

Crandall Independent School District

District Improvement Plan

2022-2023



Mission Statement

Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

Vision

To empower each student to positively impact the world.

Care.
Inspire.
Educate.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	12
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Advance student learning, growth, and college and career offerings.	19
Goal 2: Retain, recruit, and support highly qualified principals, teachers, and staff.	27
Goal 3: Provide a safe and orderly learning environment that benefits the well-being of all Pirates.	31
Goal 4: Facilitate engagement and Pirate Pride Culture through effective communication.	36
Goal 5: Optimize resources to sustain and enhance effective and efficient operations for students and staff.	42
District Educational Improvement Council	47
Policies, Procedures, and Requirements	49

Comprehensive Needs Assessment

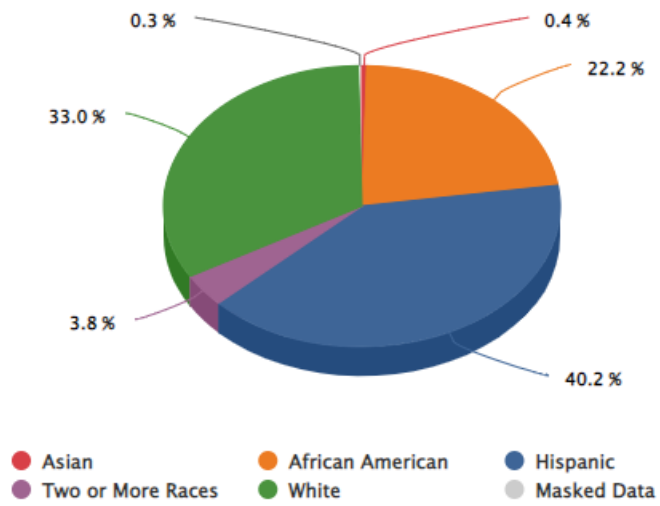
Revised/Approved: September 12, 2022

Demographics

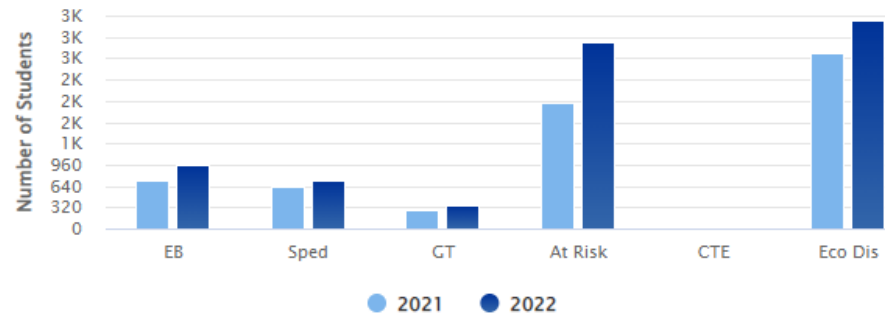
Demographics Summary

Crandall ISD is a public school district that meets the unique needs of approximately 5,500 PK-12th grade students. We are located in the rural area of Crandall, Texas which is about 25 miles southeast of Dallas. The district consists of nine campuses; Dietz Elementary (PK-6), Martin Elementary (PK-6), Noble-Reed Elementary (PK-6), Martin Elementary (PK-6), Walker Elementary (PK-6), Wilson Elementary (PK-6), Crandall Middle School (grades 7-8), Crandall Freshman Center (grade 9), Crandall High School (grades 10-12), and a DAEP campus (an alternative campus). Our five campuses that serve PK through 6th grade are all identified as schoolwide Title I campuses. In 2021-2022, we have 57% Economically Disadvantaged students, 40.2% Hispanic, 33% White, 22.2% African American, and 3.8% two or more races. 51% of our students are identified as At-Risk. 17% of our students are classified as Limited English Proficient (LEP). 6.5% of our students are identified as Gifted and Talented, 5.4% are identified as dyslexic, and 13% are identified as Students with Disabilities requiring special education services. Attendance rates are above the state average and have remained steady over the years. In 2020-2021 we had an attendance rate of 93%. This represents a slight decrease from previous years due to COVID concerns. The dropout rate is consistently below 1% and less than half the state average. The federal mandate for highly qualified teachers has now expired, but CISD continues to place a high priority on employing high-quality, talented staff. Our average years of experience for teachers is 8 years.

