

CROWLEY ISD

CAMPUS IMPROVEMENT PLAN



Deer Creek Elementary

Great Expectations Great Rewards



CROWLEY INDEPENDENT SCHOOL DISTRICT

2008-12

(Note: Campus plans are aligned with district plan with identical Performance Objectives and possible variances in Evaluation Tools & Key Strategies.)

District Mission Statement

Crowley ISD provides all students with excellence in education, engaging in partnership with our diverse community, through effective and efficient use of resources so that all students learn and succeed.

Campus Mission Statement

The mission of Deer Creek Elementary School is to foster a school environment in which shared responsibilities of students, parents, and teachers lead to successful learning and growing.

Board Priorities

- I. College Readiness: promote high academic achievement and produce National Merit Scholars
- II. Quality Curriculum and Instruction: decrease achievement gap
- III. Parental, Community, and Customer Support
- IV. Maintenance of Board-Superintendent Relations
- V. Organizational Leadership Structure & Fidelity with Procedures
- VI. Funding for Schools

Campus Performance Objectives Committee (CPOC)
Committee Members

Mindy Hausner, 1st Grade Teacher-DWEIC Representative
Mary Ann Grady, Kindergarten Teacher
Candi Mullens, Deaf Ed. Teacher
Brenda Pritchard, 3rd Grade Teacher
Susan Brockway, Content Mastery Teacher
Darla Simmank, Parent
Button Woods, Community Representative
Cindy Arnold, Business Representative

CPOC Calendar – Meeting Timeline

CPOC Calendar 2011-12

- Minimum of four (4) meetings per year

| Date | Activity | Members Required | Comments/Expected Outcome |
|-----------------|---|--|--|
| Aug. 11 | Regular CPOC Meeting Conference Room @ 10:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member | <ul style="list-style-type: none"> • Reorganization of CPOC • Review notes from end of the year CPOC meeting • Discussed Campus/Student Expectations • Campus leadership structure • Review District Strategic Plan • Campus Plan Summary • CIP Process Overview • CPOC Meeting Calendar |
| Sept. 19 | Needs Assessment Library @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member • Faculty | <ul style="list-style-type: none"> • Complete campus needs assessment |
| Sept. 26 | Regular CPOC Meeting Conference Room @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member | <ul style="list-style-type: none"> • Seeking Campus Solutions • Review Comprehensive Needs Assessment |
| Nov. 10 | Regular CPOC Meeting Conference Room @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member | <ul style="list-style-type: none"> • Review DWEIC Information • Approve Campus Plan |
| Nov. 15 | Public Information Meeting Cafeteria @ 7:00 | <ul style="list-style-type: none"> • Parents/Community Members | <ul style="list-style-type: none"> • Review AEIS/AYP Reports, etc. |

| Date | Activity | Members Required | Comments/Expected Outcome |
|----------------|--|--|--|
| Jan. 12 | Regular CPOC Meeting Conference Room @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member | <ul style="list-style-type: none"> • Review DWEIC Information • Seeking Campus Solutions |
| Feb. 23 | Regular CPOC Meeting Conference Room @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member | <ul style="list-style-type: none"> • Review DWEIC Information • Seeking Campus Solutions |
| Apr. 12 | Regular CPOC Meeting Conference Room @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member | <ul style="list-style-type: none"> • Registration/Projection Timeline • Personnel/Employment • Budget Timeline • Review DWEIC Information • Seeking Campus Solutions • CPOC Election (see Administrative Regulation) |
| May 21 | Needs Assessment Library @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • DWEIC Member • Faculty | <ul style="list-style-type: none"> • Complete campus needs assessment for coming year |
| May 24 | Regular CPOC Meeting Conference Room @ 3:00 | <ul style="list-style-type: none"> • Campus Reps • Parents/Community Members | <ul style="list-style-type: none"> • Campus Plan Assessment • CPOC Reorganization after Election • Prepare for Campus Planning 2012-13 |

Comprehensive Needs Assessment 2011-12

Demographics (Goal 1, 2 & 3)

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Student Achievement (Goal 1)

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS (Texas English Language Proficiency Assessment System) and AMAO (Annual Measureable Achievement Objectives) Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP (Adequate Yearly Progress) Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

School Culture and Climate (Goal 2)

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Staff Quality, Recruitment and Retention (Goal 1 & 3)

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Curriculum, Instruction and Assessment (Goal 1)

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Family and Community Involvement (Goal 2)

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

School Context and Organization (Goal 1 & 2)

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Technology (Goal 1, 2 & 3)

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2011-12

Data Sources Reviewed:

- 2011 TAKS Data
- ACT, SAT, and Advanced Placement Reports
- AEIS Reports
- Attendance and Discipline Reports
- AYP Reports
- Comprehensive Needs Assessment Survey
- C-Scope Administrative Report and Unit Assessment Data
- C-Scope Curriculum/ Unit Assessment Data
- Demographic Reports
- Dual Credit/Advanced Placement Enrollment
- DWEIC Collaboration
- Enrollment Data
- Faculty Surveys
- Focused Data Analysis (FDA)
- Highly Qualified Teacher Report
- Instructional Technology
- Longitudinal data
- Master Schedule
- Parent Participation/Involvement in Activities

