CROWLEY ISD

CAMPUS IMPROVEMENT PLAN

Sue Crouch Intermediate

2013-2014

Revised Annually

District Mission Statement

Crowley ISD provides our students with excellence in education so that all students achieve their full potential.

Vision Statement

Crowley ISD will provide all students with a world-class, high-quality education where students are inspired to succeed in the global community.

Board Priorities

I.   We value high academic achievement.
II.   All students can learn through a variety of instructional methods and opportunities that meet their individual needs.
III.   Learning is enhanced through social interaction in a diverse setting.
IV.   We value a safe and secure learning environment.
V.   We value a positive work place in which each employee is appreciated and is provided opportunities for professional growth.
VI.   We respect and value the opinions of all students, employees and community members.
VII.   We encourage open, effective and timely communication with district stakeholders.
VIII. We support effective stewardship of public resources.

Crowley ISD
2013-2014 District Strategic Plan
Goals and Objectives

Goal 1: Student Achievement for All
Description: Crowley ISD will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, integrated technology, highly qualified staff and the district-wide aligned curriculum.

- **Performance Objective 1.1**: Increase the number of students who are college/workforce ready and meet the criteria for graduating on the Distinguished or Recommended High School Plan or with endorsements and distinctions.
- **Performance Objective 1.2**: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in all campuses meeting state accountability standards.
- **Performance Objective 1.3**: Increase the number of students enrolled in Advanced Academic Courses.
- **Performance Objective 1.4**: Encourage student participation in extracurricular activities and monitor their progress to ensure high levels of academic achievement.
- **Performance Objective 1.5**: Increase the integration of technology resources and systems in order to ensure students are 21st Century Learners.
- **Performance Objective 1.6**: Recruit and retain a Highly Qualified, diverse staff who implement best practices and are recognized and valued.

Goal 2: Safe, Secure and Nurturing Schools
Description: Crowley ISD will provide and maintain safe, secure and nurturing environment conducive to learning, which will enable students to think critically and act responsibly.

- **Performance Objective 2.1:** Maintain safe and orderly learning environments for all students and staff.
- **Performance Objective 2.2:** Increase customer satisfaction.
- **Performance Objective 2.3**: Increase the number of parents and community members involved in schools.

Goal 3: Ensure Effective and Efficient Use of Resources
Description: Crowley ISD will align its resources with its mission and establish operational processes that systematically improve individual departments and campuses, which in turn, improve the district.

- **Performance Objective 3.1**: Customer/Stakeholder Satisfaction in effectiveness and efficiency of the district.
- **Performance Objective 3.2**: Efficient use of resources by all district departments

Crowley Independent School District
Profile of a Graduate – 21st Century Learner

All graduates of the Crowley Independent School District will make valuable contributions to society in the 21st century. The following competencies and performance behaviors are expectations for all CISD graduates.

As a 21st century learner, the students will have abilities to
- make conceptual connections across the content areas
- work effectively on real-world applications and make connections to real-world contexts
- be successful in post-secondary education and employment after their graduation from the PK -12 system

Competencies

Academically Prepared for Life-Long Learning

- Uses reading, writing, language, mathematics, science, social studies and technology effectively
- Maintains high expectations of learning
- Appreciates a diversity of literature and fine arts
- Continues education in a variety of settings, i.e. academic, vocational, and workplace
- Commits to the continuous process of self-directed learning
- Sets, adjusts, and evaluates realistic long and short term goals
- Demonstrates the ability to locate, organize, evaluate, and utilize information
- Reads proficiently from a variety of sources for knowledge and enjoyment

Effective Communicator

- Practices effective communication skills through listening, speaking, writing, and reading while adapting to different audiences and purposes
- Conveys ideas while respecting the feelings and thoughts of others
- Demonstrates the ability to communicate using the computer and other available and appropriate technology
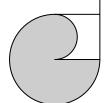
Performance Behaviors

Problem Solver

- Exhibits innovative and perceptive thinking to solve problems
- Questions, researches, and thinks critically to obtain essential knowledge
- Demonstrates conflict resolution and interpersonal skills
- Appreciates the past with a vision for the future