Ethnic Distribution 2021-22

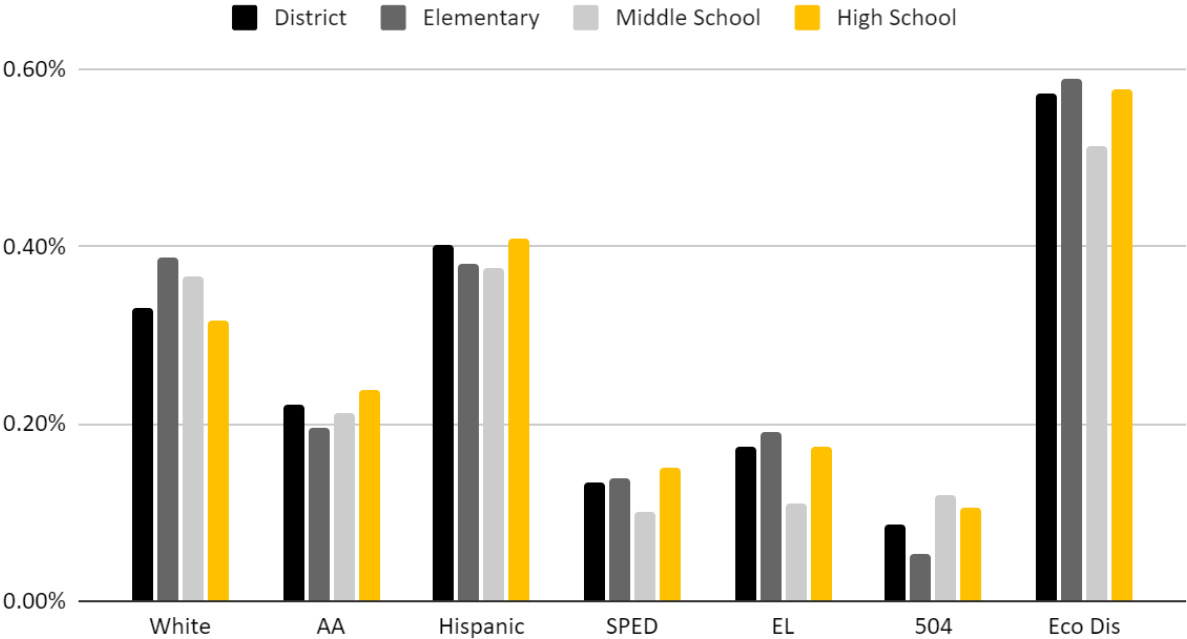


Student Special Populations for 2021-22



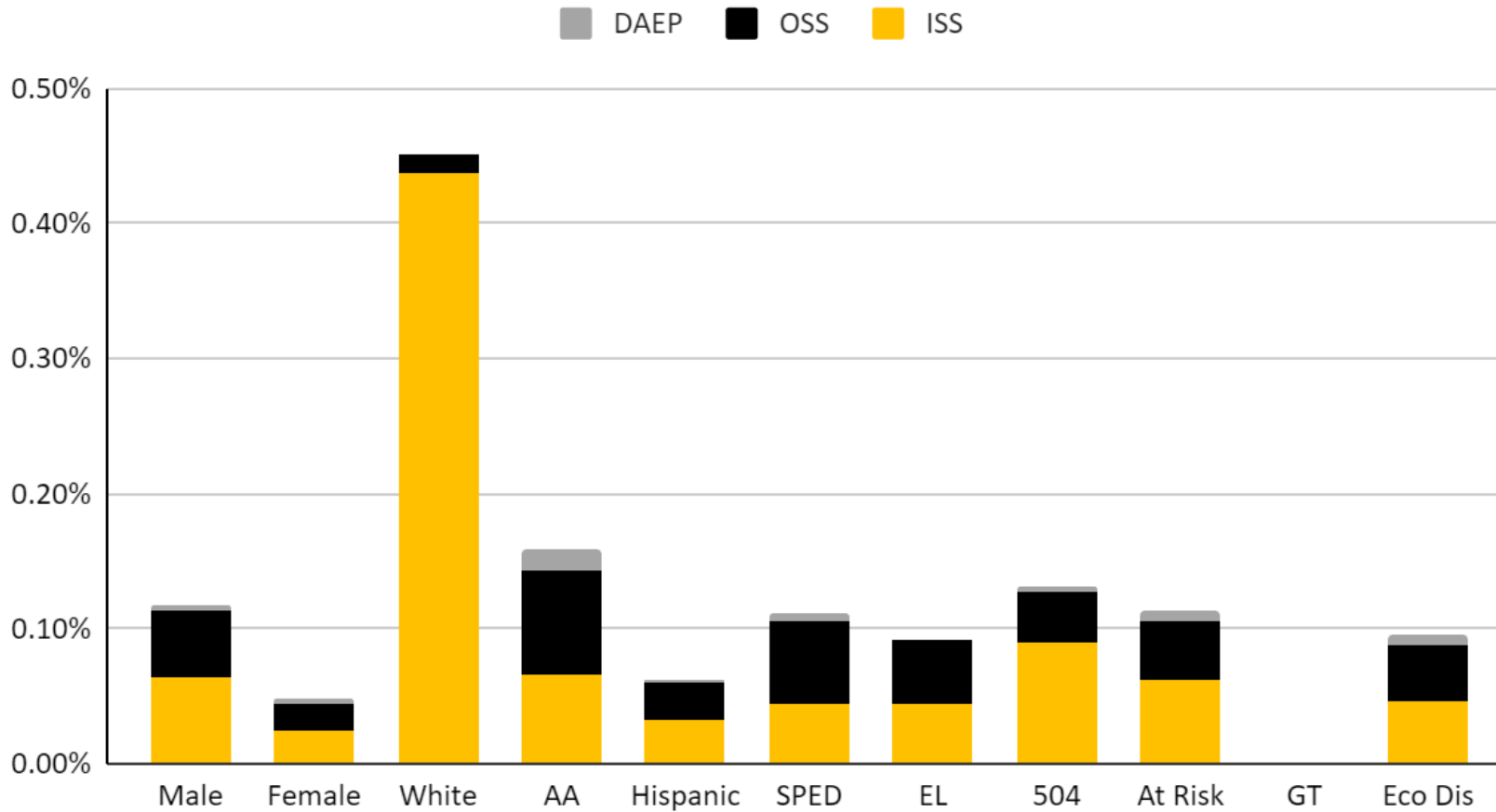
2021-22 Student Attendance Rates

District, Elementary, Middle School and High School



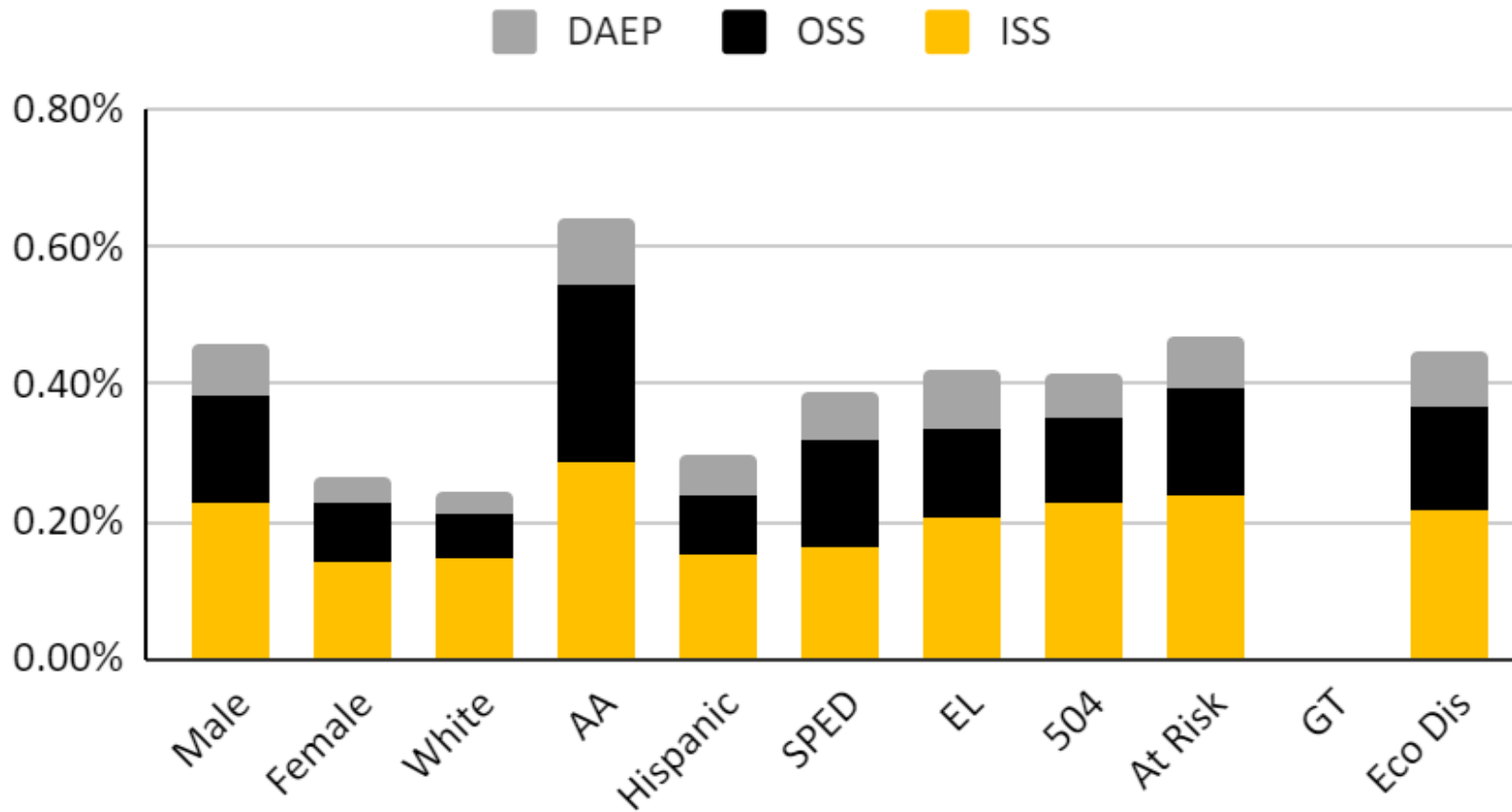
2021-22 Elementary Discipline Referrals by Subgroup

