# Crandall Independent School District

# District Improvement Plan

# 2023-2024

# 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.

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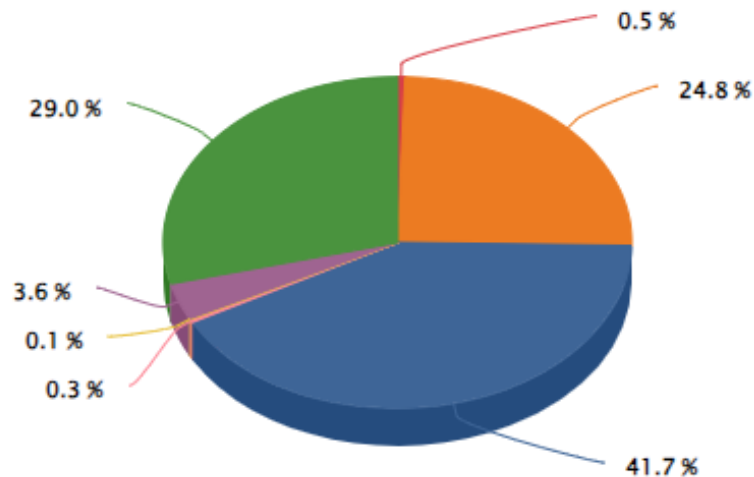# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Crandall ISD is a public school district that meets the unique needs of approximately 6,003 PK-12th grade students for the 22-23 school year. We are located in the rural area of Crandall, Texas which is about 25 miles southeast of Dallas. The district consists of eight campuses; Dietz Elementary (PK-6), Martin Elementary (PK-6), Noble-Reed Elementary (PK-6), Smith Elementary (PK-6), Walker Elementary (PK-6), Wilson Elementary (PK-6), Crandall Middle School (grades 7-8), and Crandall High School (grades 9-12). We also have a DAEP center (an alternative campus).

- Five of the six campuses that serve PK through 6th grade are all identified as schoolwide Title I campuses.
- In 2022-23, we have 62% Economically Disadvantaged students.
- 42% Hispanic, 29% White, 25% African American, and 3% two or more races.
- 51% of our students are identified as At-Risk. 18% of our students are classified as Emerging Bilingual. 7.33% of our students are identified as Gifted and Talented, 5.76% are identified as dyslexic, and 15% 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 2022-23 we had an attendance rate of 94.1%. This represents a slight increase 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 2022-23



0.5 %
24.8 %
29.0 %
3.6 %
0.1 %
0.3 %
41.7 %

## Economic Disadvantage 2022-23

Fall Enrollment: 6,003

0.0 %

11.0 %

38.0 %

51.0 %

● (00) Not Eco Dis – 2,284   ● (01) Free Meals – 3,057
● (02) Reduced Meals – 661   ● (99) Other – 1
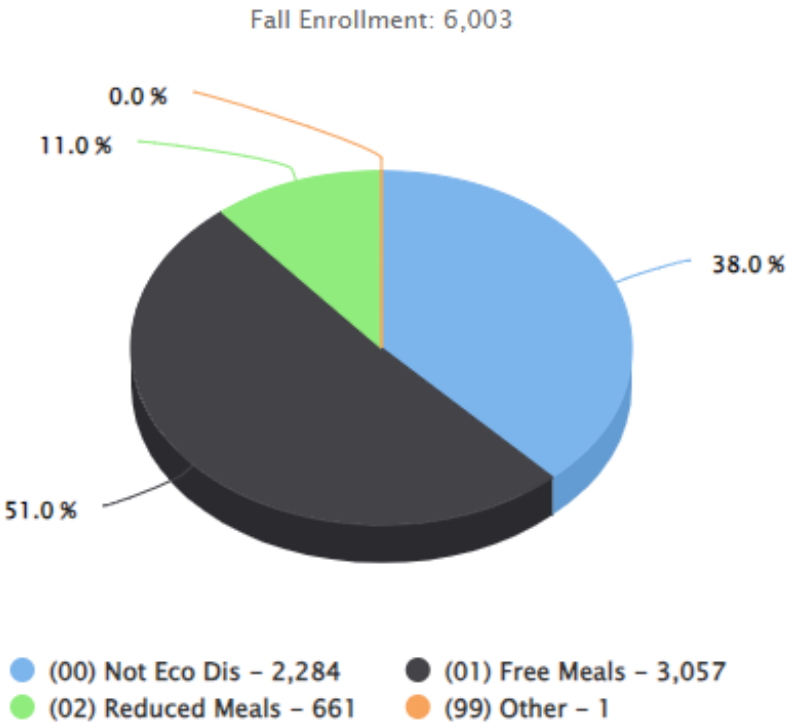
# Staff Assignment

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Chart data:

| Category | 2020 | 2021 | 2022 |
|---|---|---|---|
| Educational Aides | 72 | 74 | 79 |
| Campus Administration School Leadership | 24 | 22 | 18 |
| Teachers | 306 | 327 | 341 |
| Professional Support | 58 | 54 | 61 |
| Central Administration | 10 | 11 | 11 |
| Auxiliary Staff | 124 | 133 | 134 |