Responsible Citizen

- Value Integrity and accepts responsibility
- Builds self discipline and a strong work ethic, balancing competition and cooperation
- Demonstrates cultural and social mindedness and willingness to participate in a democratic society and the world
- Develop an awareness of a healthy life style

Campus Performance Objectives Committee (CPOC) Committee Members

Teaching positions:

Jane Krueger
Teresa Loudermilk
Amanda Monsivais
Shelly Alvine
Beth Gilliland
Talisha Reliford
Ryan Wiggs
D'Ann Roberts
Angela Partin (DWEIC)

Non-teaching positions:

Kelley Taylor (Campus Secretary)
Kimberly Thompson (counselor)
Michael Haynes (Assistant Principal)
Cayla Bland (Principal)

Community Partners/Business Partners/Parents:

Callie Wright

CPOC Calendar – Meeting Timeline - Sample

Date	Activity	Members Required	Comments/Expected Outcome/Agenda Items
September	Regular CPOC Meeting	• Campus Reps • DWEIC Members • Campus Administration	• Scheduling • Campus interventions Staff Development
October	Regular CPOC Meeting	• Campus Reps • DWEIC Members • Campus Administration	• Plan Campus Needs Assessment • Staff Development • Dress Code • Campus Intervention Plans • Campus Concerns
November	Regular CPOC Meeting	• Campus Reps • DWEIC Members • Campus Administration	• Needs assessment/Campus Plan Distribution • Staff Development • Campus Interventions • Data Analysis • Campus Concerns
December	Regular CPOC meeting	• Campus Reps • DWEIC Members • Campus Administration	• Staff Development • Campus Intervention Check Up • Upcoming Parent/Community activities for the Spring semester • Campus Concerns
January	Regular CPOC meeting	• Campus Reps • DWEIC Members • Campus Administration	• Staff Development • Learning walks • Campus Concerns
February	Regular CPOC meeting	• Campus Reps • DWEIC Members • Campus Administration	• Staff Development • Learning walks • Campus Concerns

Date	Activity	Members Required	Comments/Expected Outcome/Agenda Items
March	Regular CPOC meeting	• Campus Reps • DWEIC Members • Campus Administration	• Staff Development • Campus Concerns • End of year activities
April	Regular CPOC meeting	• Campus Reps • DWEIC Members • Campus Administration	• 2014-15 Master Schedule • 2014 Summer Staff Development • Check Action Plans • Campus Concerns
May	Regular CPOC meeting	• Campus Reps • DWEIC Members • Campus Administration	• Finalize Summer/August Staff Development plans • Analyze accountability data • Campus Concerns

SUE CROUCH INTERMEDIATE COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2013-2014

Data Sources Reviewed:	
- STAAR/Accountability Data - Unit Assessment Data - Attendance and Discipline Summary Reports - Comprehensive Needs Assessment Survey - Walkthrough Data - Demographic Reports - Enrollment Data - Faculty Surveys - Highly Qualified Teacher Report	- Instructional Technology Analysis - Master Schedule - National Center for School Leadership Survey- Staff, Parent, and Student - Parent Participation/Involvement in Campus Activities - PDAS results - Six Week Failure Reports - Teacher/CPOC feedback and Input - TELPAS data

Area Reviewed	**Summary of Strengths** What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities** What are the priorities for the campus, including how federal and state program funds will be used?
A. Demographics (Goal 1, 2 & 3) Performance Objectives 1.1, 1.2, 1.6, 2.1	- Diversity of the student population - Adequate student/teacher ratios - High Student Attendance Rate - High Teacher Attendance Rate	- Cultural proficiency among staff- increased skills in engaging students from diverse populations - Working with students to teach important skills such as conflict resolution, social expectations and other character awareness skills	- Staff awareness and understanding of demographics and backgrounds of students - Staff development on the 10 design qualities (Schlecty Center) and increasing engagement of all students - Guidance programs on conflict resolution and socially acceptable behavior
B. Student Achievement (Goal 1) Performance Objectives	Administrative walkthroughs with useful feedback on learning strategies and levels of engagement	Achievement gaps in subpopulations (gaps decreasing, but need to continue to monitor and improve performance in subpopulations	Learning walks- teachers participate in learning walks through colleagues classes on our own campus, other campuses in the district, and