- Parent Surveys
- PDAS results
- School Demographic Data
- Semester Failure Rates
- State and Local Assessment Data
- Student Level Review (SLR)
- Teacher/Staff Feedback/Input
- TELPAS Report
- TPRI, TEMI, Dibels, At-Risk Assessments, Unit Assessments

Campus:

- TAKS Comparisons
- 2011 AEIS Report
- C-Scope Administrative Report
- 2010-11 Attendance Data
- 2010-11 Discipline Data
- TPRI, TEMI, Dibels, At-Risk Assessments, Unit Assessments
- Staff Survey

| <u>Area Reviewed</u> | <u>Summary of Strengths</u> What were the identified strengths? | <u>Summary of Needs</u> What were the identified needs? |
|--|---|---|
| <p>Demographics (Goal 1, 2 & 3)</p> | <ul style="list-style-type: none"> • Adequate teacher/student ratios • Diversity among the student population. • Student enrollment has increased in CTE from 2010-11 school year • The diversity of the district is its strength. <p>Campus:</p> <ul style="list-style-type: none"> ○ Sub groups remain stable ○ Low enrollment ○ Low mobility rate ○ Low SES | <ul style="list-style-type: none"> • Cultural proficiency among staff • Growth in economically disadvantaged student group • Increase the number of students in various subgroups taking advanced placement courses. • Recruit/Hire teachers that have some knowledge/experience in working with diverse populations. <p>Campus:</p> <ul style="list-style-type: none"> ○ Lack of Staff Diversity |
| <p>Student Achievement (Goal 1)</p> | <ul style="list-style-type: none"> • Data is utilized to improve student achievement. • Intervention strategies offered to aide student achievement – e.g. morning/afternoon tutorials, TAKS tutorials and camps, Advanced Academic Learning Sessions, SAT & ACT prep, AVID, etc. • Use of Continuous Improvement Model <p>Campus:</p> <ul style="list-style-type: none"> ○ Reading, Writing scores \geq 90% for All, Hisp., W, Ec. Dis. ○ Commended scores \geq 25% for All, Ec. Dis. ○ Three Gold Performance Acknowledgements: Commended Performance in Reading and Writing, and Comparable Improvement in Math ○ Strong Accelerated Reading Program | <ul style="list-style-type: none"> • Achievement gaps continue for underserved student groups • Assessments that are indicators of student achievement that are less time consuming during the regular instructional day • Ensure all students have mastered grade level math TEKS • Ensure all students progress to the next grade level reading on level • High mobility rate • Student data folders • Training on Aware software program for CISD employees • Uniform systems across the district • Use of research-based strategies and teaching practices. <p>Campus:</p> <ul style="list-style-type: none"> ○ W, Ec. Dis. < Hisp., AA in Math ○ All W, Ec., Dis., , 90% Writing ○ AA \leq 80% in Writing ○ AA \leq 90% in Reading and Math |

| | | |
|--|---|---|
| <p>School Culture and Climate (Goal 2)</p> | <ul style="list-style-type: none"> • Character Connections Recognition Program • Consistent core values district-wide • Decisions are student-centered • Discipline data • Improved RTI (Response to Intervention) practices • Increase in faculty participation in staff development opportunities at Region XI • Recognition of Career and College Readiness Success of students • Student Incentive Programs to encourage academic success <p>Campus:</p> <ul style="list-style-type: none"> ○ Cohesive Staff ○ Sense of family atmosphere ○ Staff consistency and experience ○ Low discipline referrals ○ Student Recognition through Character Connections | <ul style="list-style-type: none"> • Bully Intervention Program to provide education, prevention, and monitoring • Classroom Management • Consistency of discipline plan • Elementary Level – Focused extra-curricular activities • Funding for Career and Technology Student Organizations (CTSOs) that advance to state and national competition levels • Increase staff awareness of the district vision and mission statement. • Increase staff morale • Parent resources to reinforce instruction • School Wide Discipline flow <p>Campus:</p> <ul style="list-style-type: none"> ○ Proactive vs. Reactive Classroom Management ○ Tardies ○ Attendance < less than district average |
| <p>Staff Quality/ Professional Development (Goal 1 & 3)</p> | <ul style="list-style-type: none"> • All paraprofessionals are highly qualified. • Highly qualified, certified staff with additional endorsements/certifications (SPED, reading, ESL). • Teacher mentoring program for new teachers <p>Campus:</p> <ul style="list-style-type: none"> ○ Highly qualified staff ○ Several non-certified staff have college degrees | <ul style="list-style-type: none"> • C Scope must be followed with fidelity • Classroom Management Strategies • Complex scheduling at BRJ CTEC—five different schedules • Give STAAR training to all staff. • Increase the number of teachers who attend an AP Institute. • Quality professional development provided by the district in: • Quality instruction using best practices • Data-driven decision making • Higher-level questioning techniques • Instructional technology • Differentiated instruction • Relevant staff development |