Tooltip (Educational Aides):
- 2020: 72.0
- 2021: 74.0
- 2022: 79.0

Legend: ● 2020   ● 2021   ● 2022

OnView®    Overview    STAAR 3-8 ⌄    STAAR EOC ⌄    Employees ⌄
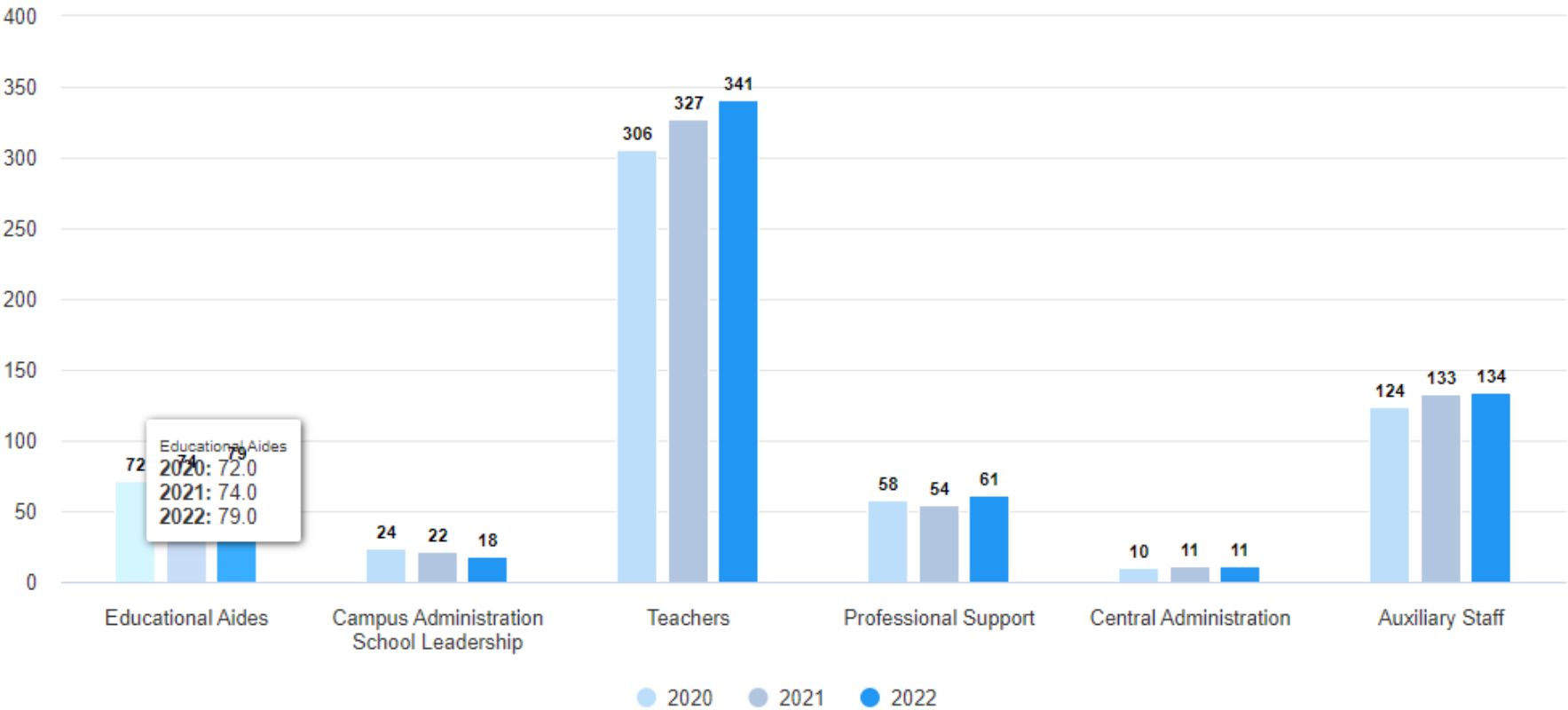
## Teachers by Years Experience

| Experience | 2020 | 2021 | 2022 |
|---|---|---|---|
| Beginning Teachers | 20 | 78 | 28 |
| 1-5 Years Experience | 109 | 93 | 129 |
| 6-10 Years Experience | 67 | 52 | 56 |
| 11-20 Years Experience | 74 | 73 | 83 |
| 21-30 Years Experience | | 23 | 33 |
| Over 30 Years Experience | | 7 | 10 |

● 2020   ● 2021   ● 2022
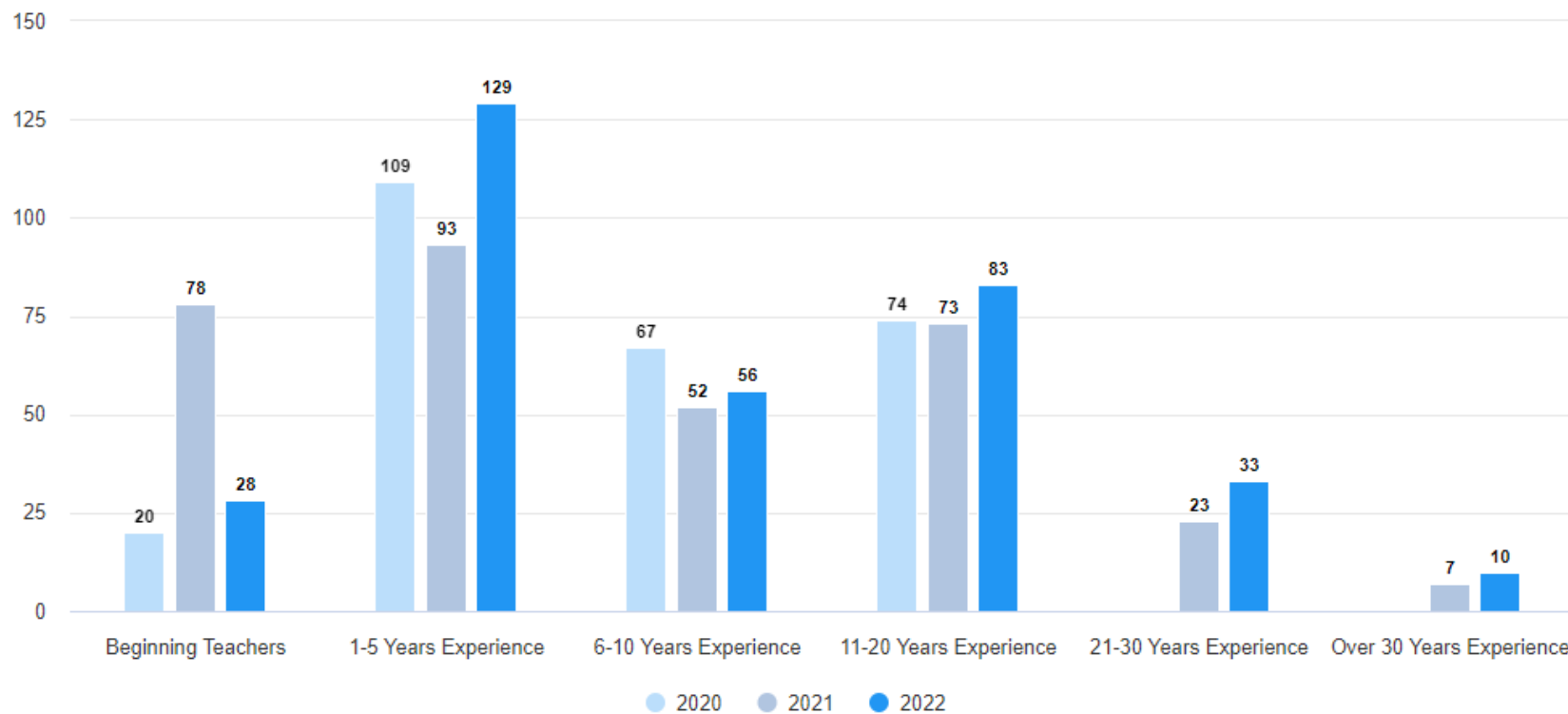
129901 - CRANDALL ISD                                        © 2023, OnDataSuite