| 1.1, 1.2, 1.3 | Data binders and data meetings to evaluate student performance on district and state testing Data driven interventions After school and Saturday tutorials, transportation included for these tutorial hours Enrichment classes to reinforce curriculum being taught in Math and Reading Use of Istation and Think Through Math for Reading and Math interventions High participation numbers in PreAP classes in the 6th grade | Use of data to drive re-teaching and re-learning opportunities; use of different teaching strategies when students did not master concepts the first time Use of student data folders Increase level of authentic engagement in the classroom Decrease the failure rate- use engagement strategies to ensure students are mastering objectives and completing work to demonstrate that mastery Ensure students in Special Education programs are mastering objectives and increase communication between Regular Education and Special Education teachers to ensure that mastery (IMPACT and BIC) Implement After School Intervention for those students not completing work to ensure mastery of objective-streamline this after school intervention and teacher referral to that program | campuses in TEA comparison group to see different teaching strategies and be the basis of instructional conversations Data meetings and data board- teachers and administrators have regularly scheduled data meetings to look at class overall mastery as well as students needing intervention Instructional focus meetings with a book study as well as instructional spotlights from teachers Intervention plan- get more teachers involved in the after school and Saturday interventions Increased content area lesson design time with common content and grade level teachers Learn how to better run and utilized Istation and Think Through Math report and intervention lesson plans |
| **C. School Culture and Climate** (Goal 1 & 2) Performance Objectives | PBIS reward system in place with "Knight Shields" and "Bonus Bucks" to encourage and highlight good behavior and the "Shining Knight" | Continue to implement bullying prevention program- ensure students feel safe School wide teaching of our PBIS slogan "HONOR"- teach what it | Continue PBIS and incentive programs- work on rewards and the use of them in all classrooms Monitor attendance and |

1.4, 2.1, 2.2	award • Student incentives and rewards for attendance, behavior and grades • Clubs and organizations that students can become involved in that make school environment positive • Student choice in classes and extracurricular activities • Counselor guidance lessons on bullying and coping skills	means and how they can use those qualities at school and in life • Increase training for students and involvement in the peer mediators program	discipline and plan interventions when the need arises • Focus on development of the peer mediation program • Highlight teacher accomplishments and reward those accomplishments with recognition
D. Staff Quality/ Professional Development (Goal 1 & 3) Performance Objectives 1.6, 3.2	• Very low teacher turnover rate • Highly qualified, certified staff with additional endorsements and certifications (ESL, GATE, SIOP) • Teacher mentoring program for new teachers • Timely and productive staff meetings • Experienced and dedicated staff • High percentage of teachers that have attended AP summer institute and use the strategies learned in their classrooms daily • Staff development opportunities on design	• High number of compliant classrooms and not engaged ones • Need to increase the amount of critical thinking done in all classes	• Continue teaching strategies for increasing student engagement • Staff spotlight- teachers share ideas for instruction with fellow staff members • Book study- read and discuss quality instructional strategies • Lesson Design time- content area lesson design time with common core area and grade level teachers • Feedback after every staff development from teachers and staff about the relevance and what they would like more info on- continuous improvement and meeting needs of the staff

