

Crandall Independent School District

District Improvement Plan

2020-2021



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	8
District Processes & Programs	11
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.	15
Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.	29
Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.	34
Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.	40
Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.	46
RDA Strategies	51
Title I Schoolwide Elements	52
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	52
1.1: Comprehensive Needs Assessment	52
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	52
2.1: Campus Improvement Plan developed with appropriate stakeholders	52
2.2: Regular monitoring and revision	52
2.3: Available to parents and community in an understandable format and language	52
2.4: Opportunities for all children to meet State standards	53
2.5: Increased learning time and well-rounded education	53
2.6: Address needs of all students, particularly at-risk	53
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	53
3.1: Develop and distribute Parent and Family Engagement Policy	53
3.2: Offer flexible number of parent involvement meetings	53
Title I Personnel	54
District Improvement & Planning Committee	55
District Funding Summary	57
Addendums	59

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students 19-20	
Students	Count Total
Early Childhood	24
Pre-Kindergarten	136
Kindergarten	360
First Grade	343
Second Grade	342
Third Grade	354
Fourth Grade	339
Fifth Grade	395
Sixth Grade	375
Seventh Grade	392
Eighth Grade	376
Ninth Grade	429
Tenth Grade	378
Eleventh Grade	331
Twelfth Grade	307

Students 20-21		
Gender	Count	Percent
Female	2,345	48.30%
Male	2,510	51.70%
Ethnicity	Count	Percent
Hispanic- Latino	1,819	37.47%
Race	Count	Percent
American-Indian	14	.29%
Asian	17	.35%
African American	939	19.34%

Students 20-21		
Native Hawaiian-Pacific Islander	0	0%
White	1,874	38.60%
Two or More	192	3.95%

Students by Program 20-21		
Program	Count	Percentage
Bilingual	128	2.64%
English as Second Language	443	9.12%
Alternative Bilingual Language Program	133	2.74%
Alternative ESL Program	7	
Career and Technical Education	1,254	27.31%
Free Lunch Participation	2,170	44.70%
Reduced Lunch Participation	421	8.67%
Other Economically Disadvantaged	0	0%
Gifted and Talented	288	5.93%
Special Education	611	12.59%
Title 1 Participation	2,653	54.64%
Dyslexia	252	5.19%
Homeless Status	22	0.45%
Shelter	0	0%
Doubled Up	14	0.29%
Unsheltered	0	0%
Hotel/Motel	8	0.16%

Crandall ISD 2018-2019									
Discipline Action Summary									
Student Groups	# Students	ISS Actions	ISS Students	ISS %	OSS Actions	OSS students	DAEP Actions	DAEP Students	DAEP %
All	4,714	918	489	10.37%	222	149	129	102	2.16%

Crandall ISD 2018-2019

Discipline Action Summary

Female	2,270	285	152	6.70%	47	35	28	22	.97%
Male	2,444	633	337	13.79%	175	114	101	80	3.27%
Special Ed	567	190	93	16.40%	62	38	26	20	3.53%
Eco Dis Fall	2,250	608	290	12.89%	155	97	80	62	2.76%
Eco Dis Sum	2,538	657	324	12.77%	169	108	93	73	2.88%
At Risk	1,922	559	280	14.57%	147	94	80	61	3.17%
Bilingual	62	0	0	0	0	0	0	0	0
ESL	455	75	37	8.13%	9	7	7	6	1.32%

Crandall ISD 2018-2019

In School Suspension for Gender and Special Populations

Special Populations	Male			Female		
	Student Count	Days Assigned	Days Served	Student Count	Days Assigned	Days Served
Total	337	1636	1635	152	636	632
Special Education	76	365	365	18	71	70
LEP	32	151	151	11	51	51
Eco Dis	216	1109	1108	108	494	490
GT	10	26	26	4	11	11
Section 504	65	299	299	19	86	86

Crandall ISD 2018-2019

In School Suspension for Gender and Special Populations

Special Populations	Male			Female		
	Student Count	Days Assigned	Days Served	Student Count	Days Assigned	Days Served
Total	337	1636	1635	152	636	632
Special Education	76	365	365	18	71	70
LEP	32	151	151	11	51	51
Eco Dis	216	1109	1108	108	494	490

Crandall ISD 2018-2019						
In School Suspension for Gender and Special Populations						
GT	10	26	26	4	11	11
Section 504	65	299	299	19	86	86

2019-20

In Crandall ISD, we have 608 total employees with 112 Administrative Support Personnel consisting of 92 females and 20 males with 76% Caucasian, 13% Hispanic, and 7% African American. In the teaching field at Crandall ISD, we have 306 teachers with 244 females and 62 males with a diversity breakdown of 4% Hispanic, 8% African American, and 85% Caucasian. We have 61 paraprofessionals working on the campuses with 95% being female and less than 1% male employees. Among the paraprofessionals, 50% are Caucasian, 36% are Hispanic, and 9% African American. In our auxiliary roles, we have 129 employees with 109 female and 20 male. Among these employees, the ethnicity breakdown is 91% Caucasian, 19% Hispanic, and 4% African American.

School:

Crandall Independent School District is a 4-A school district fully accredited by the Texas Education Agency. CISD serves students in Pre-Kindergarten through 12th grade and is located in Crandall, Texas in the southwest portion of Kaufman County. Crandall Independent School District serves more than 4,500 students, approximately 550 employees, and includes eight campuses that serve seven communities over 100 square miles. The following campuses are supported by Crandall Independent School District.

W.A. Martin Elementary (PreK-6)
 Barbara Walker Elementary (PreK-6)
 Nola Kathryn Wilson Elementary (PreK-6)
 Hollis T. Dietz Elementary (PreK-6)
 Noble-Reed Elementary (PreK-6)
 Crandall Middle School (7-8)
 Crandall High School (9-12)
 Crandall Compass Academy

History of Community:

According to the deed of records which was filed on February 28, 1901, "Twenty resident citizens of the village of Crandall requested an election for the purpose of incorporating for free school purpose as provided by law." The election was held on March 9, 1901. The citizens also voted at the same time to "levy a tax of 0.25 cents on \$100 to raise money so the district might float bonds to build a good school building." The building was completed in 1903 at a cost of \$9,000. The school had five teachers with an enrollment of about "225 scholars." CISD is proud to celebrate over "100 years of excellence."