**OnView®**   Overview   STAAR 3-8 ⌄   STAAR EOC ⌄   Employees ⌄

## Teachers Ethnicity

300

259  262  256

## Demographics Strengths

Attendance for the district regarding gender, ethnicity, and special populations are averaging within 1 percent of each other. There is no significant difference in any area.

**Attendance by Campus for 2022 - 2023**

| District/Campus | Attendance | | | | | |
|---|---|---|---|---|---|---|
| | Average Daily Attendance 20-21 | Percent In Attendance 20-21 | Average Daily Attendance 21-22 | Percent In Attendance 21-22 | Average Daily Attendance 22-23 | Percent In Attendance 22-23 |
| (129901) - Crandall ISD | 4,595 | 95.9% | 5,017 | 92.8% | 5,550 | 94.1% |
| **High Schools** | | | | | | |
| (129901001) - Crandall H S | 1,317 | 95.7% | 1,397 | 91.9% | 1,590 | 93.7% |
| **High School Totals** | **1,356** | **95.4%** | **1,446** | **91.8%** | **1,590** | **93.7%** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Middle Schools** | | | | | | |
| (129901041) - Crandall Middle | 732 | 95.3% | 802 | 92.7% | 935 | 93.9% |
| **Middle School Totals** | **732** | **95.3%** | **802** | **92.7%** | **935** | **93.9%** |
| **Elementary Schools** | | | | | | |
| (129901101) - W A Martin EL | 543 | 96.4% | 595 | 92.7% | 572 | 94.0% |
| (129901102) - Nola Kathryn Wilson EL | 562 | 96.7% | 533 | 93.7% | 552 | 94.7% |
| (129901103) - Barbara Walker EL | 522 | 96.2% | 508 | 93.5% | 613 | 94.0% |
| (129901105) - Hollis T Dietz EL | 501 | 96.8% | 520 | 93.5% | 757 | 94.5% |
| (129901106) - Noble Reed | 381 | 95.6% | 614 | 93.1% | 531 | 94.4% |
| **Elementary School Totals** | **2,508** | **96.4%** | **2,770** | **93.3%** | **3,025** | **94.3%** |
| **Campus** | **ADA** | **PIA** | **ADA** | **PIA** | **ADA** | **PIA** |

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Staff diversity in the district does not mirror that of the student population.   **Root Cause:** Nationwide shortage of educators

**Problem Statement 2 (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 3 (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 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.

# Student Learning

**Student Learning Summary**

Crandall ISD holds high academic standards for all students to reach their fullest potential, and high expectations exist for every student in every content area across the district. The scores below are from 2021-22, as scores from this year have not been released.

- Student Achievement = B = 83 out of 100: Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.
  - At the Approaches and Meets level, Math performance was the lowest for the district.
  - CCMR Credit scored 56% compared to the state at 65%.
- School Progress = B = 81 out of 100. School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.
  - Academic Growth scored a B. 80 out of 100 which shows the growth students make from year to year, with math scoring lower than ELA.
  - Relative Performance scored a B. 81 out of 100 which measures how a school compares to others that are similar ECD.
- Closing the Gaps = B = 85 out of 100. Closing the Gaps tells us how well a district is ensuring that all student groups are successful.
  - Academic Achievement scored a 50 out of 100 which was the lowest area in closing the gaps. The 3 other areas scored 100 out of 100.

## Overall Rating

**B**

**84 out of 100**

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the
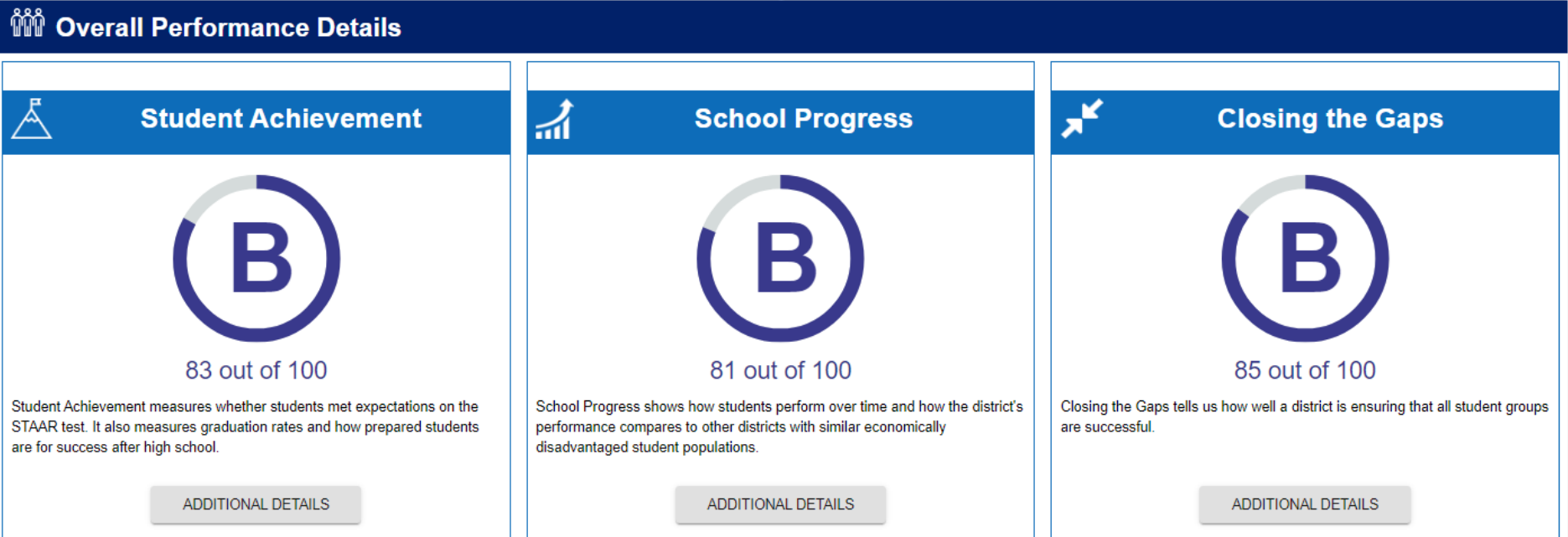
workforce, or the military.