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| | | <p>Campus:</p> <ul style="list-style-type: none"> ○ Relevant staff development ○ Classroom management |
| <p>Curriculum, Instruction, Assessment (Goal 1)</p> | <ul style="list-style-type: none"> ● C-scope curriculum & assessments aligned with TEKS. ● Data Disaggregation ● ELAR adoption and resources ● PBMAS data is disaggregated and plans are in place for addressing special populations. ● Student Data Folders ● Using student data to drive instructional decisions. ● Using the Plan, Do, Study, Act in each classroom. <p>Campus:</p> <ul style="list-style-type: none"> ○ C-scope implementation ○ Data Disaggregation ○ Data Accountability | <ul style="list-style-type: none"> ● Assessment provided does not always match curriculum. ● Collaborative planning ● C-Scope unit assessments have been a challenge for students in all subject areas. ● Increase the level of support for CScope. ● Increase the use of technology that is imbedded in the curriculum. ● Monitoring of students in need of assistance ● Staff development has been focused on teacher need, (such as lack of engagement), departmental planning time, with some choice, has impacted how teachers meet the needs of students. ● TAKs data shows students are still lagging, especially low socio-economic. ● Textbooks are out of date in CTE and new textbooks will not be released until Fall 2014. ● Vertical alignment and consistency <p>Campus:</p> <ul style="list-style-type: none"> ○ Decrease non-instructional time ○ Continually evaluate students in need of intervention tutoring ○ Vertical alignment and consistency |
| <p>Family and Community Involvement (Goal 2)</p> | <ul style="list-style-type: none"> ● Annual parent and community survey for Career and Technology Education ● Bilingual Staff members ● Communities in Schools ● JPS Health Clinic ● Parent involvement in booster clubs and organizations. | <ul style="list-style-type: none"> ● Community partnerships ● Continue to bridge communication with parents using Home Access and School Messenger ● Cultural Awareness ● Increase effective parent contact and communication ● Increase parent and community involvement in PTSA and organized PTA |

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|--|--|---|
| | <ul style="list-style-type: none"> • Parent portal has increased online communication with parents. • Parents of children involved in athletics, fine arts, JROTC, and AVID • Partnership with House of Hope for Snack Sacks • School communicates to parents in both English & Spanish and provides a translating website as well as personnel to translate. <p>Campus:</p> <ul style="list-style-type: none"> ○ Strong PTA ○ Large % of parents visit during Meet the Teacher/Curriculum Night ○ Positive community perception ○ Snack packs provided through House of Hope ○ Can food drive for House of Hope | <ul style="list-style-type: none"> • Increase PTA and the number of parent volunteers • Many teachers, parents unaware of community partnerships. • Parent surveys • Parent Trainings <p>Campus:</p> <ul style="list-style-type: none"> ○ Communication with community ○ Increase parent contact |
| <p>School Context and Organization (Goal 1 & 2)</p> | <ul style="list-style-type: none"> • Campus (CPOC) and district (DWEIC) based committees allow teachers to have a voice in the decision making process at the campus level. • Campus discipline teams • Core Content Specialist • District and campus emergency plans <p>Campus:</p> <ul style="list-style-type: none"> ○ High expectations for staff ○ Staff has high expectations for students ○ Week at a Glance from all grade levels ○ Active CPOC ○ Schedules are reflective of achieving maximum instructional time throughout day | <ul style="list-style-type: none"> • Campus assistance from district in areas of greatest need • Cleanliness of facilities • Consistency of policies and procedures • Monitor value of homework and outside work • Teachers need more input in use of district assessments <p>Campus:</p> <ul style="list-style-type: none"> ○ Consistent high expectations for students |

| | | |
|--|--|--|
| <p>Technology (Goal 1, 2 & 3)</p> | <ul style="list-style-type: none"> • AWARE, Eduphoria, and Forethought software programs • Document cameras and projectors are available for most teachers • Grades and lesson plans are computerized • Home Access Center is available to parents/legal guardians • Implementation of SchoolFusion • Increases in the number of computer labs in the district. • Newer computers in classrooms. • Technology includes district network, projectors, mobile labs, distance learning capability, specialized web sites, smart boards, CPS clickers, wireless chalkboards, digital cameras, TVs, graphing calculators, instructional videos . • Technology is a focus on the campus both in instruction, planning, and staff development • Wireless capabilities throughout all buildings. <p>Campus:</p> <ul style="list-style-type: none"> ○ Utilizing United Streaming for Instruction ○ AWARE provides data quickly | <ul style="list-style-type: none"> • Barriers to successful use of technology – teacher training, reliability of wireless configuration, lack of quick troubleshooting, internet slow or down. • Increase the technology proficiency level in all teachers. • More smart boards and document cameras are needed • Updated computers and software district-wide for students and staff <p>Campus:</p> <ul style="list-style-type: none"> ○ Use technology consistently ○ Training to gain maximum use of technology ○ Outdated computers ○ Use of technology in classroom instruction ○ Lack of most updated equipment for teaching |
|--|--|--|

Crowley ISD District and Campus 2008 – 2012 Goals and Objectives

Goal 1: Student Achievement for All

Description: Crowley ISD will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, integrated technology, highly qualified staff and the district-wide aligned curriculum.