ISS, OSS and DAEP



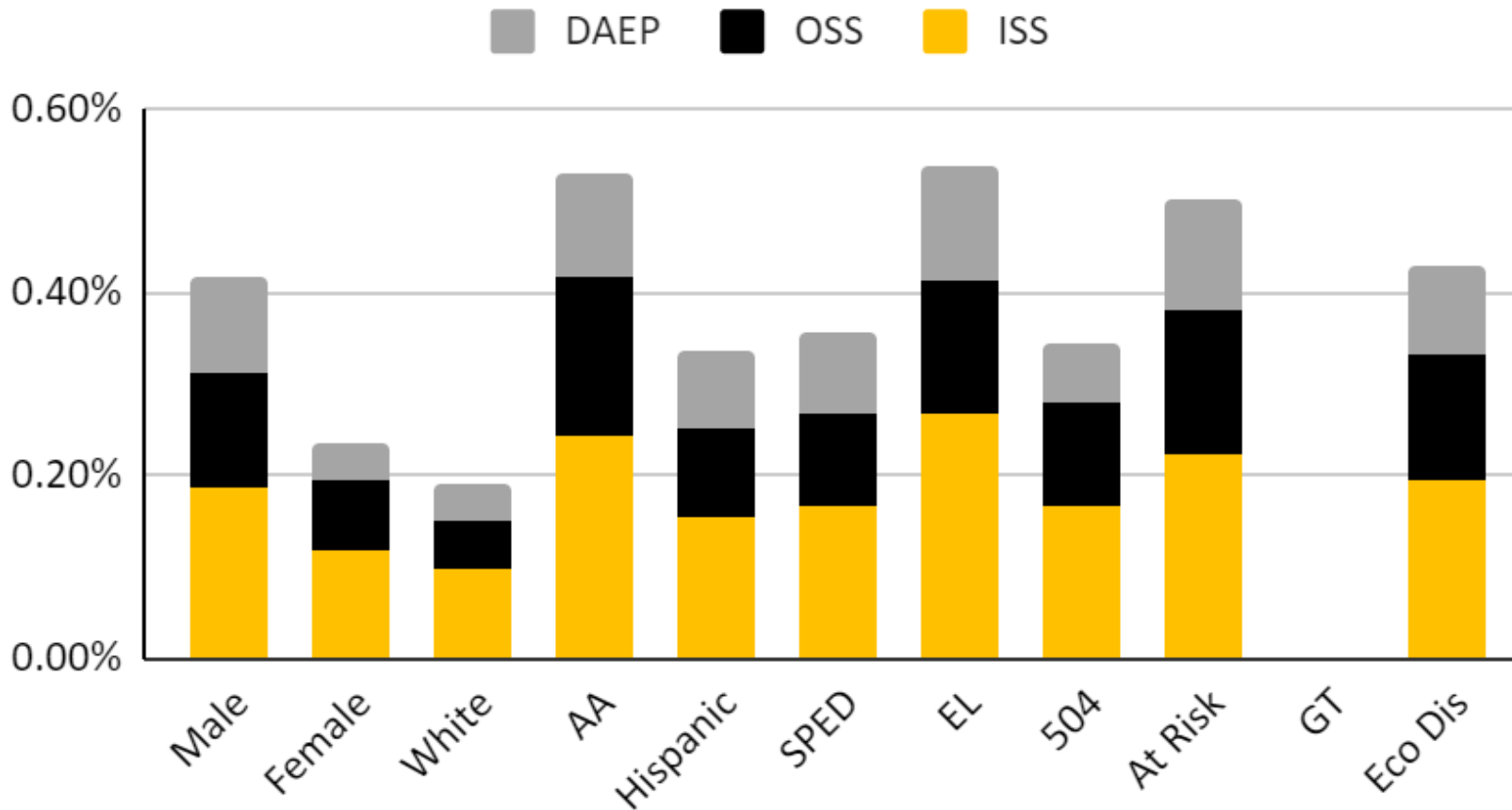
2021-22 Middle School Discipline Referrals by Subgroup

ISS, OSS and DAEP



2021-22 High School Discipline Referrals by Subgroup

ISS, OSS and DAEP

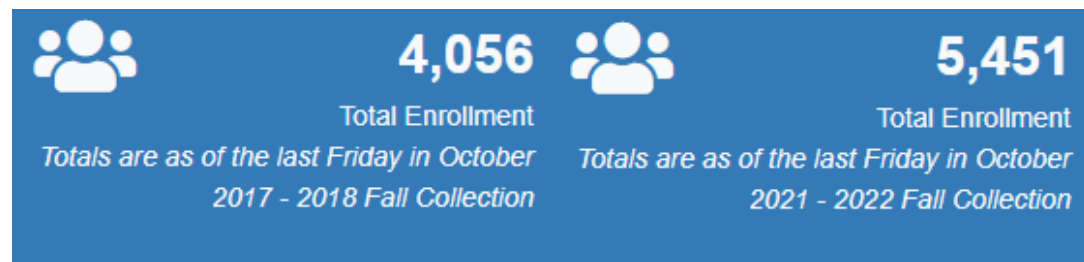


Demographics Strengths

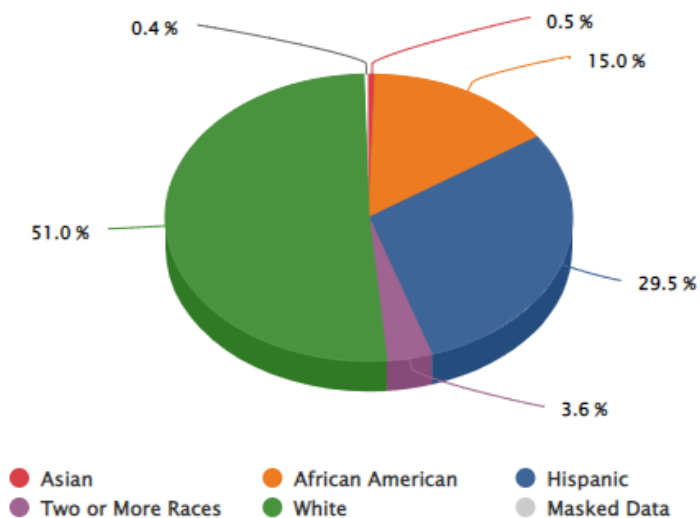
CISD's diverse student population provides a rich school culture and community that values education. Crandall ISD is one of 85 districts identified as a fast-growth school districts across the state. The Fast Growth School Coalition works on behalf of these school districts to educate. Recent demographic studies indicate that CISD will likely experience significant and rapid growth over the next 10 years.

In 5 years, our District has grown by approximately 1,500 students and added about 100 teachers. Our majority ethnicity has shifted from 51% white to 33% white while growing our Hispanic and African American populations. Teacher diversity has followed this trend to ensure diversity with fast growth.