Currently, Crandall ISD is composed of Combine, Crandall, and Heartland cities. We are considered a fast-growing district in the state of Texas. The district is comprised of large subdivisions, rural communities, and ranchland. Crandall ISD is largely supported by property taxes with limited commercial property.

Demographics Strengths

In Crandall ISD, one of our strengths in demographics is the low percentage of 52.74% economically disadvantaged students in a fast-growing district.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Assessment gaps indicate difficulty in adapting to the changing demographics in the student population. **Root Cause:** Lack of training in urban and economically disadvantaged students.

Problem Statement 2: Career and Technical Education measures indicate low participation rate in programs offered. **Root Cause:** Students will need personality aptitude testing and career interest inventories through Thrively to explore career options in depth in the middle school years.

Problem Statement 3: African American students have a lower percentage of participation in Advanced Academics compared to the state percentage. **Root Cause:** Recruitment of students into Advanced Academics Courses will need to be a priority.

Problem Statement 4: The discipline assignments for males far exceed the female population in regard to ISS, OSS, and DAEP placements. **Root Cause:** Training in handling males in the classroom with a primarily female staff.

Problem Statement 5: Students with special education received discipline placements at a rate of 16.4% as compared to other populations. **Root Cause:** Behavioral interventions need to be improved across the district.

Problem Statement 6: Population of students identified Gifted and Talented does not reflect district demographics in economically disadvantaged, English language learners, and ethnicity. **Root Cause:** Training in identifying giftedness using non-traditional measures, circumventing testing bias, and implementing considerations for twice exceptional accommodations.

Problem Statement 7 (Prioritized): The demographics of students taking advanced academics tests do not reflect the demographics of our district. **Root Cause:** District demographics are not considered when recruiting students.

Problem Statement 8: RDA indicates under-identification of ELL students for dyslexia services. **Root Cause:** Lack of teacher and parent training in identifying root cause for student struggles.

Student Learning

Student Learning Summary

2019 STAAR

Domain II Student Growth Targets

- Percentage of total possible points earned for growth on STAAR/EOC.

Meets Target

Within 10% of Target

Does Not Meet Target

ALL Elementary 2019 STAAR Data									
		ALL	African American	Hispanic	White	2+	EcoDis	ESL	SPED
Math	Target	71	67	69	74	73	68	68	61
	Actual	77	76	72	81	76	76	72	68
Reading	Target	66	62	65	69	68	64	64	59
	Actual	68	62	65	71	72	66	69	60

Middle School 2019 STAAR Data									
		ALL	African American	Hispanic	White	2+	EcoDis	ESL	SPED
Math	Target	71	67	69	74	73	68	68	61
	Actual	64	61	66	64	64	60	63	46
Reading	Target	66	62	65	69	68	64	64	59
	Actual	73	72	74	75	65	73	73	59

High School 2019 EOC Data									
		ALL	African American	Hispanic	White	2+	EcoDis	ESL	SPED
Math	Target	71	67	69	74	73	68	68	61
	Actual	85	77	89	84	88	80	86	60
Reading	Target	66	62	65	69	68	64	64	59
	Actual	78	79	80	75	90	81	87	88

Meets Grade Level Targets

- Percentage of students scoring “Meets Grade Level” or higher on STAAR/EOC

Meets Target

Within 10% of Target

Does Not Meet Target

Elementary 2019 STAAR Data									
		ALL	African American	Hispanic	White	2+	EcoDis	ESL	SpEd
Math	Target	46	31	40	59	54	36	40	23
	Actual	49	31	44	60	38	52	41	15
Reading	Target	44	32	37	60	56	33	29	19
	Actual	45	31	37	54	50	34	36	13

Middle School 2019 STAAR Data									
		ALL	African American	Hispanic	White	2+	EcoDis	ESL	SpEd
Math	Target	46	31	40	59	54	36	40	23
	Actual	39	30	33	47	33	30	27	16
Reading	Target	44	32	37	60	56	33	29	19
	Actual	50	41	47	56	37	43	40	22

High School 2019 EOC Data									
		ALL	African American	Hispanic	White	2+	EcoDis	ESL	SpEd
Math	Target	46	31	40	59	54	36	40	23
	Actual	69	56	76	70	67	66	74	38
Reading	Target	44	32	37	60	56	33	29	19
	Actual	57	41	52	67	56	48	33	20

Student Learning Strengths

Domain II Student Growth meets targets in most subpops.

Most subpops meet or are close to meeting state targets for the "Meets Grade Level" proficiency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The demographics of students taking advanced academics tests do not reflect the demographics of our district. **Root Cause:** District demographics are not considered when recruiting students.

Problem Statement 2: There are too few students and parents who advocate for and pursue advanced academics. **Root Cause:** Across the school district, many families are inexperienced with or do not value advanced academics.

Problem Statement 3: There is not enough targeted differentiation for advanced students in all classes to improve gifted and talented and advanced student achievement. **Root Cause:** Lack of knowledge, training, time and resources to plan, and programming.

Problem Statement 4: Faculty ownership of students with special needs is not enough to fully support these students. **Root Cause:** Current structure does not support adequate collaboration between special education and general education instructors.

Problem Statement 5: Assessments indicate discrepancy in ELL performance. **Root Cause:** Lack of familiarity with instructional strategies for Limited English Proficient students.

Problem Statement 6: Dyslexia qualifications are disproportionately high. **Root Cause:** Increased number of student referrals for Dyslexia and inconsistent implementation of the Phonics and Word Study curriculum.

Problem Statement 7: The percentage of students enrolled in Bilingual programs is significantly lower than the state percentage. **Root Cause:** Lack of bilingual programs in third, fourth, and fifth grades.

Problem Statement 8: The percentage of students enrolled in Special Education programs is significantly higher than the state average. **Root Cause:** Historically inconsistent implementation of RTI across the district and over-referral.