- **Performance Objective 1:** Increase the number of students who are college/workforce ready and meet the criteria for graduating on the Distinguished or Recommended High School Plan.
- **Performance Objective 2:** Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in an “Exemplary” rating.
- **Performance Objective 3:** Increase the number of students enrolled in Advanced Academic Courses.
- **Performance Objective 4:** Encourage student participation in extracurricular activities and monitor their progress to ensure high levels of academic achievement.
- **Performance Objective 5:** Increase the integration of technology resources and systems in order to ensure students are 21st Century Learners.
- **Performance Objective 6:** Recruit and retain a Highly Qualified, diverse staff who implement best practices and are recognized and valued.

Goal 2: Safe, Secure and Nurturing Schools

Description: Crowley ISD will provide and maintain safe, secure and nurturing environment conducive to learning, which will enable students to think critically and act responsibly.

- **Performance Objective 1:** Maintain safe and orderly learning environments for all students and staff.
- **Performance Objective 2:** Increase customer satisfaction.
- **Performance Objective 3:** Increase the number of parents and community members involved in schools.

Goal 3: Ensure Effective and Efficient Use of Resources

Description: Crowley ISD will align its resources with its mission and establish operational processes that systematically improve individual departments and campuses, which in turn, improve the district.

- **Performance Objective 1:** Customer/Stakeholder Satisfaction in effectiveness and efficiency of the district.
- **Performance Objective 2:** Efficient use of resources by all district departments

Crowley ISD

District and Campus 2008 – 2012 Goals and Objectives

Goal 1: Student Achievement for All

Description: Crowley ISD will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, integrated technology, highly qualified staff and the district-wide aligned curriculum.

Performance Objective 1: Increase the number of students who are college/workforce ready and meet the criteria for graduating on the Distinguished or Recommended High School Plan.

Performance Measurement Indicators:

- Percent of students graduating on the “Distinguished Achievement” and “Recommended” High School Plans
- Percent of students taking college entrance exams (ie. PSAT, SAT, ACT)
- Percent of students scoring at or above criteria on college entrance exams (ie. PSAT, SAT, ACT tests)
- Percent of students with intent to complete a Career and Technical Education coherent sequence of courses
- Percent of students earning a career certification or taking a higher education articulated course
- Percent of college-ready graduates in English Language Arts and Math

Evaluation Tools:

- Academic Excellence Indicator System (AEIS) Report
- Disaggregated AP testing data
- Disaggregated SAT, PSAT, ACT Test Data
- Commended Performance on TAKS
- Career and Technical Licensures
- Performance Based Monitoring Assessment System (PBMAS) data

Campus:

- *Academic Excellence Indicator System (AEIS) Report*
- *Commended Performance on TAKS*
- *Percent of students in the GATE program*
- *C-scope Administrative Tools Report*

Key Strategies:

- Increase the number of students graduating on the Distinguished Achievement plan by effectively monitoring and adjusting four-year plans **(Board Priority #1)**
- Increase the number of students taking and scoring above the state average on the PSAT, SAT and ACT exams **(Board Priority #1)**
- Increase the number of National Merit Scholars **(Board Priority #1)**
- Implement CSCOPE curriculum which incorporates all state standards, English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS) in the four core subject areas and ensure it is being followed with fidelity. **(Board Priority #2)**
- Increase the number of students achieving Commended Performance on TAKS **(Board Priority #1)**
- Decrease the dropout rate for 7th and 8th graders
- Increase the percentage of students graduating within four years.
- Develop a six-year plan to accelerate course work for students who are at risk of dropping out of school to ensure they can catch up and graduate from high school. **(Board Priority #2)**
- Maintain a career and technical education program that promotes college and career readiness. **(Board Priority #1)**
- Recruit and retain student participants in career and technical education programs. **(Board Priority #1)**
- Increase the number of students earning certifications and licensures in career and technical education programs. **(Board Priority #1)**
- Performance at or above the state level on the career and technical education components on the PBMAS. **(Board Priority #1)**
- Monitor the district's plan for addressing unexcused and excessive student absences

Campus:

- *Continue the use of student data folders to monitor progress*
- *Continue the use of classroom data charts to monitor mastery of curriculum*
- *Monitor use of the C-scope/Crowley Curriculum.*
- *Disaggregate data to monitor students achieving close to or at the commended level*
- *Provide one to one progress monitoring for students*
- *Ensure all classroom teachers have 30 hours initial G/T training and 6 hour update.*
- *Monitor data for staff to evaluate attendance, discipline, and academic performance.*
 1. *Post data in classroom and school-wide*
 2. *Student incentives for attendance/tardies*
- *Focus staff on continuation of C-scope/Crowley curriculum*
- *Utilize CAT Members to provide staff development on campus and communicate district information.*
- *Display collegiate logos of staff members to encourage college awareness and opportunity.*
- *Continue College Day each six weeks on Report Card Day.*
- *Increase student and teacher awareness of career opportunities by planning field trip for G/T students to CATE Center.*

- *Focus on individual student college goals with the expectation that all Deer Creek students will graduate from high school with the option to attend college.*
- *Display “Class of___” signs at each grade level expecting high school completion.*
- *Implement high school feeder pattern spirit days by wearing feeder pattern colors.*

Performance Objective 2: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in an “Exemplary” rating.