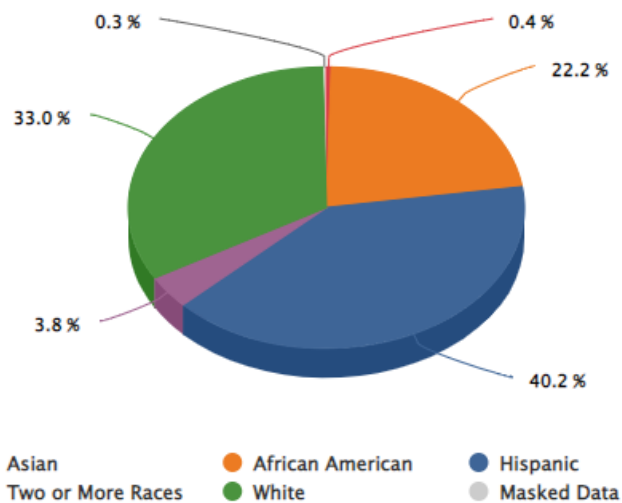
5 Years Demographic Student Comparison:



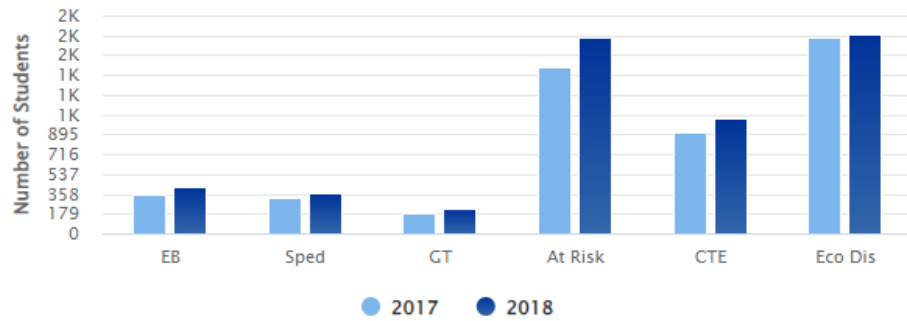
Ethnic Distribution 2017-18



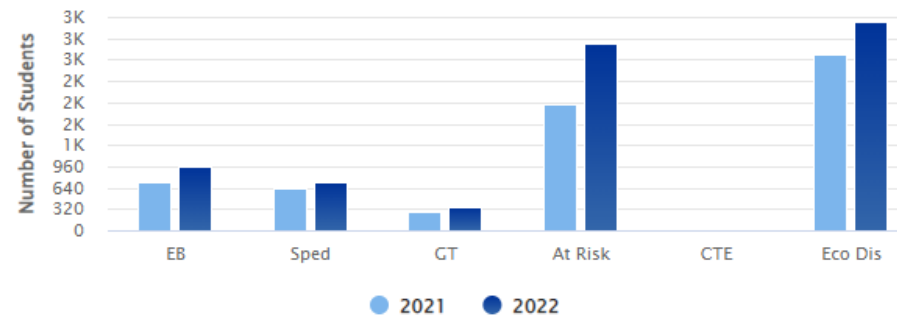
Ethnic Distribution 2021-22



Student Special Populations for 2017-18

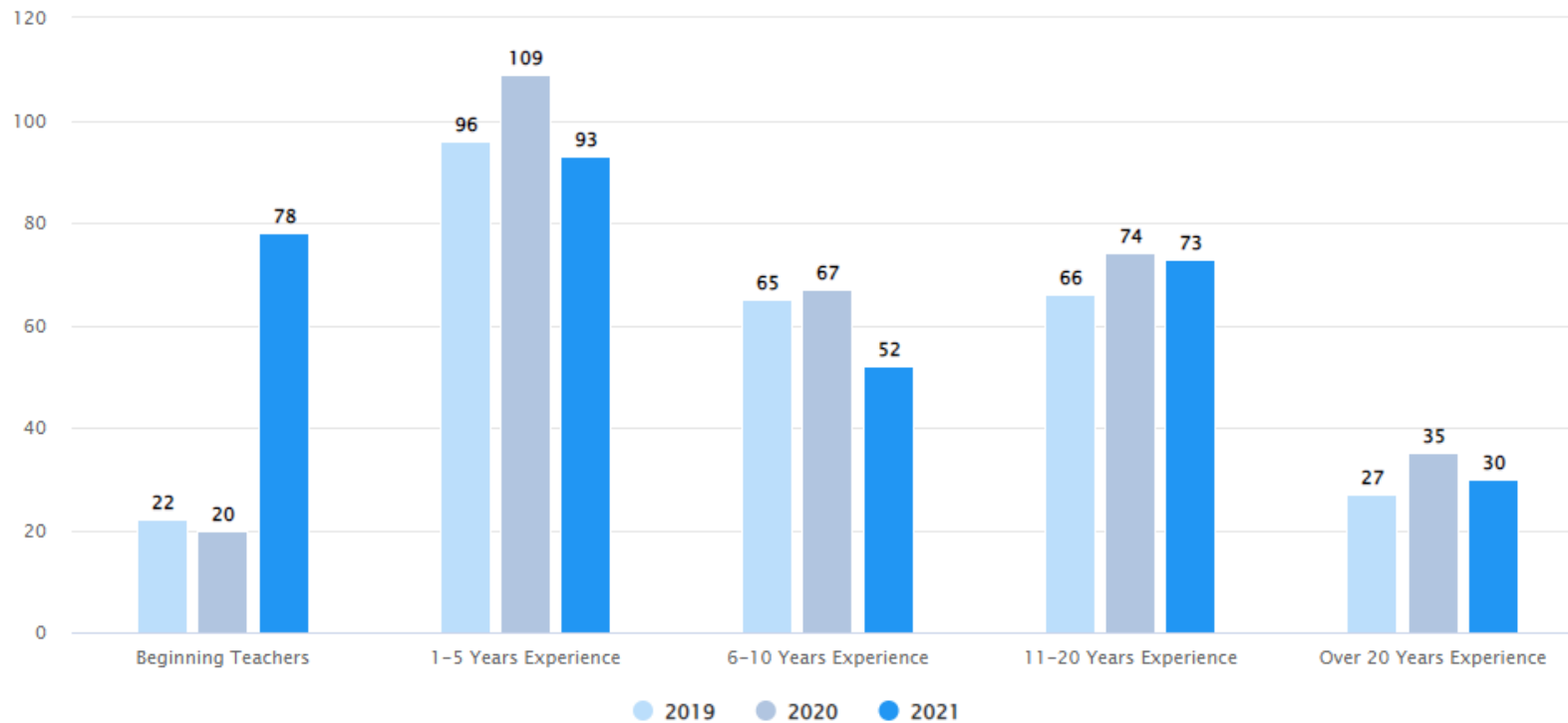


Student Special Populations for 2021-22



Teacher Average Experience over 3 Years

Average Experience



Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With demographics that continue to shift, training and support are needed to meet the social, emotional, and academic needs of all learners.

Root Cause: Fast growth in Crandall ISD

Problem Statement 2 (Prioritized): Continually increasing mobility rates results in learners from a more diverse educational background enrolling in the district, sometimes with significant learning gaps. **Root Cause:** Fast growth in Crandall ISD - Communities being built quickly

Problem Statement 3 (Prioritized): Staff diversity in the district does not mirror that of the student population. **Root Cause:** Nationwide shortage of educators

Problem Statement 4 (Prioritized): Significant increase in beginning teachers prompts a high need for professional development. **Root Cause:** Fast growth, national teacher shortage, adding Teaching Apprentices to CISD.

Problem Statement 5 (Prioritized): Student attendance rates for the economically disadvantaged are about 20% higher than that of other sub-pops.

Problem Statement 6 (Prioritized): Inequities of disciplinary numbers with focus on African American, Hispanics, English Learners and At-Risk students at the secondary level.

