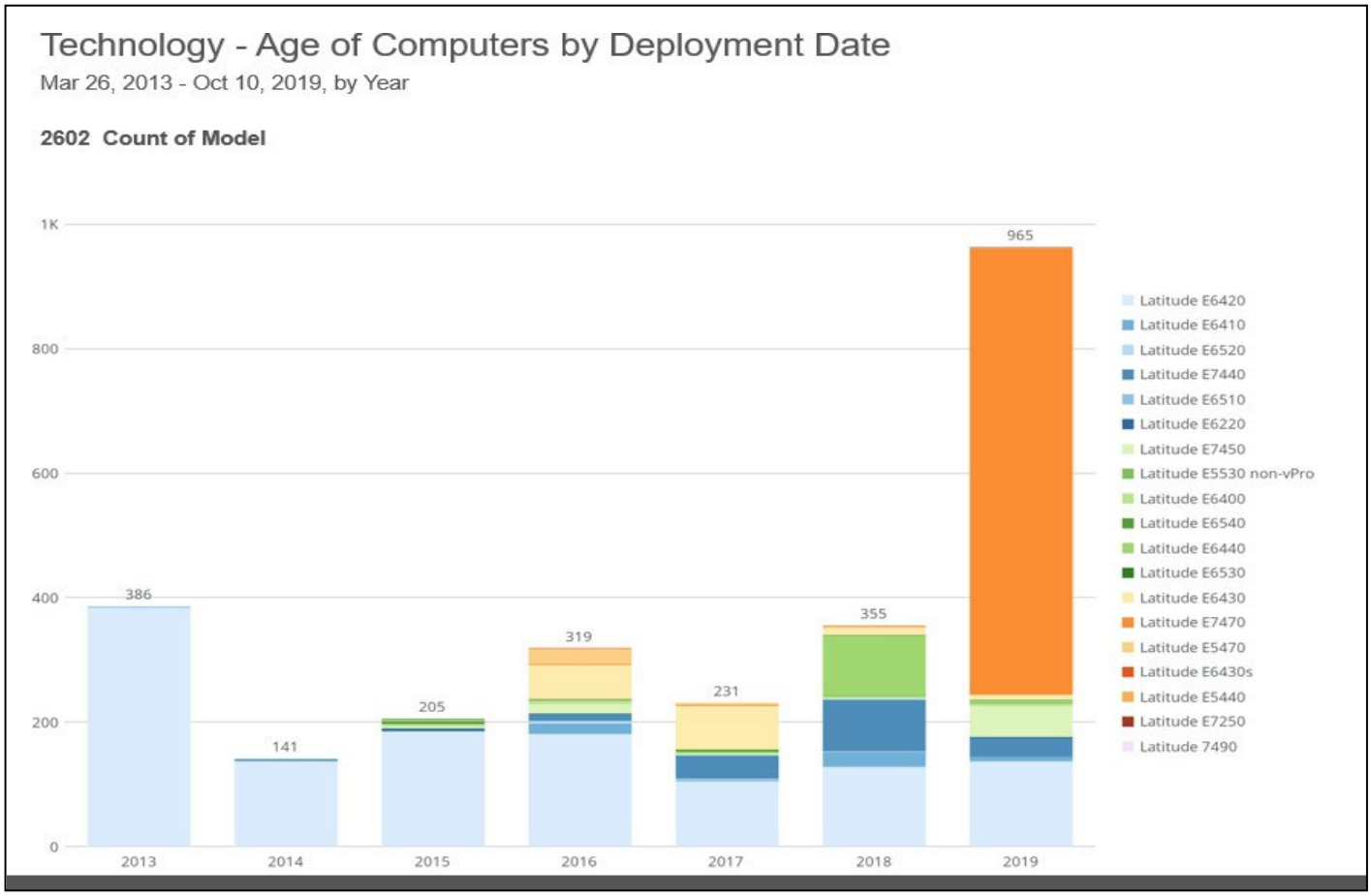



SCIENCE: Meets Grade Level or Above
Economically Disadvantaged
English Language Learners
Special Education
White
Hispanic
African American
All Students
30%
33%
22%
51%
40%
27%
36%
0%
20%
40%
60%
80%


SOCIAL STUDIES: Meets Grade Level or Above
Economically Disadvantaged
English Language Learners
Special Education
White
Hispanic
African American
All Students
33%
23%
25%
57%
44%
35%
43%
0%
20%
40%
60%
80%

TECHNOLOGY:


Chromebooks by Campus
All Time
12185 Count
961 908 898 866 825 709 550 550 542 500 500 500 454 450 449 425 424 399 375 374 199 190 56 50 31
800
0
CH9 HFS SCMS CMS NC9 JDE MHE DWE DPE SYE SHE DCE BRE MCE OME JCE SCE POE PWE HGE NCHS CHS CCA CTE Global Prep
BRE 454
CCA 56
CH9 961
CHS 190
CMS 866
CTE 50
DCE 500
DPE 542
DWE 550
Global Prep 31
HFS 908
HGE 374
JCE 425
JDE 709
MCE 450
MHE 550
NC9 825
NCHS 199
OME 449
POE 399
PWE 375
SCE 424
SCMS 898
SHE 500
SYE 500


Technology - Age of Computers by Deployment Date
Mar 26, 2013 - Oct 10, 2019, by Year
2602 Count of Model
1K
800
600
400
200
0
386
141
205
319
231
355
965
2013
2014
2015
2016
2017
2018
2019
Latitude E6420
Latitude E6410
Latitude E6520
Latitude E7440
Latitude E6510
Latitude E6220
Latitude E7450
Latitude E5530 non-vPro
Latitude E6400
Latitude E6540
Latitude E6440
Latitude E6530
Latitude E6430
Latitude E7470
Latitude E5470
Latitude E6430s
Latitude E5440
Latitude E7250
Latitude 7490

DISTRICT COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site- based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Instructional methods for all student groups not achieving their full potential	TEC 11.252(a)(3)(A)	Executive Director of Curriculum & Instruction	District Improvement Plan Strategies CISD Responsive Intervention Webpage
2. Violence Prevention and Intervention -	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Chief of Student Services	CISD Bullying Prevention Webpage FFI (Local) FFH (Local)
3. Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Professional Development, Director of Instructional Support	CISD Dyslexia Services Webpage
4. Accelerated Education	TEC 11.252(3)(H)	Director of Gifted & Talented, AVID, and Advanced Academics	Gifted & Talented Education Webpage EHBB (Local)
5. Dropout Prevention	TEC 11.252	Director of Counseling Principal, Crowley Learning Center	CISD Response Intervention Webpage BQA (Legal) and BQB (Legal) Dropout Process Information

6. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Executive Director of Technology Executive Director of Curriculum & Instruction Instructional Technology Coordinator	2019-2023 CISD Technology Plan
7. Discipline Management, including: ○ Physical and verbal aggression ○ Sexual harassment	TEC 11.252(3)(E) TEC 37.083(a) Board Policy FFI(Local) Board Policy FFH(Local)	Chief of Student Services	FFI (Local) FFH (Local)
8. Dating Violence	TEC 37.0831	Chief of Student Services	FFH (Local)
9. Sexual abuse, sex trafficking, and other maltreatment of children The safety and well-being of all students is paramount to a successful educational experience. The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by reviewing board policies FFG (Legal), FFG (Local), and FFG (Exhibits).	TEC 38.0041(a) TEC 11.252(c)(9)	Chief of Student Services	FFG (Local)
10. Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	TEC 11.252(3)(G)	Director of CTE, College, Career, and Military Readiness	CISD College, Career, and Military Readiness Webpage

11. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	Chief of Staff and Governance	District Improvement Plan Strategies
12. Information available to elementary-high school regarding • Higher Education admissions and financial aid opportunities • The TEXAS grant program and the Texas for Texas grant program • Assist with curriculum choices to be prepared for beyond higher school	TEC 11.252(c)(4)(A-D)	Director of CTE, College, Career, and Military Readiness Director of Counseling	CISD College, Career, and Military Readiness Webpage
13. Staff development for professional staff	TEC 11.252(3)(F)	Executive Director of Professional Development and Social Emotional Learning	CISD Professional Learning Department Webpage
14. Attendance Crowley ISD has implemented School Innovations & Achievement's (SA&I) Attention2Attendance program, which is an award-winning early warning and attendance intervention system designed to increase learning time for all students and improve site and parent relationships. It helps remove administrative burden from staff and enhance school culture and climate.	TEC 11.253(d)(10)(c)	Chief of Student Services	Attention2Attendance Program Information

15. Parental Involvement All school activities will give proper consideration to the involvement of families. Each school has a Campus Performance Objectives Committee (CPOC) consisting of parents, teachers, administrators, community members and other school staff. The committee will meet regularly and annually update the Campus Parent and Family Engagement Plan. The goal is to have parents play a vital role in decision making regarding the Title I program.	TEC 11.253(d)(9)	Coordinator of Stakeholder Involvement	CISD Parent & Family Engagement Plan
16. Bullying Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E) Board Policy FFI(Local)	Chief of Student Services	CISD Bullying Prevention Webpage
17. Coordinated Health Program ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Operations Chief of Student Services Coordinator of Health Services SHAC Committee	CISD Health Webpage Coordinated School Health Info
18. DAEP Requirements ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Principal, Crowley Learning Center Chief of Student Services	Crowley Learning Center FOCA (Local)
19. Pregnancy Related Services ● District-wide procedures for campuses, as applicable	TEC 29.081(d)	Director of Counseling	Pregnancy Related Services (PRS) Program

20. Migrant Plan (Title I, Part C) ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Director of ESL/Bilingual Services	Region XI Shared Service Agreement
21. Post-Secondary Preparedness/Higher Ed Information/Career Education ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Director of CTE, College, Career, and Military Readiness Director of Counseling	CISD College, Career, and Military Readiness Webpage

22. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Mental health promotion and positive youth development ○ Early mental health intervention ○ Substance abuse prevention ○ Suicide prevention and suicide prevention including parent/guardian notification procedures ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831 Board Policy FFB(Legal) Board Policy FFH(Legal) Board Policy DMA(Legal)	Executive Director of Professional Development and Social Emotional Learning Director of Counseling Chief of Student Services	CISD Guidance & Counseling Webpage Suicide Awareness & Prevention CISD Professional Learning Department Webpage FFI (Local) FFH (Local)
23. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Chief of Special Education and Federal Programs	TBSI CISD TBSI Information
24. District/Campus Decision-Making and Planning Policies ● Evaluation – at least every two years	TEC 11.252(d) Board Policy BQA(Local) Board Policy BQB(Local)	Superintendent Deputy Superintendent District-wide Educational Improvement Council (DWEIC) Campus Performance Objectives Committee (CPOC)	Strategic Plan District Improvement Plan Campus Improvement Plans Targeted Improvement Plans

Addendum to the 2019-20 District/Campus Improvement Plans

COORDINATED SCHOOL HEALTH

- 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

DROPOUT PROCESS

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.

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

MCKINNEY-VENTO HOMELESS ASSISTANCE

- 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.
- 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
- 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.
- 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

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.

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.

DISTRICT SCHOOL RESOURCE OFFICERS

As a district, we contract with our local police department(s) jurisdictions for School Resource Officers (SRO's). SRO's perform a myriad of law enforcement duties, which include safeguarding any person(s) within their jurisdiction along with the property of the school district. SROs shall not be used for routine student discipline, school administrative tasks, or contact with students unrelated to the officers' law enforcement duties. SRO's are encouraged to engage with students, teachers, staff, and the community to foster school-police partnerships.

DISTRICT TRAUMA-INFORMED CARE POLICY – FFBA (Legal) and FFBA (Local) are included in TASB Update 114, which is pending School Board approval.

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.

Federal Program Expenditures

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

Grant	Purpose and Intended Beneficiaries
Title I, Part A	The purpose of the grant is to help all students meet the state student performance standards by providing supplemental resources to the LEA. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The two purposes of the grant are 1) to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom as well as highly qualified principals and assistant principals; and 2) to hold LEAs and schools accountable for improving student academic achievement. The intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.
Title III, Part A	The purpose of the grant is to provide supplemental resources to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The intended beneficiaries are LEP students, including immigrant children and youth.
Title IV, Part A	The purpose of the grant is to provide: 1) all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.
Perkins Grant	The purpose of the grant is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education programs.
Title IV, Part B 21st Century Grant	The purpose of the grant is to provide academic enrichment opportunities during non-school hours for children, particularly student who attend high-poverty and low-performing schools.

Parent and Family Engagement Plan

Crowley ISD agrees to implement the following statutory requirements:

- Crowley ISD will put into operation programs, activities and procedures for the engagement of parents and families in all schools with Title I, Part A programs, consistent with the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.

- Crowley ISD will work with schools to ensure that the required school-level Parent and Family Engagement plans meet the requirements of the ESEA.

- Crowley ISD will incorporate this plan into its District Improvement Plan.

- In carrying out Title I, Part A parent and family engagement requirements Crowley ISD and its schools will provide full opportunities for the participation of parents and families with limited English proficiency, parents with disabilities and parents of migratory children. Crowley ISD will provide information and required school reports in an understandable and uniform format in a language parents understand.

- Crowley ISD will involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement are spent.

- Crowley ISD will provide the following necessary coordination, technical assistance and other support to Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (A) Support from Title I Specialists; (B) Professional development provided to Title I Intervention Teachers by Reading and Math Intervention Specialists; (C) Title I Collaborative Meetings.

- In Crowley ISD, parent and family engagement means regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring that (A) families play an integral role in their child's learning; (B) families are encouraged to be actively involved in their child's education at school; (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (D) the carrying out of other activities.

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District:	Priority for Service (PFS) Action Plan	Filled Out By:
Region:	School Year: 20___ - 20___	Date:

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s): Identify and provide services to migratory students 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, with priority	**Objective(s):** • Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Use data to plan the Priority for Services Action Plan for 2021-2022 school year, and assist the district with supplemental services when not provided by other federal or non-federal programs.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September – May, on or	MEP Staff	NGS generated reports

	before the 15th day of every month		
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
Additional Activities			
▪			
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September –May 25th day of every month	MEP District Contact	Copy of sent emails, or other documentation of distributing reports
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Contact Log
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Activity Log
Additional Activities			
▪ Provide one-on-one, small group, or home-based STAAR remediation at Alternative times, with supports like transportation, snacks, and mentoring as needed	Sept-May	MEP District Liaison and Campus Staff	Formative Assessment documents related to targeted STAAR needs
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Sept.-May	MEP School Liaison/Contact MEP ESC Specialist	Activity log, sign-in sheets

▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Time-stamped notices,
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log, Time-stamped handouts
Additional Activities			
▪ Provide reading and/or math (developmental) instruction by certified teacher for EB students	Sept-May	MEP District Liaison and campus staff	Log of service provided, formative assessment data and attendance sheets

_____ _____ _____ _____

LEA Signature **Date Completed** **ESC Signature** **Date Received**