Performance Measurement Indicators:

- Percent of indicators coded “green” on spotlight reports
- Dropout Rate
- Completion Rate
- Percent of campuses “Meeting AYP”
- Number of Gold Performance Acknowledgements
- Percent of students earning “Commended Performance”

Evaluation Tools:

- Disaggregated TAKS Data
- Disaggregated AYP Data
- PBMAS Data
- Disaggregated Benchmark Data
- Texas Primary Reading Inventory (TPRI) Data
- Assessing Math Concepts (AMC) Data

Campus:

- *Disaggregated TAKS Data*
- *Disaggregated AYP Data*
- *Texas Primary Reading Inventory (TPRI) Data*
- *Texas Early Mathematics Inventories (TEMI) Data*
- *At-Risk Math Assessment Data*
- *Dibels*

Key Strategies:

- Implement CSCOPE curriculum which incorporates all state standards, English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS) in the four core subject areas and ensure it is being followed with fidelity. **(Board Priority #1 and #2)**
- Utilize district and state assessments to direct instruction and professional development.
- Monitor the progress of all student groups to ensure they demonstrate mastery of AYP requirements.
- Ensure the alignment of English as a Second Language (ESL) and Bilingual programs to the TELPAS proficiency standards are met. **(Board Priority #1 and #2)**

- Monitor the progress of students served through special education to ensure they demonstrate mastery of AYP requirements on state assessments. **(Board Priority #1 and #2)**
- Monitor the district’s Response to Intervention (RtI) plan to ensure struggling students are provided interventions at the earliest sign of need. **(Board Priority #1 and #2)**
- Monitor implementation of Continuous Improvement strategies including Classroom PDSA boards and Student Data Folders to ensure consistency and fidelity across the district.
- Increase the number of campuses achieving the “New Horizon” distinction.
- Develop *Professional Development Frameworks* to ensure professional development offerings are aligned to district initiatives and research-based best practices so that trainings are job-imbedded and sustained over time.

Campus:

- *Focus staff development on rigor*
- *Utilize CAT members to provide staff development and communicate district information*
- *Monitor implementation of C-scope through walkthroughs, lesson plans, and team level conversations.*
- *Monitor C-scope unit assessment data*
- *Disaggregate data to monitor teaching and learning and to drive instruction.*
- *Create staff development based upon needs from disaggregated data.*
- *Continue the use of student data folders to monitor progress on unit assessments and/or curriculum expectations of mastery.*
- *Disaggregate data to monitor student achievement close to or at the commended level.*
- *Provide SST for all identified students.*
- *Monitor the progress of all student groups.*
- *Insure all IEPs are being implemented with fidelity.*
- *Disaggregate student data by SEs to insure gaps in curriculum are identified.*
- *Provide daily intervention for identified students.*
- *Continue school-wide strategies for Math and Reading such as CUBES, etc.*
- *Locate all leavers and insure accurate coding in PEIMS*
- *Eliminate learning gaps by using all staff for intervention tutoring, student and classroom data charts, and rigorous instruction.*
- *Encourage students to create a personal goal to graduate from high school.*
- *Posting “Class of ____” signs on all classrooms expecting high school graduation.*
- *Provide staff development requirements of TELPAS proficiency standards.*
- *Communicate to staff the timeline for TELPAS writing.*
- *Provide students the opportunity to develop an understanding of writing across the curriculum.*
- *Disaggregate data and ensure IEP mastery at the student level.*
- *Assign students to case managers who will monitor their achievement continuously.*
- *Provide professional development regarding intervention and process.*
- *Conduct instructional data walkthroughs*
- *Conference with students setting performance goals*
- *Survey staff with New Horizon checklist to determine readiness.*

- *Expect staff to attend district staff development*
- *Use needs assessment to create campus staff development.*

Performance Objective 3: Increase the number of students enrolled in Advanced Academic Courses.

Performance Measurement Indicators:

- Percent of students enrolled in an advanced academic course (Pre-AP, AP, Dual Credit, GATE)
- Percent of students taking at least one Advanced Placement exam.
- Percent of students taking at least one Advanced Placement exam scoring at or above criteria in order to earn college credit
- Percent of students enrolled in Dual Credit courses
- Percent of students earning college credit through Dual Credit enrollment

Evaluation Tools:

- Advanced Academic Class Rosters
- Dual Credit Enrollment
- Gifted & Talented Enrollment

Campus:

- *Gifted & Talented Enrollment*

Key Strategies:

- Increase the number of students taking and scoring 3 or above on AP exams. **(Board Priority #1)**
- Increase the number of students enrolled and earning college credit through dual-credit opportunities. **(Board Priority #1)**
- Review identification and assessment procedures for the Gifted and Talented (GT) Program in order to increase the number of identified GT students.
- Implement case managers for identified GT students at the secondary level to ensure accuracy of PEIMS data.
- Develop a six-year plan for identified GT students to ensure appropriate acceleration and compacting of the district's curriculum.