	qualities and student engagement		
E. Curriculum, Instruction, Assessment (Goal 1 & 3) Performance Objectives 1.2, 3.2	• Frequent and regular assessments by teachers • Assessment data used to drive instruction and interventions • Math Specialist assigned to the campus to assist with data disaggregation, instruction feedback to teachers, and instructional planning • Implementation of late and missing work as well as campus homework policy	• Teachers do not feel like assessments are aligned with the TEKS • Math specialist assigned to campus only on campus 1 day a month- need more time • Need to focus instruction on meeting the needs of different learners • Monitoring specific students in need of assistance	• Enrichment classes that have a small student to teacher ratio that are for students that did not meet expectations on STAAR in previous year • Monitor specific students in data binders during data meetings- plan early for intervention
F. Family and Community Involvement (Goal 2 & 3) Performance Objectives 2.2, 2.3, 3.1	• Parent involvement in PTA • Skyward parent access • Partnership with House of Hope for student weekend food packs • Minimum of once monthly activities that bring families and parents to Sue Crouch (muffins with mom, donuts with dad, curriculum night, talent show, etc) • Communication with parents through various means- social media, skyward, phone calls, etc • Parents feel informed and involved in school	• System needed for coordinating volunteers- have people that want to help, but no system to organize that • Still a lot of parents that do not know how to access skyward- many of these are our students with high failure frequency • Service projects by the school- doing things for the community with no return to show students how rewarding that is • Parent/family events that focus on math/science/reading- that can give parents the info to be able to assist their students at home	• Online system to coordinate volunteers needed and provide an opportunity for parents and grandparents to sign up to volunteer • Service project that the entire school participates in that benefits the community • Math/Science/Reading night

G. School Context and Organization (Goal 1, 2 & 3) Performance Objectives 1.2, 2.1, 3.2	• Campus (CPOC) and district (DWEIC) planning committees allow teachers to have a voice in the decision making process at both levels • Campus discipline teams (PBIS) • District and campus emergency plans • Communication and support from campus administrative staff • Consistency of enforcement of policies and procedures	• Better communication about outcomes and discussions on committees- CPOC and DEWIC • More support from district level instructional specialists with best practices and data disaggregation	• Secretary appointed for CPOC to send out minutes and action items
H. Technology (Goal 1 & 3) Performance Objectives 1.2, 1.5, 3.2	• Technology support is quick to respond on hardware items • My Big Campus Implementation • Class web pages very useful • We purchased 2 ipad labs last year that the kids love to work with • Teachers have attended several trainings and shared with the entire staff about apps that can be useful in all subject areas • Hardwired to get faster internet in the classrooms • Skyward home access is	• Students need more training on things like Microsoft Word and how to research topics • We need more optional trainings in the district on technology that can be implemented in the classroom • Follow up training on new things implemented (skyward, AWARE, MBC, etc) • On campus technology support • Need more support with the devices that we have purchased	• Request more training for the staff- specific items to be trained on and secure presenters

	great for parent communication • AWARE is a program that makes it easy to break down data		

Intent and Beneficiaries of Federal Funds -

Federal Grant Funds 2012 – 2013 and
Proposed 2013 – 2014 Programming

Title I: $2,022,455 (2013 – 2014 allocation – $1,921,013)
The purpose of Title One monies is to help students in greatest need to master the state mandated curriculum. Campuses are identified as being eligible for Title One monies based on the percentage of students that qualify for either the free or reduced lunch program. The district currently utilizes the Title One monies to pay for supplemental personnel, professional development, materials, and parental involvement activities at the Title One campuses. The vast majority of the monies go to personnel (math specialists, reading specialists, science specialists, and general instructional specialists. The Title One campuses for this year have been: David Walker Intermediate, Mary Harris Intermediate, Sycamore Elementary, Meadowcreek Elementary, Jackie Carden Elementary, Parkway Elementary, J. A. Hargrave Elementary, and Poynter Elementary.

Title II: $213,151 (2013 – 2014 allocation –$ 176,137)
The purpose of Title Two monies is to develop and maintain a highly qualified staff of administrators, teachers, and other professionals in order to help students master the state mandated curriculum. The district currently utilizes the Title Two monies for supplemental district personnel and outside professional speakers that address topics that include among other things: Differentiated Instruction, Advanced Academics, Sheltered Instruction for English Language Learners, and High Yield Instructional Strategies that focus upon academic rigor. The district also utilizes the monies to support the district mentoring program and for recruitment of highly qualified teachers.

Title III: $180,856 (2013 – 2014 allocation – $173,930)
The purpose of the Title Three monies is to help English Language Learners (ELL's) master the state mandated curriculum. The district currently utilizes the Title Three monies for supplemental bilingual personnel that assist with direct instruction in reading and/or math as well as providing professional development. The district also utilizes the monies to pay for supplemental bilingual instructional materials, and for outside speakers that help teachers prepare to take the state endorsement test related to English as a Second Language.

Perkins Grant: $136,329(2013 – 2014 allocation – $153,571)
The purpose of the Perkins Grant is to provide additional support for the Career Technology Program (CTE). The district currently utilizes the vast majority of the Perkins monies to purchase additional supplies and equipment for the programming provided at the Bill Johnson CTE Center. The funds also support the CTE programming conducted at other campuses. The CTE program prepares students for both continued educational experiences and/or certifications that make them more employable.

Federal Program Expenditures

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

Grant	Purpose and Intended Beneficiaries
Title I, Part A	The purpose of the grant is to help all students meet the state student performance standards. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The purpose of the grant is to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom as well as highly qualified principals and assistant principals. The intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.
Title III, Part A	The purpose of the grant is to provide supplemental resources to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The intended beneficiaries are LEP students, including immigrant children and youth.

Ten Components of a School wide Program

1. A comprehensive needs assessment
2. Schoolwide reform strategies that provide opportunities for all children to meet or exceed state's proficient level of student performance
3. Instruction by highly qualified teachers
4. High Quality, ongoing professional development for all staff as needed
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs
8. Measures to include teachers in the decisions regarding the use of academic assessments for improving individual student performance and the overall instructional program
9. Effective, timely intervention activities which include measures to ensure that students' difficulties are identified and of sufficient scope to target appropriate intervention
10. Coordination and integration occurs between federal, state, and local services such as nutrition, education, job training, programs provided under NCLB and violence prevention programs..

2013-14 CISD Campus Improvement Plan
Sue Crouch Intermediate
Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
A. Demographics

Strategic Plan Goal:
Goal 1: Student Achievement for All

 Performance Objective(s):
Performance Objective 1.1: Increase the number of students who are college/workforce ready and meet the criteria for graduating on the Distinguished or Recommended High School Plan or with endorsements and distinctions.
Performance Objective 1.2: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in all campuses meeting state accountability standards.

Summative/Formative Evaluation Tools: Walkthrough and learning walk data, assessment data

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Instructional Design Qualities and Levels of Engagement- Train staff in the 10 design qualities from the Shechtly Center and teach the levels of engagement to promote staff ability to engage all students.		Administrators, Teachers	Initial training in August, follow up trainings through learning walks and IF meetings once monthly	Campus 199 budget

2013-14 CISD Campus Improvement Plan
Sue Crouch Intermediate
Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
B. Student Achievement

Strategic Plan Goal:
Goal 1: Student Achievement for All

Performance Objective(s):
Performance Objective 1.1: Increase the number of students who are college/workforce ready and meet the criteria for graduating on the Distinguished or Recommended High School Plan or with endorsements and distinctions.
Performance Objective 1.2: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in all campuses meeting state accountability standards.
Performance Objective 1.3: Increase the number of students enrolled in Advanced Academic Courses.

Summative/Formative Evaluation Tools: Walkthrough and Learning Walk data, instructional focus meeting agendas, teacher feedback, Unit assessment data, participation rates in interventions

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Instructional Learning Walks- Teachers and administrators will participate in learning walks on our campus, in the district, as well as outside the district in schools in our Comparison Group.		Administrators, Teachers	3 walks (2 at Sue Crouch one off campus) per semester	Funding for subs from Staff Development Campus account

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Instructional Focus Meetings- staff meets twice monthly to focus on instruction. This includes a staff instructional spotlight as well as a book study that focuses on instructional strategies		Administrators, Teachers	Bi-monthly throughout the entire year	199 funding for books- no other funding needed
Data meetings/Data Dashboard- School assessment data posted and discussed on regular basis in conjunction with planning for individual student intervention		Administrators, Teachers	Per Grading period	None
After School and Saturday Interventions- teachers and other staff will lead small group targeted interventions after school on Tuesday and Wednesdays and on six Saturdays during the semester. Transportation and snacks/food will be provided.		Administrators, Teachers, other school instructional staff	November-May	199 funding as well as C&I tutorial funds

2013-14 CISD Campus Improvement Plan
Sue Crouch Intermediate
Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
C. School Culture and Climate

Strategic Plan Goal:
Goal 1: Student Achievement for All
Goal 2: Safe, Secure and Nurturing Schools

Performance Objective(s):
Performance Objective 1.4: Encourage student participation in extracurricular activities and monitor their progress to ensure high levels of academic achievement.
Performance Objective 2.1: Maintain safe and orderly learning environments for all students and staff.
Performance Objective 2.2: Increase customer satisfaction.

Summative/Formative Evaluation Tools: Discipline and Attendance Data for students, Attendance data for staff, participation in extracurricular activities, end of year surveys

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources

PBIS Reward Systems- continue to improve Positive Behavior reward systems in place- weekly good behavior drawing, Shining Knights 6 weeks award, Bonus Bucks.		All Sue Crouch Faculty, Staff, and Administration	Weekly drawings and opportunities for rewards. Monthly PBIS meetings to strategize and improve areas of need.	Campus 461 account to purchase rewards.
Peer Mediation- Develop and grow the peer mediation program to assist students with conflict resolution		Counselor, Administration	Initial training in October for Students- ongoing evaluation of program on a 6 weeks basis	Campus activity accounts for supplies needed
Faculty and Staff Recognition- Recognition of faculty and staff with accomplishments through High Five drawing, instructional spotlights, pay-day lunches, newsletter, data board, etc		Administration, fellow faculty and staff	On going in Instructional Meetings and Data Boards as well as other recognition programs	Campus Activity Funds
Student Clubs and Organizations/Extracurricular Activities- Continue to grow the number of students involved in UIL activities, intramurals, and other campus clubs and organization		All Campus Staff	Evaluate Participation Each 6 weeks	Purchase needed materials with campus activity funds

Revised: 10-31-12

2013-14 CISD Campus Improvement Plan
Sue Crouch Intermediate
Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
D. Staff Quality and Professional Development

Strategic Plan Goal:
Goal 1: Student Achievement for All
Goal 3: Ensure Effective and Efficient Use of Resources

Performance Objective(s): 1:6
Performance Objective 1.6: Recruit and retain a Highly Qualified, diverse staff who implement best practices and are recognized and valued.
Performance Objective 3.2: Efficient use of resources by all district departments

Summative/Formative Evaluation Tools: Student assessment data, walkthrough and learning walk data

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Lesson Design Content Time- Teachers are given time to design quality engaging lessons with their common content and grade area colleagues		Teachers, Administrators	2 half day sessions per 6 weeks	199 Campus Funds
Book Study- Teach Like a Champion Book study with ready to use high yield instructional strategies		Teachers, Administrators, Instructional Paraprofessionals	Bi-monthly in Instructional Focus Meetings	199 Campus Funds

Revised: 10-31-12

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
AWARE training-Training in data disaggregation from AWARE to assist teachers break down assessment data and use to plan for interventions		District Instructional Personnel, Administrators, Teachers	November/February	n/a

2013-14 CISD Campus Improvement Plan
Sue Crouch Intermediate
Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
E. Curriculum & Instruction, Assessment

Strategic Plan Goal:
Goal 1: Student Achievement for All
Goal 3: Ensure Effective and Efficient Use of Resources

Performance Objective(s):
Performance Objective 1.2: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in all campuses meeting state accountability standards.
Performance Objective 3.2: Efficient use of resources by all district departments

Summative/Formative Evaluation Tools: Assessment Data, Enrichment class data, feedback from Math/Science specialist

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Data Disaggregation- Use data from previous years STAAR test as well as 6 weeks data from Unit assessments to design lessons and plan for interventions		Administration, Teachers	Every 6 weeks	n/a

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Enrichment Classes- Students enrolled in enrichment to extend their time with Reading and Math. Enrichment teachers plan with Math and Reading teachers to pre-teach concepts or spiral in concepts that were not completely mastered by all students.		Enrichment teachers, reading and math teachers, administration	Weekly	n/a
Instructional Coaching in Math and Science- Math/Science district coordinator classroom visits with direct feed back to teachers to plan for improvement		Math/Science coordinator, Teachers	Bi monthly	n/a

2013-14 CISD Campus Improvement Plan
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Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
F. Family and Community Involvement

Strategic Plan Goal:
Goal 2: Safe, Secure & Nurturing Schools
Goal 3: Ensure Effective and Efficient Use of Resources

Performance Objective(s):
Performance Objective 2.2: Increase customer satisfaction.
Performance Objective 2.3: Increase the number of parents and community members involved in schools.
Performance Objective 3.1: Customer/Stakeholder Satisfaction in effectiveness and efficiency of the district

Summative/Formative Evaluation Tools: Online volunteer sign up data, participation in events, parent survey in May, usage data from various forms of communication (Facebook, skyward, school fusion, MBC)

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Online Volunteer Sign Up System- develop a system where teachers and staff can request volunteers on a certain time and date and guardians can go in and sign up for those dates and times		Administration, Faculty and Staff	System in place by November 2013- monitor progress and effectiveness monthly	n/a

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Opportunities for Parent Participation-increase the opportunities that parents are invited to the school, especially for the purpose of curriculum based activities, to be able to share concepts being taught, at home resources available, and areas they assist their students- Math Night, Reading Night, Science Night		Administration, Faculty and Staff	Math Night- October, Reading Night- January- Science Night March	Campus 461 funds for needed supplies
Communication with parents via various methods- Utilize Skyward, Social Media, My Big Campus, School Fusion pages etc. to be in constant communication with guardians about students progress and campus activities and events		All Faculty, Staff and Administration	Monthly evaluation, parent evaluation in May	n/a

2013-14 CISD Campus Improvement Plan
Sue Crouch Intermediate
Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
G. School Context & Organization

Strategic Plan Goal:
Goal 1: Student Achievement for All
Goal 2: Safe, Secure & Nurturing Schools
Goal 3: Ensure Effective and Efficient Use of Resources

Performance Objective(s):
Performance Objective 1.2: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in all campuses meeting state accountability standards.
Performance Objective 2.1: Maintain safe and orderly learning environments for all students and staff.
Performance Objective 3.2: Efficient use of resources by all district departments

Summative/Formative Evaluation Tools: CPOC minutes, staff feedback surveys

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
CPOC Committee- Continue to use the CPOC committee as an advisory council for administration- with the opportunity for the members to bring forth concerns from the general faculty. Communicate CPOC agenda and discussions with the entire staff post meeting		CPOC members, Administration	Monthly	n/a

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
PBIS Committee- Use this committee to evaluate attendance and discipline data to ensure success in both of those areas		Administration, PBIS committee members	Monthly	n/a

2013-14 CISD Campus Improvement Plan
Sue Crouch Intermediate
Action Plan/Processes

Area of Focus from Comprehensive Needs Assessment:
H. Technology

Strategic Plan Goal:
Goal 1: Student Achievement for All
Goal 3: Ensure Effective and Efficient Use of Resources

Performance Objective(s):
Performance Objective 1.2: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in all campuses meeting state accountability standards.
Performance Objective 1.5: Increase the integration of technology resources and systems in order to ensure students are 21st Century Learners.
Performance Objective 3.2: Efficient use of resources by all district departments

Summative/Formative Evaluation Tools: Teacher surveys, logs for COW and IPAD labs

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Teacher Training- continue to provide opportunities for training and follow up training on new technology or technology resources		Administration, Technology Department	Every 6 weeks	Campus 199 account and technology budget

2013-14 CISD Campus Improvement Plan
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Action Plan/Processes

System Safeguards

Strategic Plan Goal:
Goal 1 – Student Achievement for All

Did not meet safeguard in: Special Education Reading

Performance Objective(s):
Performance Objective 1.2: Demonstrate continuous improvement of district accountability measures through district-wide aligned systems and curriculum resulting in all campuses meeting state accountability standards.

Summative/Formative Evaluation Tools: Unit Assessment and Benchmark Data

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources/ Funding Sources
Small Group Targeted Interventions- Special Education staff will also provide small group targeted interventions for SPED students after school and on 6 Saturdays throughout the year. Transportation provided.		Special Education Staff, Administration	Every 6 weeks	Campus 199 accounts and C&I tutorial funds

Revised: 10-31-12