Problem Statement 9: STAAR Writing in grades 4 and 7 do not meet Domain 1 targets or "Meets Grade Level" targets in most subpops. **Root Cause:** Inconsistent writing curriculum, less writing focus in grades where writing is not tested, and high ELL population.

Problem Statement 10: STAAR Math for grades 7 and 8 indicate low student achievement. **Root Cause:** Teacher turnover within contract year.

Problem Statement 11: STAAR Social Studies for 8th grade shows very low student achievement. **Root Cause:** Lack of rigor in 8th grade Social Studies curriculum.

District Processes & Programs

District Processes & Programs Summary

The district is comprised of five elementaries separated by neighborhoods and programs offered.

District Processes & Programs Strengths

Crandall ISD has a unique home town appeal with a fast growing student population. The real estate is quickly developing homes in the school district which has led to a fast-growing district as compared to other districts in the state. The rural atmosphere provides the farm and ranch life appeal to newcomers to Crandall, Heartland, and Combine Texas. The city of Heartland and Crandall have extremely supportive city leaders which has greatly benefited the school district.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Recruiting teachers to work in Crandall is a challenge for campuses. **Root Cause:** Crandall is not located near a four year university, cannot compete with salary scale in larger nearby district, nor is affordable housing available in district.

Problem Statement 2: Crandall ISD has a higher turnover rate of teachers compared to the state percentage. **Root Cause:** Lack of mentoring and support provided at the district level.

Problem Statement 3: Crandall ISD has a higher percentage of teachers under five years of experience. **Root Cause:** Turnover of teachers falls in the one to five years of experience in Crandall ISD.

Problem Statement 4: Crandall High School has a lower percentage of students participating in Dual Credit Opportunities than the state average. **Root Cause:** Students do not understand the benefits of Dual Credit Opportunities through Trinity Valley Community College.

Problem Statement 5: Crandall High School has a lower percentage of students taking the College Board Exams in Advanced Academics subject areas than the state average. **Root Cause:** Students struggle to pass the College Board Exams.

Problem Statement 6: Crandall ISD students have not earned Associate's Degrees as compared to the state. **Root Cause:** A collegiate college agreement with the local community college has not been established to allow students to earn Associate's Degrees.

Problem Statement 7: RDA Performance Level 2 for SPED Total Disciplinary Removals Rate with a 48.2% removal rate and ISS>10 days rate is nearly double state. **Root Cause:** Current disciplinary policies and processes require removal for certain offences for all students.

Perceptions

Perceptions Summary

Priorities for District and School Administrators:

Focus on character, compassion, and community.

Compassion

- Empasize health, safety, adn SEL supports for students, families, and educators.
- Identify supports (in addition to academic) needed for our students and families.

Perceptions Strengths

Due to strong military support in our community, Crandall ISD has a higher rate of Armed Forces recruitment than the state average.

Because of our drop-out prevention program at Crandall Compass Academy, Crandall ISD has a significantly low drop out rate as compared to the rest of the state.

Crandall ISD has a high attendance rate compared to the state. This can be attributed to strong systems and implementation regarding attendance incentives and documentation and action on truancy.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Crandall Independent School District is viewed as a rural school district with an influx of urban families. **Root Cause:** Crandall ISD is a fast growing district due to movement out of Dallas.

Problem Statement 2: Crandall ISD has a low percentage of minority staff with 17.6% as compared to the state average of 50.4% **Root Cause:** Recruiting efforts do not consider matching the demographics of the student population.

Priority Problem Statements

Problem Statement 1: The demographics of students taking advanced academics tests do not reflect the demographics of our district.

Root Cause 1: District demographics are not considered when recruiting students.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Assessment gaps indicate difficulty in adapting to the changing demographics in the student population.

Root Cause 2: Lack of training in urban and economically disadvantaged students.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data







Goals

Revised/Approved: November 9, 2020

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 1: The district will align curriculum standards with the scope and sequence to meet the expected measures of accountability.

Evaluation Data Sources: Review of previous scope and sequence compared to testing measures
Feedback from teachers

Strategy 1: Adjust scope and sequence as needed to align curriculum across the district based on the reflection of material mastered. Strategy's Expected Result/Impact: Discussion of the material taught and needs for scope and sequence based on student mastery. Staff Responsible for Monitoring: Campus Administration, Director of Assessment and Accountability, PLCs, and Assistant Superintendent of Curriculum and Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provide exemplar lessons for teachers in Eduphoria to foster collaborative efforts among staff members. Strategy's Expected Result/Impact: Increase in sample lessons provided for teachers. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Instructional Coaches, and Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.


Performance Objective 2: Develop and deliver formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Examine data of student passing rates by subject, grade level, and teacher.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Assign intervention for students struggling to pass core content areas whether face-to-face or virtual instruction. Strategy's Expected Result/Impact: Close academic gaps Staff Responsible for Monitoring: Campus Administration Staff, Director of Assessment and Accountability, and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 Funding Sources: Tutorial Services - 211 Title I, Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue










Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Assessment gaps indicate difficulty in adapting to the changing demographics in the student population. Root Cause: Lack of training in urban and economically disadvantaged students.

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 3: Utilize stakeholder input to improve school processes.

Evaluation Data Sources: Responses and completion rates from parents, students, and staff.


Strategy 1: Involve stakeholders in decision-making committees in Crandall ISD. Strategy's Expected Result/Impact: Increased input of stakeholders to make sound decisions that reflect all parties in the district. Staff Responsible for Monitoring: Chief of Staff, Campus Administration, and Central Office Administrators Title I Schoolwide Elements: 3.1, 3.2 - Equity Plan Funding Sources: - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Monitor, Intervene, and Adjust to educate students who chronically miss school whether face-to-face instruction or virtually. Strategy's Expected Result/Impact: Increase attendance of students across the district. Staff Responsible for Monitoring: Campus Administration, Director of Intervention and Equity Support Services, Counselors, and Assistant Principals. Title I Schoolwide Elements: 2.4, 2.6, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Monitor discipline data with stakeholders to intervene and adjust instruction to improve student performance and engagement in the face to face or virtual class settings. Strategy's Expected Result/Impact: Increased student engagement and a decrease in discipline matters across the district. Staff Responsible for Monitoring: Assistant Principals, Teachers, and Chief of Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 4: District will achieve a growth score of 85% in Domain II.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR and EOC testing

Strategy 1: Students will know their magic number to reach for their highest potential when testing. Strategy's Expected Result/Impact: Individual growth scores Staff Responsible for Monitoring: Campus Administrators, Testing Coordinators, Teachers, and Director of Assessment and Accountability. Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1, 7 - Student Learning 1 Funding Sources: - 211 Title I, Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:


Demographics
Problem Statement 1: Assessment gaps indicate difficulty in adapting to the changing demographics in the student population. Root Cause: Lack of training in urban and economically disadvantaged students. Problem Statement 7: The demographics of students taking advanced academics tests do not reflect the demographics of our district. Root Cause: District demographics are not considered when recruiting students.
Student Learning
Problem Statement 1: The demographics of students taking advanced academics tests do not reflect the demographics of our district. Root Cause: District demographics are not considered when recruiting students.





Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 5: All students will reach high standards to obtain an A rating with 60% of the students at meets and 30% at masters in all tested subject areas.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR and EOC

Strategy 1: Regroup after each assessment to determine student, campus, and teacher needs to improve ratings. Strategy's Expected Result/Impact: Increased monitoring and intervention provided across the district. Staff Responsible for Monitoring: Director of Accountability and Assessment, Campus Administration, and Assistant Superintendent of Curriculum and Instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:








Demographics
Problem Statement 1: Assessment gaps indicate difficulty in adapting to the changing demographics in the student population. Root Cause: Lack of training in urban and economically disadvantaged students.

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 6: Identify and provide resources to increase opportunities for advanced, on-level, dual-credit, remediation, and certifications in areas of student interest.

Evaluation Data Sources: Enrollment data, course completion data, CCMR data, Passing rates from accountability data, Communication metrics to students, parents, staff, and community.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Provide enrichment or extension activities to strengthen students' content areas in Elementary School Settings. Strategy's Expected Result/Impact: Increase mastery of STAAR Tests. Improve enrollment in Gifted and Talented. Staff Responsible for Monitoring: Gifted and Talented Coordinator, Campus Administration, and General Education Teachers. Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provide education on the options of Advanced Placement Classes, Dual Credit, and Opportunities for Course Certifications to all stakeholders. Strategy's Expected Result/Impact: Increase in the number of Advanced Placement, Dual Credit, and CTE Courses. Staff Responsible for Monitoring: Director of College and Career Readiness, Campus Administrators, Counselors, General, and CTE Teachers. Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 7 - Student Learning 1 Funding Sources: Training - 199-PIC 38 College, Career and Military Readiness	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Host advisory boards focused on Career Readiness and Preparation for the workforce. Strategy's Expected Result/Impact: Students retaining careers in the workforce. Staff Responsible for Monitoring: Director of College and Career Readiness, Campus Administration, CTE Teachers Funding Sources: - 199-PIC 22 State Career & Technical Ed (CTE)	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 7: The demographics of students taking advanced academics tests do not reflect the demographics of our district. **Root Cause:** District demographics are not considered when recruiting students.


Student Learning





Problem Statement 1: The demographics of students taking advanced academics tests do not reflect the demographics of our district. **Root Cause:** District demographics are not considered when recruiting students.

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 7: Students will be exposed to Career and Technical Education opportunities at younger ages to promote CTE programs.

Evaluation Data Sources: Student Surveys






Strategy 1: Students will be exposed to STEM curriculum in the elementary grades. Strategy's Expected Result/Impact: Increase in student participation in CTE courses at the high school level. Staff Responsible for Monitoring: Level of engagement in STEM lessons and projects. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Exposure to CTE Opportunities - 199-PIC 38 College, Career and Military Readiness	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 8: All students will graduate from high school with college, career, and military readiness (CCMR) skills.

Evaluation Data Sources: Four year cohort graduation rates
 Five year cohort graduation rates
 Dual Credit Enrollment
 AP, SAT, TSI, and ACT scores
 Military Acceptance
 CTE certifications
 College predatory classes
 College Application Enrollment







Strategy 1: Personal Graduation Plans will be conducted with each student to ensure the successful completion of a CCMR measure. Strategy's Expected Result/Impact: 90% of Crandall High School Students will meet the CCMR measure. Staff Responsible for Monitoring: Director of College and Career Readiness, High School Testing Coordinator, Counselors, Teachers, and Campus Administrators, Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: Preparation Courses, Training, and Supplemental Resources - 199-PIC 22 State Career & Technical Ed (CTE)	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 9: All limited English Language Learners (ELL) will become proficient in Reading and English to successfully meet TELPAS targets.

Targeted or ESF High Priority

Evaluation Data Sources: MAP, CBAs, STAAR, TELPAS, and EOC data sources.







Strategy 1: Train teachers in sheltered instruction to improve the day to day instruction for our students. Strategy's Expected Result/Impact: Increase comprehension and proficiency Staff Responsible for Monitoring: Coordinator of Bilingual Instruction, Campus Administrators, and General Education Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Supplemental Resources - 199-PIC 25 State Bilingual/ESL	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Develop a committee to explore the needs of the English Language Learners throughout the district. Strategy's Expected Result/Impact: Increased awareness of ELL students and their needs in the classroom. Staff Responsible for Monitoring: Coordinator of Bilingual Services, Assistant Superintendent of Curriculum and Instruction, Campus Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 10: The district will assist campuses in integrating social emotional learning concepts throughout the curriculum to improve communication and problem solving skills of our students.

HB3 Goal

Evaluation Data Sources: Analysis of student, teacher, and parent surveys
 Decrease in outcries across the district
 Decrease in numbers of fights
 Mediation sessions


Strategy 1: Social-Emotional Learning lessons will be implemented throughout the district through the 7 Mindsets Portal developed by CASEL. Strategy's Expected Result/Impact: Increased self-awareness, self-confidence, cultural competence, problem-solving, coping, self-advocacy, and decision-making skills among our students. Staff Responsible for Monitoring: Counselors, Coordinator of Social Emotional Learning, Campus Administrators, and Chief of Staff. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Discipline interventions and behavior plans will be developed for students struggling with campus and classroom expectations Strategy's Expected Result/Impact: Decreased discipline referrals that result in ISS and OSS. Staff Responsible for Monitoring: All faculty and staff, Camus Administrators, and Chief of Staff Title I Schoolwide Elements: 2.4 - Results Driven Accountability	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 11: Target achievement gaps in students by providing resources for equity in educational outcomes.