Campus:

- *Continue the use of student data folders to monitor progress on unit assessments and/or curriculum expectations of mastery.*
- *Continue the use of classroom and school-wide data boards showing student/staff progress.*
- *Use C-Scope curriculum increasing the rigor of instruction.*
- *Disaggregate data to monitor student achievement close to or at the commended level.*
- *Communicate effectively with teachers and parents regarding timelines and program.*
- *Utilize campus G/T specialist to monitor and insure the accuracy of PEIMS data.*

Performance Objective 4: Encourage student participation in extracurricular activities and monitor their progress to ensure high levels of academic achievement.

Performance Measurement Indicators:

- Percent of Students participating in Athletics and Fine Arts
- Percent of students maintaining academic eligibility in UIL activities

Evaluation Tools:

- Number of students participating in fine arts programs
- Number of students participating in athletic programs
- Extracurricular Eligibility Tracking Document
- Systemic Program Analysis Review

Campus:

- *Number of students participating in after school programs such as Bouncers*
- *Campus Budget*

Key Strategies:

- Recruit and retain student participants in athletics and fine arts.
- Monitor progress of students in athletics and fine arts to ensure UIL eligibility.
- Students enrolled in both programs work towards the “Distinguished Achievement” graduation plan. **(Board Priority #1)**
- Ensuring vertical and horizontal master scheduling throughout district
- Provide adequate budget resources for extracurricular activities to meet the challenges of a fast growth district.

Campus:

- *Create a love for athletics and fine arts through P.E. and Music.*
- *Provide opportunities for students to participate in after school activities such as Bouncers.*
- *Monitoring six week report cards.*
- *Ensure maximum instructional time is achieved through scheduling.*
- *Insure non-core academic classes are properly funded.*

Performance Objective 5: Increase the integration of technology resources and systems in order to ensure students are 21st Century Learners.

Performance Measurement Indicators:

- Score on the “minimum technology standard” matrix used to evaluate the use of instructional technology resources

Evaluation Tools:

- Monitoring of Instructional Technology usage through lesson plans housed in *Forethought*
- Monitoring of district technology inventory

- Evaluation of district short and long range technology plans

Campus:

- *Inventory of current campus technology*
- *Evaluation of Campus Budget*

Key Strategies:

- Identify and implement current and emerging technology skills appropriately into the curriculum. **(Board Priority #1)**
- Monitor the implementation of technology TEKS in the curriculum through teacher lesson plans.
- Evaluate and maintain district technology equipment to maximize available technology resources. **(Board Priority #1)**
- Utilize the “Minimum Technology Standard” to enhance curriculum and integrate technology.

Campus:

- *Provide training to staff in basic computer skills and techniques.*
- *Monitor lesson plans and conduct instructional data walkthroughs.*
- *Maintain current inventory.*
- *Budget for technology equipment.*

Performance Objective 6: Recruit and retain a Highly Qualified, diverse staff who implement best practices and are recognized and valued.

Performance Measurement Indicators:

- Percent of teacher demographics relative to student demographics
- Employee Attendance Rates

Evaluation Tools:

- AEIS Data
- NCLB Highly Qualified Report
- District exit interview data
- New Teacher Mentoring Program Survey Data
- District staff satisfaction survey
- PEIMS Reports
- Highly Qualified Teacher Report
- Highly qualified Equity Distribution Report

Campus:

- *AEIS Data*
- *NCLB Highly Qualified Report*
- *Highly Qualified Teacher Report*

Key Strategies:

- Ensure all staff is Highly Qualified under No Child Left Behind guidelines and are fully certified under state guidelines for their specific assignment.

- Increase in percent of teacher demographics relative to student demographics
- Develop a plan to consistently improve employee attendance.
- Continue system for honoring outstanding employees.
- Monitor effectiveness of professional development through feedback obtained from participants and ensure offerings are aligned to district goals and current assessment results. **(Board Priority #1 and #2)**
- Maintain the induction and mentoring program for teachers new to the district
- Continue to provide leadership development programs for current and potential administrators.
- Create a program to develop leadership skills for current and potential teacher leaders.

Campus:

- *Ensure staff is Highly Qualified.*
- *Hire Highly Qualified teachers, as positions become available, who match campus demographics.*
- *Review absence from duty forms and subfinder reports.*
- *Nominate and select Teacher of the Year.*
- *Nominate and select Non-Certified Employee of the Year.*
- *Monitor staff development feedback.*

Goal 2: Safe, Secure and Nurturing Schools

Description: Crowley ISD will provide and maintain safe, secure and nurturing environment conducive to learning, which will enable students to think critically and act responsibly.

Performance Objective 1: Maintain safe and orderly learning environments for all students and staff.