Student Learning

Student Learning Summary

2021-22 was the first year ratings have been released since the pandemic. The district earned an overall rating of 84 (B) with a B grade in each of the three domains. Closing the Gaps was our highest domain with Student Achievement close behind. Walker Elementary, Crandall High School, and our alternative campus all received a B rating, and the remainder of the campuses earned a C. We have one campus under Target Support: Crandall Middle School. In 2021-22, 8,406 state assessments were taken with 71% receiving Approaches or above, 42% receiving Meets or above, and 19% receiving Masters.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		83	B
STAAR Performance	44	75	
College, Career and Military Readiness	56	85	
Graduation Rate	99.3	95	
School Progress		81	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 57.3%)	50	81	B
Closing the Gaps	75	85	B

Texas Education Agency
2022 A-F Accountability Listing
CRANDALL ISD (129901) - KAUFMAN COUNTY

										School Progress							AEA Bonus	
	School	Grades				Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps			Graduation	EO
District / Campus Name	Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label	Plan	Rate
CRANDALL ISD			5,439	No	57.3%	B	84	B	83	B	80	B	81	B	85			
BARBARA WALKER EL	Elementary	EE - 06	530	No	54.9%	B	86	C	79	B	85	B	81	B	89			
HOLLIS T DIETZ EL	Elementary	EE - 06	559	No	56.0%	C	75	C	72	C	75	NR: SB 1365	69	C	76			
NOBLE REED	Elementary	PK - 06	686	No	67.1%	C	78	NR: SB 1365	67	B	80	NR: SB 1365	66	C	73			
NOLA KATHRYN WILSON EL	Elementary	EE - 06	575	No	52.5%	C	74	C	76	NR: SB 1365	67	C	74	C	70			
W A MARTIN EL	Elementary	EE - 06	660	No	68.2%	C	72	NR: SB 1365	64	C	74	NR: SB 1365	60	NR: SB 1365	68			
CRANDALL MIDDLE	Middle School	07 - 08	855	No	57.7%	C	76	C	73	C	77	C	70	C	73	Tgt Supp		
CRANDALL COMPASS ACADEMY	High School	10 - 12	45	Yes	55.6%	B	84	B	82	N/R		N/R		N/R			2	0
CRANDALL H S	High School	09 - 12	1,529	No	51.3%	B	83	B	86	NR: SB 1365	69	B	84	C	77			

TEA | School Programs | Assessment and Reporting | Performance Reporting

	% Did Not Meet	# Did Not Meet	% Approaches or Above	# Approaches or Above	% Meets or Above	# Meets or Above	% Masters	# Masters	# Tests Taken
Total	29%	2,464	71%	5,942	42%	3,492	19%	1,562	8,406
ELA / Reading	26%	892	74%	2,539	50%	1,706	22%	759	3,431
Mathematics	33%	946	67%	1,927	33%	960	15%	418	2,873
Science	31%	394	69%	886	37%	475	14%	185	1,280
Social Studies	28%	232	72%	590	43%	351	24%	200	822

Student Learning Strengths

- African American STAAR Performance Levels increased by at least 5% in all 3 categories: Approaches, Meets, and Masters.
- English Language Learners STAAR Performance Levels increased by 5% in the Meets category, while monitored English Learners (students who are 1-2 years out of EL program) substantially increased in Meets and Masters.
- STAAR Performance Levels for Economically Disadvantage students stayed about the same throughout the pandemic.
- STAAR Performance Levels for SPED students stayed about the same throughout the pandemic.
- Students earning an industry-based certification raised from 0% to 17% since 2020 scores were released.

- Students earning Dual Credit Credits with at least 3 hours in ELA or Mathematics or 9 hours in any subject stayed steady at about 26%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Decline in student performance, resulting from the impact of COVID-19, throughout grade levels and subjects considered indicate a continued need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds. **Root Cause:** COVID-19 impact

Problem Statement 2 (Prioritized): While Meets and Masters Grade Level performance has increased in many grades and subjects in previous years, data demonstrates that some students are struggling to maintain performance at these higher performance levels. **Root Cause:** COVID-19 impact, fast growth

Problem Statement 3 (Prioritized): Declines in Approaches Grade Level indicate that some students are struggling to maintain performance at Approaches Grade Level, and other students may be entering a grade level or subject with prerequisite learning gaps. **Root Cause:** COVID-19 impact, fast growth

Problem Statement 4 (Prioritized): Gaps between performance levels in different demographics up to 20% difference.

Priority Problem Statements

Problem Statement 1: Decline in student performance, resulting from the impact of COVID-19, throughout grade levels and subjects considered indicate a continued need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds.

Root Cause 1: COVID-19 impact

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student attendance rates for the economically disadvantaged are about 20% higher than that of other sub-pops.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Inequities of disciplinary numbers with focus on African American, Hispanics, English Learners and At-Risk students at the secondary level.

Root Cause 3:

Problem Statement 3 Areas: Demographics

Problem Statement 4: With demographics that continue to shift, training and support are needed to meet the social, emotional, and academic needs of all learners.

Root Cause 4: Fast growth in Crandall ISD

Problem Statement 4 Areas: Demographics

Problem Statement 5: Continually increasing mobility rates results in learners from a more diverse educational background enrolling in the district, sometimes with significant learning gaps.

Root Cause 5: Fast growth in Crandall ISD - Communities being built quickly

Problem Statement 5 Areas: Demographics

Problem Statement 6: Staff diversity in the district does not mirror that of the student population.

Root Cause 6: Nationwide shortage of educators

Problem Statement 6 Areas: Demographics

Problem Statement 7: Significant increase in beginning teachers prompts a high need for professional development.

Root Cause 7: Fast growth, national teacher shortage, adding Teaching Apprentices to CISD.

Problem Statement 7 Areas: Demographics

Problem Statement 8: While Meets and Masters Grade Level performance has increased in many grades and subjects in previous years, data demonstrates that some students are struggling to maintain performance at these higher performance levels.

Root Cause 8: COVID-19 impact, fast growth

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Declines in Approaches Grade Level indicate that some students are struggling to maintain performance at Approaches Grade Level, and other students may be entering a grade level or subject with prerequisite learning gaps.

Root Cause 9: COVID-19 impact, fast growth

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Gaps between performance levels in different demographics up to 20% difference.

Root Cause 10:

Problem Statement 10 Areas: Student Learning

Problem Statement 11: District staff turnover rate is higher than the state turnover rate on the 2020-21 TAPR Report. District 21.8% State: 14.3%

Root Cause 11: District support for new staff

Problem Statement 11 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: November 14, 2022

Goal 1: Advance student learning, growth, and college and career offerings.

Performance Objective 1: Create and sustain a data-driven instructional plan.

Evaluation Data Sources: Attendance, Discipline, and Failure Report tracking
Campus Metrics Action Plan
Campus Improvement Plans

Strategy 1 Details	Reviews			
Strategy 1: Tracking of attendance, discipline, and failure rates at each campus for all student groups and staff attendance. Strategy's Expected Result/Impact: Increased awareness of data to drive decision-making for the Campus Data Metrics Action Plans. Staff Responsible for Monitoring: Assistant Superintendent of Data & Information Systems Equity Plan Problem Statements: Demographics 5, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Scheduled data-driven meetings with campuses on student performance and data metrics. Strategy's Expected Result/Impact: Data-driven decisions to improve student learning and achievement: Campus Data Metric Action Plans implemented and reviewed each 6 weeks Staff Responsible for Monitoring: Chief Academic Officer Equity Plan Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increased knowledge of campus improvement plans and data to outline student needs in each ethnicity group. Strategy's Expected Result/Impact: Alignment of Campus Improvement Plans with District Improvement Plan to enhance consistency and accountability. Regular meetings with Principals to review their campus plan for support.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Executive Director of School Leadership



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 5: Student attendance rates for the economically disadvantaged are about 20% higher than that of other sub-pops.

Problem Statement 6: Inequities of disciplinary numbers with focus on African American, Hispanics, English Learners and At-Risk students at the secondary level.

Student Learning

Problem Statement 1: Decline in student performance, resulting from the impact of COVID-19, throughout grade levels and subjects considered indicate a continued need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds. **Root Cause:** COVID-19 impact

Goal 1: Advance student learning, growth, and college and career offerings.