Targeted or ESF High Priority

Evaluation Data Sources: Analyze data by subgroup populations.

Strategy 1: Invite students to reach their fullest potential by joining Advanced Classes, CTE programs, Fine Arts, STEM activities, and extended learning opportunities. Strategy's Expected Result/Impact: Increased enrollment in Advanced Classes, Increase in Gifted and Talented Students, PSAT, ACT, SAT, and TSI scores increase, and mastery of STAAR testing across the district. Staff Responsible for Monitoring: Director of College and Career Readiness, Gifted and Talented Coordinator, Counselors, Teachers, and Campus Administrators. Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 7 - Student Learning 1 Funding Sources: - 199-PIC 24 State Comp Ed, Accelerated Ed	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 11 Problem Statements:








Demographics
Problem Statement 7: The demographics of students taking advanced academics tests do not reflect the demographics of our district. Root Cause: District demographics are not considered when recruiting students.
Student Learning
Problem Statement 1: The demographics of students taking advanced academics tests do not reflect the demographics of our district. Root Cause: District demographics are not considered when recruiting students.

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 12: The district will improve the reading comprehension, fluency, and vocabulary acquisition of all students in Crandall ISD.

Targeted or ESF High Priority







Evaluation Data Sources: Increased ELA Scores and Reading Lexile levels

Strategy 1: Implement Reading Academy Training to develop stronger teachers in the elementary levels. Strategy's Expected Result/Impact: Improved capacity of teachers in the Elementary Schools. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Instructional Coaches, Coordinator of Reading Academy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provide training for Dyslexia through Region 10 to improve the understanding of students with Dyslexia. Strategy's Expected Result/Impact: Increased awareness of Dyslexia needs. Staff Responsible for Monitoring: All faculty and staff, Director of Special Education, Campus Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Develop Dyslexia Committees to review the eligibility criteria for dyslexia testing. Strategy's Expected Result/Impact: Increase in dyslexia screening Staff Responsible for Monitoring: Director of Special Education, Assistant Superintendent of Curriculum and Instruction, Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 13: The district will implement policies and procedures for 1 to 1 technology usage in Crandall ISD.

Evaluation Data Sources: System outlining the inventory, checkout, repair, and distribution of devices.

Strategy 1: The district will asset tag all technology devices in the district to evaluate differences in products, the longevity of devices, and the effectiveness of devices. Strategy's Expected Result/Impact: Inventory of all purchased devices. Staff Responsible for Monitoring: Director of Innovation and Technology, Chief of Staff, and Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: The district will conduct program evaluations before purchasing any software or contracts related to technology and instruction. Strategy's Expected Result/Impact: Streamline products throughout the district. Staff Responsible for Monitoring: Director of Innovation and Technology, Director of Purchasing, and Chief of Staff,	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.



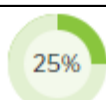




Performance Objective 1: The district will actively recruit highly qualified teachers.

HB3 Goal

Evaluation Data Sources: Human Resource Reports on new employees

Attending job fairs

Setting up job fairs in district

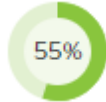
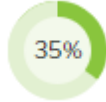




Strategy 1: Utilization of a virtual job fair to screen candidates before interviews Strategy's Expected Result/Impact: Retention of employees from year to year. Staff Responsible for Monitoring: Evaluate the new process to see if higher quality of candidates have been selected.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provide an Aspiring Leadership Academy for the district to build the capacity of teacher leaders in the district. Strategy's Expected Result/Impact: Strategic professional learning materials will provide engaging, research-based leadership training to improve teacher leadership potential across the district. Staff Responsible for Monitoring: Chief of Staff, Director of Assessment and Accountability, Director of Innovation and Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Hiring practices will be outlined to reallocate for any inequity across the district. Strategy's Expected Result/Impact: Equitable staffing throughout the district. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Campus Administrators, and Chief of Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 2: The district will provide monthly training for new teachers to increase their ability to be successful on campus.

HB3 Goal

Evaluation Data Sources: Retention of new teachers
Survey of new teachers


Strategy 1: New teachers will meet to discuss behavior strategies and classroom management tools. Strategy's Expected Result/Impact: Decrease in new teacher flight from the teaching profession. Staff Responsible for Monitoring: New teacher surveys to evaluate the success of the new teacher training. Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: New teachers will work with Instructional Coaches to develop and execute effective lesson plans. Strategy's Expected Result/Impact: Increased productivity in the classroom observed during walk-throughs. Staff Responsible for Monitoring: Classroom walk-throughs to monitor ability to plan and teach lesson plans.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Aspiring Leadership Academy will provide staff development for teachers to explore their leadership capacity. Strategy's Expected Result/Impact: Develop internal candidates for Instructional Coaches, Counselors, Assistant Principals, Testing Coordinators, and Principals. Staff Responsible for Monitoring: Teacher surveys from the class program.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 3: The district will work with TTESS appraisers to calibrate ratings across the district to improve the quality of feedback, observations, and evaluations.

HB3 Goal

Evaluation Data Sources: Calibration meetings with Principals and Assistant Principals

Strategy 1: Improve the quality of classroom walkthroughs and observations through the coaching model of TTESS. Strategy's Expected Result/Impact: Strengthened calibration ratings across the district. Staff Responsible for Monitoring: Monitor effectiveness of coaching sessions with administrators through monthly meetings.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				








 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 4: Professional development will be provided to recognize signs of mental health issues in students.

HB3 Goal

Evaluation Data Sources: A decrease in outcries on the crisis referral reports from counselors and teachers.


Strategy 1: Signs of Suicide training will be provided in small groups on all campuses to increase awareness. Strategy's Expected Result/Impact: The decrease in crisis referrals. Staff Responsible for Monitoring: Chief of Staff, Coordinator of Social-Emotional Learning, Counselors, Teachers, and Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 5: Teachers will receive training in virtual instructional strategies.