Performance Measurement Indicators:

- Percent of discretionary placements in the Disciplinary Alternative Education Program (DAEP) decreasing annually
- Percent of district mandatory placements in the Disciplinary Alternative Education Program (DAEP) decreasing annually
- Percent of in-school suspensions (ISS) and out-of-school suspensions (OSS) decreasing annually
- Percent of student expulsions decreasing annually

Evaluation Tools:

- Cumulative discipline data charts (semester/annually)
- PEIMS discipline report, annual
- Disciplinary Alternative Education Program (DAEP) placements
- PBMAS, Special Education, ISS, OSS, and DAEP reports
- Safe, Drug and Gun Free School Report
- Student arrest reports
- Professional development training calendar and report
- Bus referral semester and end of year reports

Campus:

- *Discipline data charts*
- *Classroom Guidance Lesson Calendar*

Key Strategies:

- Develop bullying prevention program, implementation districtwide
- Monitor discipline incidents and provide analysis
- Develop discipline alternative plan to suspension/DAEP placement involving students and parents
- Continue to train new teachers, administrators, and other employees in Capturing Kids Hearts; provide updates to veteran employees.
- Provide professional development and training for all employees and age appropriate students in sexual harassment prevention, including dating violence.
- Develop district discipline management program that includes the four components of relationship, monitoring, parameters and consequences. Ensure the campus discipline plans are aligned with the district discipline program.

- Ensure all campuses have an emergency operations plan and safety team, updated annually.
- Ensure implementation of the Response to Intervention Plan (RTI).
- Develop plan to increase positive student behavior
- Develop and monitor peer mediation (secondary) and ambassadors (elementary and intermediate) conflict resolution programs at appropriate school levels
- Expand character education program – PreK through 12
- Ensure there is a school resource officer at every secondary campus and there is access to officers by intermediate and elementary campuses.
- Continue to monitor status of the school safety audit
- Monitor wellness and nutrition plan
- Monitor student attendance

Campus:

- *Conduct classroom lessons on bullying.*
- *Retrieve discipline data for decrease in reports.*
- *Review campus discipline program and analyze discipline data.*
- *Review longitudinal discipline data and develop analysis for campus improvement plans.*
- *Ensure professional development in discipline management is provided to teachers annually.*
- *Ensure implementation of the district RtI Plan.*
- *Continue character education program-Pre-K through 4.*
- *Review and update emergency plan annually.*
- *Monitor membership and provide training for campus safety team.*
- *Continue to monitor status of the school safety audit for campus.*

Performance Objective 2: Increase customer satisfaction.

Performance Measurement Indicator:

- Percent of internal and external customers satisfied with school environment.

Evaluation Tools:

- Customer satisfaction surveys, parents and community.
- Customer satisfaction surveys, students.
- Customer satisfaction surveys, district employees

Campus:

- *Customer satisfaction surveys, parents and community*
- *Customer satisfaction surveys, campus employees*

Key Strategies:

- Develop plan to increase districtwide customer service satisfaction.
- Develop satisfaction survey for all stakeholders and report results.
- Monitor internal and external stakeholders to gauge awareness of existing issues and communicate results. **(Board Priority #3)**
- Utilize survey data and results to meet stakeholder requirements.

- Develop plan and monitor customer relations for district stakeholders. **(Board Priority #3)**
- Develop and monitor parental involvement and support. **(Board Priority #3)**

Campus:

- *Conduct district-wide survey.*
- *Monitor staff satisfaction with standard survey used by campuses.*
- *Use data from survey to include customer satisfaction.*

Performance Objective 3: Increase the number of parents and community members involved in schools.

Performance Measurement Indicators:

- Percent of parents involved in PTA/PTO increasing
- Percent of parent volunteers increasing
- Percent of community involvement increase annually
- Percent of survey respondents increase annually.

Evaluation Tools:

- PTA membership report
- Parent volunteer records
- Parent conference log/activities/events, agendas, sign-in sheets, etc.
- Community involvement/adopters record
- Booster Club membership
- CPOC membership
- Survey Respondent records.

Campus:

- *PTA membership report*
- *Parent volunteer records*
- *Parent conference log/activities/events, agendas, sign-in sheets, etc.*
- *CPOC membership*

Key Strategies:

- Develop and support PTA programs at all schools. **(Board Priority #3)**
- Increase communication with community regarding CISD successes, issues, goals, etc. in a timely and effective manner. **(Board Priority #3)**
- Develop survey to determine needs and parental involvement at school by level, elementary, intermediate, middle, and high schools. **(Board Priority #3)**

Campus:

- *Increase the number of staff joining PTA*
- *Increase communication with community regarding Deer Creek successes, issues, goals in a timely and effective manner.*

Goal 3: Ensure Effective and Efficient Use of Resources

Description: Crowley ISD will align its resources with its mission and establish operational processes that systematically improve individual departments and campuses, which in turn, improve the district.

Performance Objective 1: Customer/Stakeholder Satisfaction in effectiveness and efficiency of the district.