Performance Objective 2: Annually increase student performance in Reading for ALL students and all student groups

High Priority

HB3 Goal

Evaluation Data Sources: K-2 grade Reading Baselines and progress reports: TX-KEA, TPRI/TEJASLEE data
STAAR, MAP Data and Progress Measures

Strategy 1 Details	Reviews			
Strategy 1: Increase reading development skills in K-2. Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district phonics curriculum across campuses; Science of Teaching Reading practices evident across campuses for an overall impact on student achievement Staff Responsible for Monitoring: Chief Academic Officer Equity Plan Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase reading MEETS mastery level on STAAR in 3rd grade Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district phonics curriculum across campuses; Science of Teaching Reading practices evident across campuses for an overall impact on student achievement Staff Responsible for Monitoring: Chief Academic Officer Equity Plan Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase reading MEETS mastery level on STAAR in all grades Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district curriculum across campuses; instructional practices built with integrated supports, and increase of knowledge of campus instructional leaders for an overall impact on student achievement Staff Responsible for Monitoring: Chief Academic Officer Equity Plan Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Decline in student performance, resulting from the impact of COVID-19, throughout grade levels and subjects considered indicate a continued need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds. Root Cause: COVID-19 impact

Goal 1: Advance student learning, growth, and college and career offerings.

Performance Objective 3: Annually increase student performance in math for ALL students and all student groups

High Priority

HB3 Goal

Evaluation Data Sources: Math Baselines and progress reports: STAAR, MAP Data, and Progress Measures

Strategy 1 Details	Reviews			
Strategy 1: Increase on level or above math levels in K-2 grade Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district curriculum across campuses; increased focus on vocabulary and variety in of instructional strategies across campuses for an overall impact on student achievement Staff Responsible for Monitoring: Chief Academic Officer Equity Plan Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase math MEETS mastery level on STAAR in 3rd grade Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district curriculum across campuses; increased focus on vocabulary and variety in of instructional strategies across campuses for an overall impact on student achievement Staff Responsible for Monitoring: Chief Academic Officer Equity Plan Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase math MEETS mastery level on STAAR/EOC in all grades Strategy's Expected Result/Impact: Teacher data-driven decisions for each student; fidelity of usage with district curriculum across campuses; increased focus on vocabulary and variety in of instructional strategies across campuses	Formative			Summative
	Nov	Jan	Mar	June

for an overall impact on student achievement Staff Responsible for Monitoring: Chief of Academics Equity Plan Problem Statements: Student Learning 1				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Decline in student performance, resulting from the impact of COVID-19, throughout grade levels and subjects considered indicate a continued need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds. Root Cause: COVID-19 impact








Goal 1: Advance student learning, growth, and college and career offerings.

Performance Objective 4: Annually increase student performance in College, Career, and Military Readiness for ALL students and all student groups

High Priority

HB3 Goal

Evaluation Data Sources: College Ready Indicators: TAPR baseline and progress measures

Strategy 1 Details	Reviews			
Strategy 1: Expand CTE programs and opportunities for students to earn industry-based certifications Strategy's Expected Result/Impact: Increased opportunities for students for career preparation Staff Responsible for Monitoring: Assistant Superintendent of CTE Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase the percentage of students achieving industry-based certification. Strategy's Expected Result/Impact: Increased opportunities for students for career preparation Staff Responsible for Monitoring: Assistant Superintendent of CTE Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase the percentage of students achieving CCMR Ready to 70% Strategy's Expected Result/Impact: Targeted professional development is given, and AP curriculum and resources are used with fidelity to enhance the number of students CCMR prepared. Staff Responsible for Monitoring: Assistant Superintendent of CTE Chief Academic Officer Assistance Superintendent of Data and Information Systems Equity Plan Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:







Student Learning

Problem Statement 1: Decline in student performance, resulting from the impact of COVID-19, throughout grade levels and subjects considered indicate a continued need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds. **Root Cause:** COVID-19 impact

Goal 1: Advance student learning, growth, and college and career offerings.

Performance Objective 5: Improve district support services to enhance student achievement

Evaluation Data Sources: Increased student achievement scores across the district; Instructional Coaching Handbook; Coaching Cycle Survey data

Strategy 1 Details	Reviews			
Strategy 1: Clearly defined roles and responsibilities are established and communicated for instructional coaches and specialists Strategy's Expected Result/Impact: Clear communication and guidelines for consistency and full utilization of district support services Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Systems developed to measure district support services in enhancing student and teacher growth Strategy's Expected Result/Impact: Data-driven decision-making for district support services for student and teacher growth Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Retain, recruit, and support highly qualified principals, teachers, and staff.

Performance Objective 1: Retain and attract certified, highly effective teachers

High Priority

Evaluation Data Sources: Turnover rates; Teacher Years of Experience; Staff Count Tracking; TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Create a strong foundation of support and recognition for all staff. Strategy's Expected Result/Impact: Increased staff retention rates Staff Responsible for Monitoring: Chief of Staff Chief Communication Officer Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: District staff turnover rate is higher than the state turnover rate on the 2020-21 TAPR Report. District 21.8% State: 14.3% Root Cause: District support for new staff

Goal 2: Retain, recruit, and support highly qualified principals, teachers, and staff.

Performance Objective 2: Adapt and expand to innovative hiring practices.

Evaluation Data Sources: Social Media engagement; partnerships/contracts/clinical teaching with colleges and universities; participation numbers in events

Strategy 1 Details	Reviews			
Strategy 1: Creative job fair formats are implemented. Strategy's Expected Result/Impact: Increased reach and attendance in events Staff Responsible for Monitoring: Chief of Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize social media platforms to increase awareness. Strategy's Expected Result/Impact: Reach and promotion of district extended and engaged with on social media Staff Responsible for Monitoring: Chief of Staff	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Retain, recruit, and support highly qualified principals, teachers, and staff.

Performance Objective 3: Create a district leadership pipeline to grow, develop, and retain highly effective teachers, principals, and staff.

High Priority
Evaluation Data Sources: Teacher Apprentice enrollments in college, retention rates






Strategy 1 Details	Reviews			
Strategy 1: Pipeline programs implemented and on target with the Human Capital Plan. Strategy's Expected Result/Impact: programs implemented for support and growth; participation rates Staff Responsible for Monitoring: Chief of Staff Chief Academic Officer	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Retain, recruit, and support highly qualified principals, teachers, and staff.

Performance Objective 4: Provide meaningful professional learning for all teachers to enhance student performance.

High Priority

Evaluation Data Sources: Staff surveys data; professional development logs





Strategy 1 Details	Reviews			
Strategy 1: Align professional development with district goals and campus data. Strategy's Expected Result/Impact: Data-driven decisions to enhance teacher growth Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District-level staff professional development and conference follow-ups Strategy's Expected Result/Impact: Purposeful professional development and follow through of learning Staff Responsible for Monitoring: Executive Cabinet	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and orderly learning environment that benefits the well-being of all Pirates.

Performance Objective 1: Implement best practices in safety for staff trainings and building safety and security.

High Priority





Evaluation Data Sources: Internal and external security audits, weekly door checks, staff survey data

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols. Strategy's Expected Result/Impact: Staff and students are prepared and as ready as possible for an unplanned event Staff Responsible for Monitoring: Director of Emergency Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Perform internal safety and security audits at all campuses every year and external audits every three years at a 100% completion rate. Strategy's Expected Result/Impact: Campuses are safe and secure, and staff are trained on safety procedures to keep all Pirates safe. Staff Responsible for Monitoring: Director of Emergency Operations	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and orderly learning environment that benefits the well-being of all Pirates.