## Change Over Time

| Academic Year | Overall Rating | Score |
|---|---|---|
| 2021-22 | B | 84 |
| 2020-21 | Not Rated* | N/A |
| 2019-20 | Not Rated* | N/A |
| 2018-19 | B | 88 |
| 2017-18 | C | 78 |

*Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the school has changed over time.

## 👬 Overall Performance Details

### Student Achievement

**B**

83 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

ADDITIONAL DETAILS

### School Progress

**B**

81 out of 100

School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.

ADDITIONAL DETAILS

### Closing the Gaps

**B**

85 out of 100

Closing the Gaps tells us how well a district is ensuring that all student groups are successful.

ADDITIONAL DETAILS

# 🏆 Distinction Designations

## 🔺 STUDENT ACHIEVEMENT

### Rating

**B**

83 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

TELL ME MORE

### Student Achievement Calculation

| Component | Score | % of Grade |
|---|---|---|
| STAAR Performance | 75 | 40% |
| College, Career and Military Readiness | 85 | 40% |
| Graduation Rate | 95 | 20% |
| Total | | 100% |

TELL ME MORE

## 📈 SCHOOL PROGRESS

### Rating

**B**

81 out of 100

School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.

TELL ME MORE

### School Progress Calculation

| Component | Score | % of Grade |
|---|---|---|
| Academic Growth | 80 | 0% |
| Relative Performance | 81 | 100% |
| Total | | 100% |

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## 🔻 CLOSING THE GAPS

## Rating

B

85 out of 100

Closing the Gaps tells us how well a district is ensuring that all student groups are successful.

TELL ME MORE

## Closing the Gaps Calculation

| Component | Score | % of Grade |
|---|---|---|
| Academic Achievement | 25.0 | 50.0% |
| Graduation Rate | 10.0 | 10.0% |
| English Language Proficiency | 10.0 | 10.0% |
| School Quality | 30.0 | 30.0% |
| **Total** | **75** | **100.0%** |

TELL ME MORE

## Texas Education Agency
## 2022 Closing the Gaps
## CRANDALL ISD (129901) - KAUFMAN COUNTY

## Calculation Report

| indicator | Total Met | Total Evaluated | % Met | Weight | Score |
|---|---|---|---|---|---|
| Academic Achievement | 11 | 22 | 50% | 50% | 25.0 |
| Graduation Status | 6 | 6 | 100% | 10% | 10.0 |
| ELP Status | 1 | 1 | 100% | 10% | 10.0 |
| School Quality Status | 8 | 8 | 100% | 30% | 30.0 |

| Closing the Gaps Score | | | | 75 |
|---|---|---|---|---|

**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 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:** continued COVID-19 impact, teacher shortage/quality, and fast growth district

**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:** continued COVID-19 impact, teacher shortage/quality, and fast growth district

**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:** continued COVID-19 impact, teacher shortage/quality, and fast growth district

**Problem Statement 4 (Prioritized):** Gaps between performance levels in different demographics up to 20% difference.   **Root Cause:** continued COVID-19 impact, teacher shortage/quality, and fast growth district; learning to teach to their needs.

# Priority Problem Statements

**Problem Statement 1**: Staff diversity in the district does not mirror that of the student population.

**Root Cause 1**: Nationwide shortage of educators

**Problem Statement 1 Areas**: Demographics


**Problem Statement 2**: With demographics that continue to shift, training and support are needed to meet the social, emotional, and academic needs of all learners.

**Root Cause 2**: Fast growth in Crandall ISD

**Problem Statement 2 Areas**: Demographics


**Problem Statement 3**: Continually increasing mobility rates results in learners from a more diverse educational background enrolling in the district, sometimes with significant learning gaps.

**Root Cause 3**: Fast growth in Crandall ISD - Communities being built quickly

**Problem Statement 3 Areas**: Demographics


**Problem Statement 4**: Significant increase in beginning teachers prompts a high need for professional development.

**Root Cause 4**: Fast growth, national teacher shortage, adding Teaching Apprentices to CISD.

**Problem Statement 4 Areas**: Demographics


**Problem Statement 5**: Decline in student performance 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 5**: continued COVID-19 impact, teacher shortage/quality, and fast growth district

**Problem Statement 5 Areas**: Student Learning


**Problem Statement 6**: 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 6**: continued COVID-19 impact, teacher shortage/quality, and fast growth district

**Problem Statement 6 Areas**: Student Learning


**Problem Statement 7**: 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 7**: continued COVID-19 impact, teacher shortage/quality, and fast growth district

**Problem Statement 7 Areas**: Student Learning

**Problem Statement 8**: Gaps between performance levels in different demographics up to 20% difference.

**Root Cause 8**: continued COVID-19 impact, teacher shortage/quality, and fast growth district; learning to teach to their needs.