Performance Measurement Indicator:

- Transparent and understandable financial reports for district stakeholders

Evaluation Tools:

- District survey for parents and community
- Monitor press coverage
- Monitor hits on district webpage

Campus:

- None-District Level only

Key Strategies:

- Provide transparent, accurate and understandable financial reports for district stakeholders **(Board Priority #6)**
- Allocate funding based on direct correlation to student success strategies **(Board Priority #6)**
- Demonstrate stewardship over debt management **(Board Priority #6)**
- Cash flow/cash reserves forecasting **(Board Priority #6)**
- Monitor property values and effect on revenue **(Board Priority #6)**
- Address concerns of the state of the district

Campus:

- None-District Level only

Performance Objective 2: Efficient use of resources by all district departments

Performance Measurement Indicators:

- Monitor Campus Student to Teacher Ratio as a composite total teachers to students and separating out the special education teachers and the self-contained student population
- Monitor Campus Student to Staff Ratio for all students

Evaluation Tools:

- FIRST Report

- Student to Teacher Ratio
- Student to Staff Ratio
- Student to Administrator Ratio
- Student Performance to Cost per Pupil Expenditures
- Percent Expenditures for Direct Instruction
- Cost of Utilities per Pupil
- Analyze revenue and expenditure trend lines (by function)
- Analyze student growth patterns
- Develop staffing guidelines for district use for all areas
- Analyze staffing patterns

Campus:

- Calculate campus student/teacher ratio both including SPED and separately for SPED
- Calculate campus student/staff ratio

Key Strategies:

- Analyze the FIRST report results, compare them to state averages, compare them to like-sized districts and to districts with exemplary results. **(Board Priority #6)**
- Monitor the Student to Teacher Ratio to state recommendations. Monitor campus ratios to allocate teaching resources equitably. **(Board Priority #6)**
- Monitor the Student to Staff Ratio to state recommendations. Monitor campus ratios to allocate resources equitably. **(Board Priority #6)**
- Monitor the Student to Administrator Ratio to state recommendations. Monitor campus ratios to allocate resources equitably. **(Board Priority #6)**
- Determine the cost per pupil expenditures district-wide and by campus. Apply statistical analysis to investigate any correlation between student performance and district expenditures per pupil. **(Board Priority #6)**
- Determine cost of utilities per pupil to identify facilities in need of energy efficiency studies. **(Board Priority #6)**
- Analyze revenue and expenditure trend lines by function to project future revenues and to determine the optimum functional allocations of budget to increase student performance. **(Board Priority #6)**
- Analyze student growth patterns to plan for future facility usage and to project staffing to meet the needs of students. **(Board Priority #6)**
- Establish optimum staffing for programs and establish guidelines to equally provide staffing for all areas.
- Determine optimum staffing guidelines, analyze staff retention, seek highly qualified status to establish staffing guidelines.

Campus:

- None-District Level only

Intent and Beneficiaries of Federal Funds

TITLE I – PART A

Standards set by the state for academic achievement are being mastered by students with the assistance of math and reading specialists, tutors, translation services, summer school, and the necessary materials to accomplish this goal. The 8 Title I schools are Sycamore, Meadowcreek Jackie Carden, Parkway, J. A. Hargrave, and Poynter Elem. & David Walker, and Mary Harris Intermediate.

The total amount of Title I funds is \$1,225,123

TITLE II – PART A

Student academic achievement improved with the increase of highly qualified teachers in the classroom. This goal was achieved through the use of highly qualified individuals for mentoring support, professional development, and because teachers were given the opportunity to attend workshops regarding gifted and talented students and other subjects/populations.

The total amount of Title II – Part A funds is \$263,544

TITLE II– PART D

All elementary and secondary students, including the disabled, improved their academic strength through the use of technology. Teachers also benefited from new hardware as well as related training workshops.

The total amount of Title II – part D funds is \$9,866
(Eliminated 2010 – 2011 and still eliminated)

TITLE III – PART A

Standards set by the state for academic achievement of Limited English Proficient (LEP) students are being mastered by students with the assistance of bilingual specialists, tutors, translation services, summer school, professional development, and the necessary materials to accomplish this goal.

The total amount of Title III funds is \$165,300

TITLE IV – PART A

As required by the Principles of Effectiveness, our students, staff, parents, and relevant community groups have benefited from social workers/counselors and speakers, as well as videos and other publications targeting the prevention of violence, illegal use of alcohol, drugs, and tobacco. Security systems are maintained on our campuses.

The total amount of Title IV funds is \$34,507 (Eliminated for 2010 – 2011 and still eliminated)

Perkins Grant

Secondary students, including the disabled, attended enhanced Career and Technology Education Classes through the purchase of additional equipment, counseling on career opportunities, interests, and abilities, and professional development.

The total amount of Perkins funds is \$105,260

Title One ARRA Stimulus Funds

This two year grant was utilized to provide additional technology and support personnel for the Title One Campuses listed above.

The total amount of ARRA stimulus funds is \$754,182 (Eliminated for 2011 – 2012)

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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. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards. |
| Title II, Part A | The purpose of the grant is to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classroom and high qualified principals and assistant principals. 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. |