Performance Objective 2: Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

Evaluation Data Sources: survey data






Strategy 1 Details	Reviews			
Strategy 1: The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually. Strategy's Expected Result/Impact: Student well-being, behavior, and performance will enhance by a feeling of safety and security. Staff Responsible for Monitoring: Director of Emergency Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually. Strategy's Expected Result/Impact: Staff well-being and performance will enhance due to a feeling of safety and security. Staff Responsible for Monitoring: Director of Emergency Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually. Strategy's Expected Result/Impact: Parent trust and collaboration will enhance to do a feeling of safety and security for their children in CISD. Staff Responsible for Monitoring: Director of Emergency Operations	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and orderly learning environment that benefits the well-being of all Pirates.

Performance Objective 3: Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

High Priority

Evaluation Data Sources: Discipline numbers, Program participation, Communities In School data





Strategy 1 Details	Reviews			
Strategy 1: Effectively utilize and expand Communities in School counselors and CIS resources Strategy's Expected Result/Impact: Access to more resources through CIS, and At-Risk student help on each campus Staff Responsible for Monitoring: Coordinator of Counseling	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of a district-wide comprehensive counseling program for PreK-12 grade Strategy's Expected Result/Impact: Decrease in discipline referrals, increased program participation, and expansion of programs available to students and families Staff Responsible for Monitoring: Coordinator of Counseling Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly learning environment that benefits the well-being of all Pirates.

Performance Objective 4: Expand opportunities for families in the areas of academic and mental health support.

High Priority







Evaluation Data Sources: Expansion of programs offered, participation of students and families tracking, TCHATT data

Strategy 1 Details	Reviews			
Strategy 1: Increase connections for families to mental health support and physical health support Strategy's Expected Result/Impact: Opportunities and resources for students and families offered at low or free cost Staff Responsible for Monitoring: Coordinator of Counseling Coordinator of Health Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of parent education on academic and mental health topics Strategy's Expected Result/Impact: Increased parent involvement and awareness for parents and families Staff Responsible for Monitoring: Coordinator of Counseling Coordinator of Health Services	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and orderly learning environment that benefits the well-being of all Pirates.

Performance Objective 5: Increase the feeling of safety among students and staff through Crandall ISD Police





Evaluation Data Sources: Officer logs, number of officers, educational programs implemented and students served

Strategy 1 Details	Reviews			
Strategy 1: Increased presence on all campuses and events from CISD Officers Strategy's Expected Result/Impact: Each campus and CISD events will have increased officer presence Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement educational programs for student safety Strategy's Expected Result/Impact: Students will have an increased awareness of safety and the law to prepare them Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Facilitate engagement and Pirate Pride Culture through effective communication.

Performance Objective 1: The district provides campuses with best-practice resources and tools for engaging families (i.e., translation web services, parent/student surveys, and online communication structures).

Evaluation Data Sources: Social media engagement and tracking reports across campuses
Website engagement and traffic

Strategy 1 Details	Reviews			
Strategy 1: Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages. Strategy's Expected Result/Impact: streamlined systems across district and campuses for support and monitoring Staff Responsible for Monitoring: Chief Communication Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continued training and support with the utilization of the website and translation tools, forms and surveys. Strategy's Expected Result/Impact: District and campuses increased comfort with the website tools and services Staff Responsible for Monitoring: Chief Communication Officer	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Facilitate engagement and Pirate Pride Culture through effective communication.





Performance Objective 2: Annually increase the percentage of satisfaction for staff, engagement, and communication.

Evaluation Data Sources: Program engagement

Traffic reports

SnapComms reports

Staff survey

Strategy 1 Details	Reviews			
Strategy 1: Increase district internal communications. Strategy's Expected Result/Impact: Streamlined communication systems and engagement for all staff. Staff Responsible for Monitoring: Chief Communication Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand social media platforms with a focus on increasing engagement by highlighting various events and departments in the district. Strategy's Expected Result/Impact: Increased awareness and rise in engagement and tracking reports across various platforms Staff Responsible for Monitoring: Chief Communication Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase district storytelling and messaging Strategy's Expected Result/Impact: Rise in communication and culture for all stakeholders Staff Responsible for Monitoring: Chief Communication Officer	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Facilitate engagement and Pirate Pride Culture through effective communication.

Performance Objective 3: Develop and effectively utilize a district counsel team to impact culture, communication, and district improvements.







Evaluation Data Sources: District Improvement Plan data tracking; DEIC committee decisions and agendas

Strategy 1 Details	Reviews			
Strategy 1: Schedule quarterly meetings with the district improvement council for input and development of the district improvement plan, 2023-24 calendar, values & beliefs, etc. Strategy's Expected Result/Impact: increased communication, collaboration, and decision-making Staff Responsible for Monitoring: Education Project Manager	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Facilitate engagement and Pirate Pride Culture through effective communication.

Performance Objective 4: Place an emphasis on partnerships and education foundation impacts






Evaluation Data Sources: Annual Reports; Partnership program; Fund impacts and timelines

Strategy 1 Details	Reviews			
Strategy 1: Development and implementation of Pirate Partners; community partnership program to enhance fundraising and opportunities for CISD. Strategy's Expected Result/Impact: Collaboration, partnerships, and trust built to impact fundraising and opportunities Staff Responsible for Monitoring: Community Relations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase annual fundraising with CISD Education Foundation and giving amount Strategy's Expected Result/Impact: Increase annual funds to provide more funds for teacher grants Staff Responsible for Monitoring: Executive Director of Technology, Innovation, and Education Foundation Education Foundation Manager	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Coordination with stakeholders in the development of the Heartland Education Foundation plan and yearly spending of funds for afterschool programming. Strategy's Expected Result/Impact: Enhanced opportunities for students and CISD Staff Responsible for Monitoring: Heartland Education Foundation Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop systems for grants received and follow-ups from CISD Ed. Foundation Strategy's Expected Result/Impact: Streamlined and efficient use and tracking of funds for the benefit of all Crandall ISD students Staff Responsible for Monitoring: Executive Director of Technology, Innovation, and Education Foundation Education Foundation Manager	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Facilitate engagement and Pirate Pride Culture through effective communication.

Performance Objective 5: Create systems for information gathering for the district






Evaluation Data Sources: survey systems; SnapComm reports; procedures built

Strategy 1 Details	Reviews			
Strategy 1: Implement a singular, district-wide survey structure for parents, students, and staff. Strategy's Expected Result/Impact: Streamlined system for information collection Staff Responsible for Monitoring: Chief Communications Officer Education Project Manager	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Facilitate engagement and Pirate Pride Culture through effective communication.

Performance Objective 6: Increase District Leadership Involvement



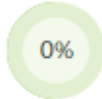





Evaluation Data Sources: Attendance and participation logs for Executive Cabinet

Strategy 1 Details	Reviews			
Strategy 1: Attendance of District leadership cabinet in community and school events Strategy's Expected Result/Impact: Leadership visibility and awareness on campuses Staff Responsible for Monitoring: Executive Cabinet	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Optimize resources to sustain and enhance effective and efficient operations for students and staff.

Performance Objective 1: Maintain fiscal viability, stewardship, and improve knowledge of sustainable budgeting processes among staff.