HB3 Goal

Evaluation Data Sources: The decrease in work orders to request help on streaming, posting, or meeting during lessons.













Strategy 1: Staff development will be provided for teachers to improve their capacity with face to face and virtual learning. Strategy's Expected Result/Impact: A significant decrease in help requests. Staff Responsible for Monitoring: Director of Innovation and Technology, Chief of Staff, Campus Administration, and Assistant Superintendent of Curriculum and Instruction.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 1: The district shall follow CDC guidelines to adhere to procedures to protect employees, staff members, and students in the district.












Evaluation Data Sources: Mitigate the positive lab confirmed COVID-19 Cases

Strategy 1: Adjust contact tracing to align with Kaufman County. Strategy's Expected Result/Impact: Stop the spread of COVID-19. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Nurses, Campus Administrators, and Chief of Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Publicize CDC procedures to all stakeholders to maintain a safe school district. Strategy's Expected Result/Impact: A decrease in COVID-19 Cases. Staff Responsible for Monitoring: Chief Officer of Communications and Safety Operations, Campus Administration, Nurses, Chief of Staff, Safety Officers, and Assistant Superintendent of Human Resources.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Meet with the School Health Advisory Committee to train, adjust, and monitor CDC logistics for the district. Strategy's Expected Result/Impact: Mitigate the spread of COVID-19 Staff Responsible for Monitoring: Nurses, SHAC committee, and Chief of Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: The district will sanitize, disinfect, and clean all facilities to prevent the spread of COVID-19. Strategy's Expected Result/Impact: The decrease in COVID-19 cases throughout the district. Staff Responsible for Monitoring: Chief of Financial Operations, ABM Custodial Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 2: Professional development will be provided to recognize signs of mental health issues in students.

Evaluation Data Sources: Reports from counselors
Referrals from teachers

Strategy 1: Faculty and Staff will be trained in the Signs of Suicide Strategy's Expected Result/Impact: Increased awareness of the signs of suicide Staff Responsible for Monitoring: Agenda and Sign in Sheets in August Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Advertise support systems for students with mental health issues. Strategy's Expected Result/Impact: Decrease in outcries, depression, and mental health issues. Staff Responsible for Monitoring: Counselor logs	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: The BARK monitoring system will notify administrators and parents when students are making poor choices on the internet. Strategy's Expected Result/Impact: A decrease in BARK alerts per campus Staff Responsible for Monitoring: Campus Administrators, Parents	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.











Performance Objective 3: Crisis management and emergency training shall be provided to prepare faculty and staff if school threat situations arise on campus.

Evaluation Data Sources: Teacher awareness

Teacher reports increase

Counselor reports









Safety/Drill Reports

Strategy 1: Compliance and Inservice safety training will be conducted at the beginning of the year. Strategy's Expected Result/Impact: Increased awareness of safety hazards in the workplace Staff Responsible for Monitoring: Logs for Safety	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Cybersecurity training will be conducted throughout the district to prevent phishing and hacking attacks on our system. Strategy's Expected Result/Impact: A decrease in viral hacking or attacks on individual users. Staff Responsible for Monitoring: All faculty and staff, Director of Innovation and Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Drills will be conducted that include Fire Drills, Shelter in Place, Lock outs, Lock downs, Building Evacuation, and Tornado Drills, Strategy's Expected Result/Impact: Improved times and execution of drills Staff Responsible for Monitoring: Safety Audit Reports	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: Faculty and staff trained in Threat Assessment Training. Strategy's Expected Result/Impact: Increase in awareness of the signs in struggling students. Staff Responsible for Monitoring: Appropriate use of campus threat teams. Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 4: The district shall establish local emergency agreements with local organizations to improve communication and coordination in case of an emergency.












Evaluation Data Sources: Local Agreement Contracts

Strategy 1: Four times a year, a safety and security community team will meet to collaborate on the emergency issues. Strategy's Expected Result/Impact: Community awareness of emergency protocols. Staff Responsible for Monitoring: Agendas and minutes from meetings.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Evaluate local agreements with Kaufman County Emergency Management Department, Kaufman County Sheriff, and Crandall Police Department. Strategy's Expected Result/Impact: Increased Communication between parties Staff Responsible for Monitoring: Meetings with organizations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 5: The district will post information, provide current safety training, supply emergency kits, and maintain an emergency binder.








Evaluation Data Sources: Monthly Reports

Strategy 1: Each campus safety officer will bring information back to the campus to share as staff development. Strategy's Expected Result/Impact: Clear and precise expectations for safety protocols. Staff Responsible for Monitoring: Observing safety drills and monitoring logs.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: 2). Safety initiative awareness campaign for faculty, students, and parents. Strategy's Expected Result/Impact: Increased awareness of parental expectations in the event of an emergency or safety drill event. Staff Responsible for Monitoring: Training of safety awareness	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Bus Driver Training for Safety and Security measures Strategy's Expected Result/Impact: A decrease in accidents. Staff Responsible for Monitoring: Chief Officer of Communications and Safety Operations and Director of Transportation.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 6: Monthly safety facility audits will be conducted to protect and secure the learning environments throughout the district.









Evaluation Data Sources: Monthly Required Reports

Strategy 1: Safety officers on campus will provide monthly training to staff. Strategy's Expected Result/Impact: Decreased safety issues on campus Staff Responsible for Monitoring: An increased safety awareness in the district.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Chief of Police will monitor safety audits monthly. Strategy's Expected Result/Impact: Increased compliance of safety regulations. Staff Responsible for Monitoring: Logs provided by campus officers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Provide student identification cards for all students in district. Strategy's Expected Result/Impact: Awareness of strangers on campus. Staff Responsible for Monitoring: System check for identification cards.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 1: Public relations will be an integral part of each campus while promoting the positive aspects of campus life.







Evaluation Data Sources: Positive social media feeds
 Forney Messenger Articles
 Attendance at events to promote activities on campuses

Strategy 1: Increasing public relations on each campus will promote Crandall ISD. Strategy's Expected Result/Impact: Positive promotion of district becomes routine. Staff Responsible for Monitoring: Assign an administrator per campus to monitor websites and social media daily.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Establish training for a campus webmaster program and communication liaison. Strategy's Expected Result/Impact: Comprehensive communication website Staff Responsible for Monitoring: Improved communication on campus websites	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 2: The district will provide staff development on listening, mediating, and resolving conflicts with all stakeholders.