**Problem Statement 8 Areas**: Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Revised/Approved: August 7, 2023**

**Goal 1:** Advance student learning, growth and college/career readiness while earning an "A" in the Texas Education Agency Accountability Rating System.

**Performance Objective 1:** Increase student performance in Reading for ALL students and all student groups by 10%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PreK- Circle (BOY, MOY, EOY)

| Strategy 1 Details |
|---|
| **Strategy 1:** Teachers will use Frog Street and Celebrate Pre-Reading materials to enhance reading skills accessed on the CIRCLE Assessment.<br>SPED teachers will implement IEPs with fidelity. The staff will ensure the accessibility to the grade level curriculum (through the use of Specially Designed Instruction, accommodations, & or modifications). Success will be measured through data collection and IEP progress measures. |
|     **Strategy's Expected Result/Impact:** increase in scores on Circle Assessment in all sub pops and IEP Measures met<br>    **Staff Responsible for Monitoring:** Chief of Academics<br><br>    **Problem Statements:** Student Learning 1 |
| **Strategy 2 Details** |
| **Strategy 2:** K-2nd Grade<br><br>Teachers will implement the Science of Reading throughout the literacy block and by utilizing a district-selected phonics curriculum that is direct (explicit) and systematic.<br>SPED teachers will implement IEPs with fidelity. The staff will ensure the accessibility to the grade level curriculum (through the use of Specially Designed Instruction, accommodations, & or modifications). Success will be measured through data collection and IEP progress measures.<br>Teachers will implement the English Language Proficiency Standard (ELPS) provided in the ELAR TEKS.<br>Provide targeted small group instruction and interventions based on specific needs of each student. Monitor progress after each MAP test. |
|     **Strategy's Expected Result/Impact:** increased MAP Scores<br>    **Staff Responsible for Monitoring:** Chief of Academics<br><br>    **Problem Statements:** Student Learning 4 |

| Strategy 3 Details |
|---|

**Strategy 3:** 3rd-10th Grade

Teachers will provide targeted, individualized interventions to students in addition to implementing the Science of Reading through a district-selected phonics curriculum.
SPED teachers will implement IEPs with fidelity. The staff will ensure the accessibility to the grade level curriculum (through the use of Specially Designed Instruction, accommodations, & or modifications). Success will be measured through data collection and IEP progress measures.
Targeted reading goals will be utilized in the students' IEPs to support the students' acquisition of grade TEKS.
Teachers will implement the English Language
      Proficiency Standard (ELPS) provided in the ELAR
      TEKS. (Campus Lead ESL teachers are providing
      push-in support to help provide linguistic
      accommodations for students).
Provide targeted small group instruction and interventions based on specific needs of each student. Monitor progress after each MAP test.

    **Strategy's Expected Result/Impact:** Increase STAAR Scores
    **Staff Responsible for Monitoring:** Chief of Academics

    **Problem Statements:** Demographics 2, 3, 4

## Performance Objective 1 Problem Statements:

| Demographics |
|---|

**Problem Statement 2**: 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 3**: 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 4**: Significant increase in beginning teachers prompts a high need for professional development. **Root Cause**: Fast growth, national teacher shortage, adding Teaching Apprentices to CISD.

| Student Learning |
|---|

**Problem Statement 1**: Decline in student performance 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**: continued COVID-19 impact, teacher shortage/quality, and fast growth district

**Problem Statement 4**: Gaps between performance levels in different demographics up to 20% difference. **Root Cause**: continued COVID-19 impact, teacher shortage/quality, and fast growth district; learning to teach to their needs.

**Goal 1:** Advance student learning, growth and college/career readiness while earning an "A" in the Texas Education Agency Accountability Rating System.

**Performance Objective 2:** Annually increase student performance in math for ALL students and all student groups by 10%

**High Priority**

**Evaluation Data Sources:** PreK - Circle (BOY, MOY, EOY), MAP (BOY, MOY, EOY), STAAR and EOC

| Strategy 1 Details |
|---|
| **Strategy 1:** PreK<br>Teachers will utilize Wave 1, 2, and 3 data from each student to focus on the areas of rote counting and one-digit operations.<br>SPED teachers will implement IEPs with fidelity. The staff will ensure the accessibility to the grade level curriculum (through the use of Specially Designed Instruction, accommodations, & or modifications). Success will be measured through data collection and IEP progress measures.<br>    **Strategy's Expected Result/Impact:** increased scores<br>    **Staff Responsible for Monitoring:** Chief of Academics<br><br>    **Problem Statements:** Demographics 3, 4 |
| **Strategy 2 Details** |
| **Strategy 2:** K-2nd Grade<br><br>Teachers will use MAP trackers with students to write down their score from the beginning, middle, and end of year MAP. Teachers will conference and set a goal with each student which will include a focused math area for the student to work on during intervention time to help increase their score on the upcoming MAP test.<br>SPED teachers will implement IEPs with fidelity. The staff will ensure the accessibility to the grade level curriculum (through the use of Specially Designed Instruction, accommodations, & or modifications). Success will be measured through data collection and IEP progress measures.<br>Teachers will incorporate the ELPS in instruction to accommodate linguistic needs.<br>Provide targeted small group instruction and interventions based on specific needs of each student. Monitor MAP data progress after each test.<br>    **Strategy's Expected Result/Impact:** increased MAP Scores<br>    **Staff Responsible for Monitoring:** Chief of Academics<br><br>    **Problem Statements:** Demographics 2, 3, 4 |

| Strategy 3 Details |
|---|

**Strategy 3:** 3rd-9th Grade

Teachers will use trackers with students to write down their score from the first semester Interim Assessment along with MAP (BOY, MOY, EOY). Teachers will conference and set a goal with each student which will include a focused math area for the student to work on during intervention time to help increase their score on the upcoming MAP test, then again for their final Interim Assessment.
SPED teachers will implement IEPs with fidelity. The staff will ensure the accessibility to the grade level curriculum (through the use of Specially Designed Instruction, accommodations, & or modifications). Success will be measured through data collection and IEP progress measures.
Targeted math goals will be utilized in the students' IEPs to support the students' acquisition of grade TEKS.
Teachers will incorporate the ELPS in instruction to accommodate linguistic needs.
Provide targeted small group instruction and interventions based on specific needs of each student. Monitor MAP data progress after each test.

    **Strategy's Expected Result/Impact:** increased STAAR and EOC scores
    **Staff Responsible for Monitoring:** Chief of Academics

    **Problem Statements:** Demographics 2, 3, 4

## Performance Objective 2 Problem Statements:

| Demographics |
|---|

**Problem Statement 2**: 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 3**: 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 4**: Significant increase in beginning teachers prompts a high need for professional development. **Root Cause**: Fast growth, national teacher shortage, adding Teaching Apprentices to CISD.

**Goal 1:** Advance student learning, growth and college/career readiness while earning an "A" in the Texas Education Agency Accountability Rating System.

**Performance Objective 3:** Increase student performance in College, Career, and Military Readiness for ALL students and all student groups to 85%

> **HB3 Goal**

> **Evaluation Data Sources:** PEIMS, ARDs and 504 Data

| Strategy 1 Details |
|---|
| **Strategy 1:** a) Integrate College Bridge into all English 4 and Financial Math Classes<br>b) IEPs for students starting at 14 will include Transition assessments and services that will drive the student's post-secondary goals.<br>Both Section 504 and SPED staff will connect students with Texas Workforce Commission resources in their meeting documents and transition to increase student access to college and career resources.<br>    **Strategy's Expected Result/Impact:** Increased CCMR scores<br>    **Staff Responsible for Monitoring:** Chief of Academics<br><br>    **Problem Statements:** Student Learning 4 |

| Strategy 2 Details |
|---|
| **Strategy 2:** c) Targeted tracking for TSI and IBC's<br>    **Strategy's Expected Result/Impact:** increased CCMR score<br>    **Staff Responsible for Monitoring:** Chief of Academics<br><br>    **Problem Statements:** Demographics 3 - Student Learning 4 |

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 3**: 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 |

| Student Learning |
|---|
| **Problem Statement 4**: Gaps between performance levels in different demographics up to 20% difference.   **Root Cause**: continued COVID-19 impact, teacher shortage/quality, and fast growth district; learning to teach to their needs. |

**Goal 2:** Retain, recruit, and support highly qualified principals, teachers, and staff while retaining at least 90% of Crandall ISD staff members each year.

**Performance Objective 1:** Recruit and retain certified teachers.

    **High Priority**

    **Evaluation Data Sources:** Retention data

| Strategy 1 Details |
|---|
| **Strategy 1:** Connect with community members to create awareness of openings. |
|     **Strategy's Expected Result/Impact:** Increase hiring capacity |
|     **Staff Responsible for Monitoring:** Director of Talent Acquisition , Chief of Staff |
|     **Problem Statements:** Demographics 1 |

| Strategy 2 Details |
|---|
| **Strategy 2:** Virtual Connect with a Pirate to attract potential employees. |
|     **Strategy's Expected Result/Impact:** recruit staffing |
|     **Staff Responsible for Monitoring:** Director of Talent Acquisition, Chief of Staff |
|     **Problem Statements:** Demographics 1 |

| Strategy 3 Details |
|---|
| **Strategy 3:** Celebrate our current staff members to increase referrals. |
|     **Strategy's Expected Result/Impact:** Increased awareness of CISD |
|     **Staff Responsible for Monitoring:** Director of Talent Acquisition, Chief of Staff, Director of Communications |
|     **Problem Statements:** Demographics 4 |

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Staff diversity in the district does not mirror that of the student population.  **Root Cause**: Nationwide shortage of educators |
| **Problem Statement 4**: Significant increase in beginning teachers prompts a high need for professional development.  **Root Cause**: Fast growth, national teacher shortage, adding Teaching Apprentices to CISD. |

**Goal 2:** Retain, recruit, and support highly qualified principals, teachers, and staff while retaining at least 90% of Crandall ISD staff members each year.

**Performance Objective 2:** Build district pipeline for future teachers, leaders, and administrators.

    **Evaluation Data Sources:** Retention Data

| Strategy 1 Details |
|---|
| **Strategy 1:** Grow Your Own Program provides incentives to attend college to earn a Bachelors.<br>    **Strategy's Expected Result/Impact:** Increase in certified teachers<br>    **Staff Responsible for Monitoring:** Director of Talent Acquisition, Director of New Teacher Staff Development and Counseling Services, Chief of Staff<br><br>    **Problem Statements:** Demographics 1, 4 |
| **Strategy 2 Details** |
| **Strategy 2:** Aspiring Leadership Academy develops the leadership potential of staff members for future leadership positions in the district.<br>    **Strategy's Expected Result/Impact:** Leadership Pipeline<br>    **Staff Responsible for Monitoring:** Executive Director of School Leadership, Chief of Staff<br><br>    **Problem Statements:** Demographics 1, 2 |
| **Strategy 3 Details** |
| **Strategy 3:** Pirate University provides practical staff development for new employees to CISD.<br>    **Strategy's Expected Result/Impact:** Establish a culture of support and guidance with new employees- increase in retention<br>    **Staff Responsible for Monitoring:** Director of New Teacher Development and Counseling Services, Chief of Staff<br><br>    **Problem Statements:** Demographics 4 |

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Staff diversity in the district does not mirror that of the student population.  **Root Cause**: Nationwide shortage of educators |
| **Problem Statement 2**: 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 4**: Significant increase in beginning teachers prompts a high need for professional development.  **Root Cause**: Fast growth, national teacher shortage, adding Teaching Apprentices to CISD. |

**Goal 2:** Retain, recruit, and support highly qualified principals, teachers, and staff while retaining at least 90% of Crandall ISD staff members each year.

**Performance Objective 3:** Establish employee relations and supportive service to all new CISD employees.

    **Evaluation Data Sources:** Culture Surveys

| Strategy 1 Details |
|---|
| **Strategy 1:** Provide engaging onboarding for all new employees.<br>    **Strategy's Expected Result/Impact:** Establish a connection with Human Resources for assistance during employment.<br>    **Staff Responsible for Monitoring:** Director of Talent Acquisition, Chief of Staff |
| **Strategy 2 Details** |
| **Strategy 2:** New Employee  Orientations provide employees with exceptional training, in an inspiring environment, with caring people.<br>    **Strategy's Expected Result/Impact:** Increase retention of staff members<br>    **Staff Responsible for Monitoring:** Director of Talent Acquisition, Chief of Staff<br><br>    **Problem Statements:** Demographics 4 |
| **Strategy 3 Details** |
| **Strategy 3:** Celebrate, connect, collaborate, and communicate with all employees on a weekly basis.<br>    **Strategy's Expected Result/Impact:** Employees are valued; evident through surveys and feedback<br>    **Staff Responsible for Monitoring:** Human Resources Staff, Chief of Staff |

**Performance Objective 3 Problem Statements:**

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

**Goal 2:** Retain, recruit, and support highly qualified principals, teachers, and staff while retaining at least 90% of Crandall ISD staff members each year.

**Performance Objective 4:** Establish a district culture of all students feeling emotionally and physically safe on campuses.

    **Evaluation Data Sources:** Every nine weeks discipline records are examined with an emphasis on bullying incidents.

| Strategy 1 Details |
|---|
| **Strategy 1:** Communicate the district's anonymous reporting procedure (411) to all students, parents, and staff<br>    **Strategy's Expected Result/Impact:** Allow the reporting system to contact counselors and administrators immediately<br>    **Staff Responsible for Monitoring:** Counselors, Officers, and Administrators |

| Strategy 2 Details |
|---|
| **Strategy 2:** Training administrators and staff members on ways to address discipline issues on campus<br>    **Strategy's Expected Result/Impact:** Immediate response to discipline concerns.<br>    **Staff Responsible for Monitoring:** Campus Administrators, Executive Director of School Leadership |

| Strategy 3 Details |
|---|
| **Strategy 3:** The district will integrate trauma-informed practices on campuses to increase awareness and support students affected by trauma or grief.<br>    **Strategy's Expected Result/Impact:** Increase in social-emotional well-being among students in the district.<br>    **Staff Responsible for Monitoring:** Director of Teacher Development and Counseling Services, Chief of Staff |

**Goal 3:** Optimize resources to sustain and enhance innovation and efficient operations of Crandall ISD while earning at least an "A" credit rating and an "A" on the Texas Education Agency FIRST report.

**Performance Objective 1:** Improve attendance rate from 94.04% to 95.04% in the 23-24 school year.

    **Evaluation Data Sources:** Attendance rate

| Strategy 1 Details |
|---|
| **Strategy 1:** Develop and maintain a partnership with Payton, Nix and Associates to implement attendance tribunal.<br>    **Strategy's Expected Result/Impact:** Each six weeks, the attendance rate will increase by at least 1% over the 22-23 school year attendance rate for the same time period.<br>    **Staff Responsible for Monitoring:** Chief Financial Officer, Director of Enrollment Services |

| Strategy 2 Details |
|---|
| **Strategy 2:** Provide weekly attendance rates to the Board of Trustees and each campus.<br>    **Strategy's Expected Result/Impact:** All stakeholders will actively monitor and regularly communicate about the attendance rate, therefore, keeping the priority of attendance at the center of attention.<br>    **Staff Responsible for Monitoring:** Chief Financial Officer, Director of Enrollment Services |

**Goal 3:** Optimize resources to sustain and enhance innovation and efficient operations of Crandall ISD while earning at least an "A" credit rating and an "A" on the Texas Education Agency FIRST report.

**Performance Objective 2:** Target an annual unassigned General Fund balance of a minimum of between two months and three months of total operating expenses.

    **Evaluation Data Sources:** training feedback, board policies, general fund balance numbers

| Strategy 1 Details |
|---|
| **Strategy 1:** Update Board Policy CE (Local) to include documented language on Fund Balance.<br>    **Strategy's Expected Result/Impact:** Stakeholders will have a documented board policy to guide financial decision making.<br>    **Staff Responsible for Monitoring:** Chief Financial Officer |

| Strategy 2 Details |
|---|
| **Strategy 2:** Provide a comprehensive understanding of the budget process to stakeholders through budget training sessions..<br>    **Strategy's Expected Result/Impact:** Comprehensive understanding will drive budget decisions made by stakeholders.<br>    **Staff Responsible for Monitoring:** Chief Financial Officer |

**Goal 3:** Optimize resources to sustain and enhance innovation and efficient operations of Crandall ISD while earning at least an "A" credit rating and an "A" on the Texas Education Agency FIRST report.

**Performance Objective 3:** Build, implement, & maintain Position Control within the district's ERP system; Skyward.

    **Evaluation Data Sources:** district budget, set Position Control System

| Strategy 1 Details |
|---|
| **Strategy 1:** Utilization of Position Control within the daily operations of the Business Office function. |
|     **Strategy's Expected Result/Impact:** Provide a live checks & balances function between all compensation expenditures and the district's budget. |
|     **Staff Responsible for Monitoring:** Chief Financial Officer |

| Strategy 2 Details |
|---|
| **Strategy 2:** Provide a comprehensive understanding of the position control process to stakeholders through business office training sessions.. |
|     **Strategy's Expected Result/Impact:** Comprehensive understanding will drive decisions affecting compensation expenditures made by stakeholders. |
|     **Staff Responsible for Monitoring:** Chief Financial Officer |

**Goal 4:** Facilitate engagement and the Pirate Pride Culture through effective internal and external communication while earning an approval rating of at least 90% of stakeholders.

**Performance Objective 1:** Establish an employee communication plan to raise engagement with employees

    **High Priority**

    **Evaluation Data Sources:** District 9 Week Surveys, Newsletter, School Messenger, Website, and social media stats

| Strategy 1 Details |
|---|
| **Strategy 1:** Monthly staff newsletter to provide highlights, recognitions, future of district, staff shout-outs, Superintendent message, and more.<br>    **Strategy's Expected Result/Impact:** increase communication within district; increase retention rates<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications |

| Strategy 2 Details |
|---|
| **Strategy 2:** Weekly All Staff email updates & Weekly Leadership updates and information<br>    **Strategy's Expected Result/Impact:** increase communication within district; increase retention rates<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications |

| Strategy 3 Details |
|---|
| **Strategy 3:** Pirate Portal - internal staff website updates & support website, social media, email support for staff<br>    **Strategy's Expected Result/Impact:** increase communication within district; increase retention rates<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications |

**Goal 4:** Facilitate engagement and the Pirate Pride Culture through effective internal and external communication while earning an approval rating of at least 90% of stakeholders.

**Performance Objective 2:** Establish a parent and community communications/ engagement plan

    **Evaluation Data Sources:** District 9 Week Surveys, Newsletter, School Messenger, Website, and social media stats

| Strategy 1 Details |
|---|
| **Strategy 1:** Establish a monthly digital newsletter and bi-monthly Superintendent videos with key information to foster communication and sense of community<br>    **Strategy's Expected Result/Impact:** increase communication within community; increase culture and customer service<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications |

| Strategy 2 Details |
|---|
| **Strategy 2:** Consistently communicating with parents/families in a crisis or important incidents. Supporting school leadership with communication to their parents and families.<br>    **Strategy's Expected Result/Impact:** increase communication within community; increase culture and customer service<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improve community and family engagement by sharing the good happening around the district and improving community/family events and partnerships  at the district level.<br>    **Strategy's Expected Result/Impact:** increase communication within community; increase culture and customer service<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications |

**Goal 4:** Facilitate engagement and the Pirate Pride Culture through effective internal and external communication while earning an approval rating of at least 90% of stakeholders.

**Performance Objective 3:** Improve Equitable Access to Communication to enhance our commitment to diversity and inclusion

    **Evaluation Data Sources:** District 9 Week Surveys, Newsletter, School Messenger, Website, and social media stats

| Strategy 1 Details |
| --- |
| **Strategy 1:** Communication materials provided in multiple formats (email, text, phone, social media outlets), mobile responsive, reviewed for accessibility and website translated into top 5 languages used at home by student's families.<br>Implementing District and campus IOS/Android app<br>    **Strategy's Expected Result/Impact:** increase communication within community; increase culture and customer service in their language<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications<br><br>    **Equity Plan** |

| Strategy 2 Details |
| --- |
| **Strategy 2:** District and campus newsletters translated to 133 languages and video messages using Youtube capability of translating to 80 languages. Communicated and shown to families how to translate.<br>    **Strategy's Expected Result/Impact:** increase communication within community; increase culture and customer service in their language<br>    **Staff Responsible for Monitoring:** Chief of Operations; Director of Communications<br><br>    **Equity Plan** |

**Goal 5:** Provide a safe and orderly learning environment that benefits the well-being for all Pirates, while maintaining 100% compliance with the School Safety Report from the Texas School Safety Center

**Performance Objective 1:** Provide a safe environment for learning that benefits the well-being for all CISD students

    **High Priority**

    **Evaluation Data Sources:** door check data, Region 10 audits, safety drill completion, incident reports, installations, EdPlan data, agendas from trainings

| Strategy 1 Details |
|---|
| **Strategy 1:** Conduct audit of all internal doors districtwide on a weekly basis |
|     **Strategy's Expected Result/Impact:** increased or maintained percentages for safety |
|     **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct audit of external doors districtwide on a weekly basis. |
|     **Strategy's Expected Result/Impact:** increased or maintained percentages for safety |
|     **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |

**Goal 5:** Provide a safe and orderly learning environment that benefits the well-being for all Pirates, while maintaining 100% compliance with the School Safety Report from the Texas School Safety Center

**Performance Objective 2:** Maintain 100% compliance with the School Safety Report

    **Evaluation Data Sources:** Region 10 audits, safety drill completion, incident reports, installations,

| Strategy 1 Details |
|---|
| **Strategy 1:** Participate in Region 10 audits required by Texas Education Agency<br>    **Strategy's Expected Result/Impact:** increased or maintained percentages for safety<br>    **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct safety drills required by state and federal legislation<br>    **Strategy's Expected Result/Impact:** increased or maintained percentages for safety<br>    **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |

| Strategy 3 Details |
|---|
| **Strategy 3:** Provide emergency incident update to CISD Leadership regarding incidents within the district that require emergency response<br>    **Strategy's Expected Result/Impact:** increased or maintained percentages for safety<br>    **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |

| Strategy 4 Details |
|---|
| **Strategy 4:** Addition of required security window film glass windows and doors<br>    **Strategy's Expected Result/Impact:** increased or maintained percentages for safety<br>    **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |

**Goal 5:** Provide a safe and orderly learning environment that benefits the well-being for all Pirates, while maintaining 100% compliance with the School Safety Report from the Texas School Safety Center

**Performance Objective 3:** Conduct Behavioral Threat Assesment Committee according to TEC 11.252

    **Evaluation Data Sources:** EdPlan data, agendas from trainings

| Strategy 1 Details |
|---|
| **Strategy 1:** Utilize EdPlan software to integrate Policy FFBA(LOCAL) regarding Trauma Informed Care for CISD students |
|     **Strategy's Expected Result/Impact:** increased or maintained percentages for safety |
|     **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |
|     **Problem Statements:** Demographics 2, 4 |

| Strategy 2 Details |
|---|
| **Strategy 2:** Training of all CISD staff regarding EdPlan and Trauma Informed Care |
|     **Strategy's Expected Result/Impact:** increased or maintained percentages for safety |
|     **Staff Responsible for Monitoring:** Chief of Operations, Executive Director of Emergency Operations and Security Operations |
|     **Problem Statements:** Demographics 2, 4 |

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: 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 4**: Significant increase in beginning teachers prompts a high need for professional development. **Root Cause**: Fast growth, national teacher shortage, adding Teaching Apprentices to CISD. |