Evaluation Data Sources: Completion of manuals, trainings and attendance



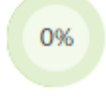
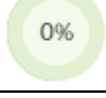




Strategy 1 Details	Reviews			
Strategy 1: Develop written administrative policies and procedure manuals for business-finance-related activities Strategy's Expected Result/Impact: Clear guidelines and procedures for staff-written and available Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide training to internal stakeholders on budget management and purchasing Strategy's Expected Result/Impact: Increased knowledge and management of funds for campuses and departments Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Visits campus principals individually once a semester to discuss campus needs and budget expenditures Strategy's Expected Result/Impact: Awareness and knowledge of campus needs Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Visits with Booster Clubs on fundraising guidelines Strategy's Expected Result/Impact: Communication and procedures clearly known and supported for Booster Clubs Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Optimize resources to sustain and enhance effective and efficient operations for students and staff.

Performance Objective 2: Create processes and management structures to promote effective and efficient use of departmental resources.

High Priority





Evaluation Data Sources: District budget timeline, Board policy review process and timeline, Position Control: naming and refining






Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a position control system Strategy's Expected Result/Impact: increase effectiveness of conducting business and workforce planning; reduction of data entry mistakes, and enhancement of data integrity Staff Responsible for Monitoring: Chief Financial Officer Chief of Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop a written Board Policy review process and timeline Strategy's Expected Result/Impact: Up-to-date information and regulations consistent with legal requirements and best practices Staff Responsible for Monitoring: Chief of Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop a long-range facility plan for a budget and construction timeline on bond projects Strategy's Expected Result/Impact: Transparency and planned out timelines and dates Staff Responsible for Monitoring: Chief Financial Officer Chief Communications Officer Executive Director of School Planning Executive Director of Construction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop a district budget timeline Strategy's Expected Result/Impact: Transparency and budgeting improvement Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Optimize resources to sustain and enhance effective and efficient operations for students and staff.

Performance Objective 3: Annually improve operational processes.

Evaluation Data Sources: transportation logs, Eduphoria work order ticket data, technology catalog and timeline of implementation; meal debt logs









Strategy 1 Details	Reviews			
Strategy 1: Increase efficiency of Transportation routes Strategy's Expected Result/Impact: faster pickup and drop off times for students Staff Responsible for Monitoring: Executive Director of Transportation and School Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase in response time and closed tickets in Technology Strategy's Expected Result/Impact: staff and student satisfaction increased Staff Responsible for Monitoring: Executive Director of Technology, Innovation, and Education Foundation	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Streamline and standardize technology to support all learners in meaningful experiences Strategy's Expected Result/Impact: improvement and efficiency in services for students and staff Staff Responsible for Monitoring: Executive Director of Technology, Innovation, and Education Foundation	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Improve cost efficiency with the Food Services Department (meal debt) Strategy's Expected Result/Impact: meal debt cost on district reduced Staff Responsible for Monitoring: Chief Financial Officer Director of Food Services	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Increase in response time and closed tickets in Maintenance Strategy's Expected Result/Impact: staff and campus satisfaction and safety increased Staff Responsible for Monitoring: Executive Director of Maintenance	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Optimize resources to sustain and enhance effective and efficient operations for students and staff.

Performance Objective 4: Utilize a transparent, collaborative budget process culminating in the adoption of a balanced budget.

Evaluation Data Sources: financial first rating, budget

Strategy 1 Details	Reviews			
Strategy 1: The community will receive at least 2 updates on financials. Strategy's Expected Result/Impact: transparent, clear communication to gain and retain community support Staff Responsible for Monitoring: Chief Financial Officer Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Board of Trustees will receive monthly updates on the status of the district's budget. Strategy's Expected Result/Impact: accountability, clear communication, and knowledge of budget for school board Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Educational Improvement Council

Committee Role	Name	Position
Parent	Allyson McEntire	Community
Parent	Jessica Sexton	Community
Business Representative	Brandon Fowler	Community
Community Representative	Shannon Barnett	Community
Administrator	Abby Baker	CHS Assistant Principal
Classroom Teacher	Judith Serrano	CHS Teacher
Non-classroom Professional	Rebecca Morris	CHS Professional
Paraprofessional	Susan Christian	CHS Paraprofessional
Classroom Teacher	Brooke Rodriguez	CFC Teacher Apprentice
Classroom Teacher	Adam Suravarapu	CFC Teacher
Paraprofessional	Faviola Garcia	CFC Paraprofessional
Classroom Teacher	James Hall	CMS Teacher
Classroom Teacher	Allison Randel	CMS Teacher
Paraprofessional	Jennifer Edmonds	CMS Paraprofessional
Classroom Teacher	Shantrey Glenn	DAEP Teacher
Classroom Teacher	Courtney Phelps	Dietz Teacher
Classroom Teacher	Tabitha Coleman	Dietz Teacher
Non-classroom Professional	Emily Ramsey	Dietz Professional
Classroom Teacher	Anna Cabrera	Martin Teacher
Classroom Teacher	Carrie Waggoner	Martin Teacher
Paraprofessional	Linda Prado	Martin Paraprofessional
Classroom Teacher	Karisa Walker	Noble-Reed Teacher
Classroom Teacher	Casey Daugherty	Noble-Reed Teacher
Administrator	Stephanie Franks	Noble-Reed Assistant Principal
Classroom Teacher	Cheyenne Simpson	Walker Teacher
Classroom Teacher	Stephanie Dillon	Walker Teacher
Paraprofessional	Vanessa Barbosa	Walker Paraprofessional
Classroom Teacher	Crystal Ranes	Wilson Teacher

Committee Role	Name	Position
Classroom Teacher	Amanda Tipton	Wilson Teacher
Classroom Teacher	Adrianna Chronister	Wilson Teacher
District-level Professional	Jessica Zelkovich	Curriculum I-Coach
District-level Professional	Lauren Chism	Curriculum- Sped
Administrator	Azalea Salazar	CMS Assistant Principal
Administrator	Matt Besherse	Martin Principal
District-level Professional	Maresa Bailey	Admin - School Leadership
Administrator	Kristy Sanders	CFC Principal
District-level Professional	Amanda Roberts	Communications Department
District-level Professional	Wendy Eldredge	Superintendent

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Chief of Staff	1/3/2023	Amanda Roberts	1/3/2023
Child Abuse and Neglect	Chief of Staff		Amanda Roberts	1/3/2023
Coordinated Health Program	Chief of Academics		Amanda Roberts	1/3/2023
Decision-Making and Planning Policy Evaluation	Chief Communications Officer		Amanda Roberts	1/3/2023
Disciplinary Alternative Education Program (DAEP)	Chief of Academics		Amanda Roberts	1/3/2023
Dropout Prevention	Chief of Academics		Amanda Roberts	1/3/2023
Dyslexia Treatment Program	Chief of Academics		Amanda Roberts	1/3/2023
Title I, Part C Migrant	Chief of Academics		Amanda Roberts	1/3/2023
Pregnancy Related Services	Chief of Staff		Amanda Roberts	1/3/2023
Post-Secondary Preparedness	Chief of Academics		Amanda Roberts	1/3/2023
Recruiting Teachers and Paraprofessionals	Chief of Staff		Amanda Roberts	1/3/2023
Student Welfare: Crisis Intervention Programs and Training	Chief of Staff		Amanda Roberts	1/3/2023
Student Welfare: Discipline/Conflict/Violence Management	Chief of Staff		Amanda Roberts	1/3/2023
Texas Behavior Support Initiative (TBSI)	Chief of Academics		Amanda Roberts	1/3/2023
Technology Integration	Chief of Academics		Amanda Roberts	1/3/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief of Staff		Amanda Roberts	1/3/2023