Evaluation Data Sources: Decrease in stakeholder complaints

Strategy 1: Staff members will role play and examine models of mediation to provide resolution to campus issues. Strategy's Expected Result/Impact: Increase in number of resolved issues on campus. Staff Responsible for Monitoring: Observe and log parent and community issues.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: 2). Training for media relations for campus principals. Strategy's Expected Result/Impact: Increased awareness of public relations interactions. Staff Responsible for Monitoring: Agenda and minutes from training.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 3: The district will promote upcoming events to support all campuses in advertising their activities.







Evaluation Data Sources: Pictures posted
 Advertisements posted
 Social media pushes

Strategy 1: Each staff member on campus will be trained in marketing strategies to advertise their activities. Strategy's Expected Result/Impact: Increase in parent, student, and teacher engagement at events in district. Staff Responsible for Monitoring: Approving flyers, social media posts, and other pushes to promote events.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: 2). Include calendar events for the district on pirate nation monthly. Strategy's Expected Result/Impact: Increased awareness with activities on campuses. Staff Responsible for Monitoring: Activities match the monthly calendar.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 4: The district will increase the opportunities for parent and community engagement in the educational process.


Evaluation Data Sources: More parents and community members involved in meetings, events, and activities.
Surveys from parents and community members





Strategy 1: Campus and district committees will allow parent, student, and community participation in the educational process. Strategy's Expected Result/Impact: Increased parent, student, and community involvement and engagement. Staff Responsible for Monitoring: Committee membership sign in sheets. Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Implement leadership program to educate community members of the operations and educational structure of the district. Strategy's Expected Result/Impact: Four to six leadership meetings. Staff Responsible for Monitoring: Surveys of participants	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 5: Parent Universities will be provided to assist parents with skyward, Chromebook operations, and grade book functions.

Evaluation Data Sources: A decrease in the request for skyward assistance, Chromebook resets, and grade requests.


Strategy 1: Small group settings, phone conferences, and parent conferences arranged to assist parents of failing students. Strategy's Expected Result/Impact: An increase in passing virtual and face to face students. Staff Responsible for Monitoring: Director of Intervention and Equity Support Services, Assistant Superintendent of Curriculum and Instruction, Instructional Coaches, Campus Administration, Teachers, and Chief of Staff Equity Plan	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				





 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 6: Parent Universities will be held to outline the free and reduced school nutrition program benefits.

Evaluation Data Sources: Increased number of free and reduced students in the district.











Strategy 1: Contact parents by phone or hold parent university sessions to explain the future benefits of applying for free and reduced school nutrition programs. Strategy's Expected Result/Impact: Increase in free and reduced numbers in the district. Staff Responsible for Monitoring: Director of Food and Nutrition, Campus Administration, Director of Intervention and Equity Support Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 1: The business office will conduct meetings to review, train, and adjust the purchasing guidelines as needed to ensure a sound fiscal management of district funds.












Evaluation Data Sources: Meetings held with campus principals, secretaries, and central office.

Strategy 1: Improve fiscal management on each campus. Strategy's Expected Result/Impact: Decrease number of errors on procedures for purchasing. Staff Responsible for Monitoring: Purchasing and receiving procedures.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: A financial guidebook for principals will be shared through a district training to increase knowledge of financial matters of the district. Strategy's Expected Result/Impact: Principals and secretaries will improve financial accountability standards on their campuses. Staff Responsible for Monitoring: When issues arise the business office will refer to guidebook as they explain the situation.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 2: The district will maintain all financial matters in a responsible and accountable manner to achieve a FIRST rating from the state.















Evaluation Data Sources: First rating audit

Strategy 1: District will monitor financial matters to seek compliance with all policies. Strategy's Expected Result/Impact: Strength in accounting procedures. Staff Responsible for Monitoring: Routine audits of campuses.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Audit conducted the week of October 14, 2019 Strategy's Expected Result/Impact: Score of 100, A -Superior Rating in TEA's FIRST rating system Staff Responsible for Monitoring: ratings presented to Board	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Earmark critical needs within the current reserve account for the next five years to keep facilities in operation. Strategy's Expected Result/Impact: Safe and secure building facilities across the district. Staff Responsible for Monitoring: Monitoring and assessing critical needs with monthly walks.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 3: The district will maintain a short and long term facility review process to monitor the longevity of the facilities as well as the rapid student growth.








Evaluation Data Sources: Facility reviews

Strategy 1: Facilities will be reviewed for maintenance needs, upgrades, and improvements twice a year. Strategy's Expected Result/Impact: Routine evaluations of facility usage in the district. Staff Responsible for Monitoring: Determine the longevity of each facility as well as appropriate use of the facilities.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Successfully plan and construct new middle school. Strategy's Expected Result/Impact: Middle School #2 on tract for opening Staff Responsible for Monitoring: Planning stages and development with frequent reports to board. Monitor \$60 MM bond.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Use Davis Demographics to continuously monitor rapid student growth. Strategy's Expected Result/Impact: Enrollment matches proposals. Staff Responsible for Monitoring: Discussions with demographics firm	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: Continue to implement a system to identify all projects to be completed during the summer. Strategy's Expected Result/Impact: Completed items from the priority list. Staff Responsible for Monitoring: Review and monitor request list from campuses.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 4: The district will maintain three month surplus in operating reserves.

Evaluation Data Sources: Operational reserves with an increase


Strategy 1: Increase of reserve funds Strategy's Expected Result/Impact: Able to give pay raises. Staff Responsible for Monitoring: Monitoring the increase as compared to prior years.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 5: The district will provide appropriate Personal Protective Equipment for students, faculty, and staff members.

HB3 Goal

Evaluation Data Sources: 100% compliance in wearing PPE gear throughout the district.

Strategy 1: Large quantity purchases of PPE gear will be ordered and delivered to campuses. Strategy's Expected Result/Impact: Campuses will be stocked with PPE gear during the pandemic. Staff Responsible for Monitoring: Director of Purchasing and Chief of Financial Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	3	3	Monitor discipline data with stakeholders to intervene and adjust instruction to improve student performance and engagement in the face to face or virtual class settings.
1	10	1	Social-Emotional Learning lessons will be implemented throughout the district through the 7 Mindsets Portal developed by CASEL.
1	10	2	Discipline interventions and behavior plans will be developed for students struggling with campus and classroom expectations

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Needs Assessment documentation will be located in the Needs Assessment Section of the District Improvement Plan. Each campus will use data to develop a comprehensive plan to improve teaching and learning in the school setting, particularly for those students farthest away from demonstrating proficiency on the State's academic content and achievement standards. The District Improvement Plan and Campus Improvement Plans serve as the blueprint for how the campus and district will address the needs identified during the Comprehensive Needs Assessment(CNA). An effective DIP and CIP will bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Planning Committee will meet four times a year with the following stakeholders:

Parents of enrolled students

Teachers

Principals

Community Members

Business and Industry Representatives

Pupil Services Personnel

Teacher of Students with Special Needs

2.2: Regular monitoring and revision

Four times a year the District Improvement Plan is reviewed by a district committee of stakeholders to adjust and reflect on current practices as stated in the DIP. the Campus Improvement Plan (CIP) committees and District Improvement Plan Committees meet four times a year as well to document the use of Title One, Part A, funds and other resources to implement in the DIP and CIP.

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

This document is published in Spanish and English on our district website. Our meetings will be held with a translator.

2.4: Opportunities for all children to meet State standards

All DIP and CIP plans will list schoolwide reform strategies, comprehensive needs assessment summaries, effective and timely assistance for students, coordination and integration of federal, state, and local services, transition plans from Early Childhood programs to Elementary programs, decisions for academic assessments, high-quality and ongoing professional development, strategies to attract Highly Qualified Teachers, and strategies to increase parental involvement.

2.5: Increased learning time and well-rounded education

All students will be exposed to CTE, Fine Arts, Athletics, and Academic selections for campus involvement. Campus tutorials are provided for students in need with built in additional time in the school day, after school tutorials, and Saturday School sessions. We will provide high quality instruction to all students with additional services for students at risk.

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

The District and Campus Improvement Plans list the effective and timely assistance for students to be successful. This would include coordination and integration of federal, state, and local services and programs such as built in school day tutorials, after school extended programs, transportation services, nutritional services, and Saturday school sessions for all students, particularly at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Due to the pandemic, our parent and family engagement is limited to virtual formats.

3.2: Offer flexible number of parent involvement meetings

Each campus offers virtual parent meetings at different times during the year. The district will provide virtual and face to face meetings for the District Improvement Plan Committee Meetings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Carey	Reading Lab Aide at Noble Reed	Leveled Literacy Intervention	1
Casey Koller	Reading Lab Aide at Wilson	Leveled Literacy Intervention	1
Gena Thomas	Reading Lab Aide at Martin	Leveled Literacy Intervention	1
Kristi Matlock	District Elementary Literacy Specialist	Reading Academy	1
Nancy Williams	Reading Lab Aide at Dietz	Leveled Literacy Intervention	1
Tannya Penaloza	Reading Lab Aide at Walker	Leveled Literacy Intervention	1

District Improvement & Planning Committee

Committee Role	Name	Position
District-level Professional	Emily Christensen	Director of Assessment and Accountability
District-level Professional	Holly Keown	Chief of Staff
Classroom Teacher	Carrie Resing	Dietz Teacher
Administrator	Michael Starling	Assistant Principal
Non-classroom Professional	John Donnelly	Testing Coordinator
Classroom Teacher	Christina Buchanan	Dietz Teacher
Classroom Teacher	Julia Tyndall	Martin Teacher
Administrator	Dave Christensen	Martin Principal
Non-classroom Professional	Catrina Jones	Martin Testing Coordinator
Classroom Teacher	Cynthia Crouch	Martin Teacher
Classroom Teacher	Casey Daugherty	Noble Reed Teacher
Classroom Teacher	Karisa Walker	Noble Reed Teacher
Administrator	Ashley Sheppard	Assistant Principal
Non-classroom Professional	Laura Stauffer	Noble Reed Testing Coordinator
Classroom Teacher	Mary Jane Heard	Walker Teacher
Non-classroom Professional	Karmen Parker	Walker Testing Coordinator
Classroom Teacher	Billy McMahan	Walker Teacher
Administrator	Amber Williams	Walker Assistant Principal
Administrator	Holly Kirby	Wilson Principal
Non-classroom Professional	Melissa Sanders	Wilson Testing Coordinator
Paraprofessional	Denise Olson	Principal Secretary
Classroom Teacher	Kristin Rogers	Wilson Teacher
Classroom Teacher	Haley Boudreaux	Wilson Teacher
Classroom Teacher	Mallorie Parks	CHS Teacher
Classroom Teacher	Stephanie Stewart	CHS Teacher
Classroom Teacher	Keith Regester	CHS Teacher
Non-classroom Professional	Karen Hemmi	CHS Testing Coordinator

Committee Role	Name	Position
Administrator	Kyalla Bowens	CHS Assistant Principal
Classroom Teacher	Greg Hamilton	CMS Teacher
Classroom Teacher	Tanya Reyna	CMS Teacher
Non-classroom Professional	Tabitha Grady	CMS Testing Coordinator
Administrator	Jennifer Coward	Compass Academy Principal
Classroom Teacher	Kevin Morris	Compass Teacher
Parent	Cathy Acre	Parent
Parent	Zennell Andy	Parent

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	10	1			\$0.00
2	4	1			\$0.00
Sub-Total					\$0.00
199-PIC 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$0.00
1	8	1	Preparation Courses, Training, and Supplemental Resources		\$0.00
Sub-Total					\$0.00
199-PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	1			\$0.00
Sub-Total					\$0.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Supplemental Resources		\$0.00
Sub-Total					\$0.00
199-PIC 38 College, Career and Military Readiness					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Training		\$0.00
1	7	1	Exposure to CTE Opportunities		\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutorial Services		\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums