



**2025-26
CAMPUS
IMPROVEMENT
PLAN**

Table of Contents

Mission Statement	2
Vision	2
Campus Values	2
Comprehensive Needs Assessment	3
Demographics	4
Student Achievement	5
Campus Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goal 1 – Thriving Students	14
Goal 2 – Engaged Community	25
Goal 3 – Empowered Staff	34
Goal 4 – Safe and Healthy Environment	38
State Compensatory	47
Title I Schoolwide Elements	48
Addendums	51

Mission Statement

The Crowley Learning Center family provides every scholar with a dependable and inspiring space where achievement and education thrives.

Vision

Crowley ISD will equip all students with social, emotional, academic and life skills to thrive as responsible and ethical citizens in a diverse, evolving and global society.

Campus Values

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



Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

The Crowley Learning Center (CLC) is the central location for the following programs: 1) the Disciplinary Alternative Education Program (DAEP), 2) the Day Bridges Program dropout prevention program of choice, and 3) the GOALS Behavior Program.

The DAEP is a behavior management program that services students 2-12 from every campus within Crowley ISD.

The Bridges Academy is a dropout prevention program that serves high school students from both high school campuses who are at risk of not graduating.

GOALS is a Special Education program that serves every campus within Crowley ISD by providing an alternative setting for those students who are in need of intensive behavior supports and interventions.

Demographics Strengths

The Crowley Learning Center has a very diverse staff, consisting of 37 staff members (32% male, 68% female) with a diverse ethnicity makeup that consists of: 35% (13) African-American Female, 27% (10) African-American Male, 26% (9) White Female, 6% (2) White Male, and 8% (3) Hispanic Female.

Student Achievement

Student Achievement Summary

Daily we strive to drive student academic progress while students are assigned to the DAEP; however, core grades often tend to increase while electives grades sometimes decrease. In response, efforts have been placed to improve collaboration between CLC teachers and the student's teachers of record. In the past, students were placed mainly on Compass or Edgenuity while at DAEP. This created a gap in learning because they were not receiving quality instruction from a teacher. Therefore, when they returned to their home campuses, students would be academically behind, despite the fact that their grades may have increased while here.

Student Achievement Strengths

Students' DAEP actual core grades usually increase with the one-on-one assistance and intervention provided by the core teachers. This is due mainly because teachers were able to assist and often guide students through the Edgenuity assignments. However, this did not mean that students were being challenged with rigorous instruction. Therefore, requiring more small group led instruction and guided note reflections with the Edgenuity assignment could assist with such needed improvements.

Campus Culture and Climate

Campus Culture and Climate Summary

At Crowley Learning Center we value celebrating teachers and staff members who value serving and supporting students, parents and each other daily. This is why we have created such groups as the Sunshine Committee and our Lead Team Focus Groups on our campus. These groups and committees work together collaboratively to celebrate student and staff member achievement who are leading the way in class and on our campus, and other success milestones that happen with our students and staff during the school year. We truly believe that this practice of positive acknowledgment and recognition makes staff feel seen, valued and heard among those they serve beside daily. All of these things are still required to take place in a safe and consistent environment of behavioral accountability.

Campus Culture and Climate Strengths

At Crowley Learning Center we strive daily to model positive human interaction with our students and one another. We often stress that relationships are our superpower and are essential to our student's social emotional growth during their time with us. Therefore, our emphasis on practicing and modeling restorative practices while providing behavior support is encouraged daily in our work. This in turn will help create an environment of needed behavior growth, accountability, fairness, and consistency that our students often arrive to us needing.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Crowley Learning Center we strive daily to support all staff in their professional success development process. We value keeping our staff informed and trained on the latest district processes, procedures, and systems that increase their preparedness of supporting the daily academic and behavior growth of the students/families we serve. This preparedness process is accomplished through PLC's, staff meetings, campus and district level professional development opportunities throughout the school year.

Staff Quality, Recruitment, and Retention Strengths

At Crowley Learning Center we value our staff who have the passion and choose to work in the often unique setting of experience that an alternative school campus often brings. However, our ability, commitment and willingness to promote a collaborative professionally trained culture among our staff makes this unique experience much more rewarding than one may imagine when working with such a sometimes behaviorally and emotionally challenging student population.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crowley Learning Center teachers align their daily lessons and instructional practice with the CISD Curriculum and Instruction models provided. In addition teachers utilize a variety of online (Edgenuity) and district designed lesson resources to help students remain academically aligned with the CISD Curriculum pacing guide as they would be required to do while at their home campus.

Curriculum, Instruction, and Assessment Strengths

At the Crowley Learning Center teachers are trained to strategically use the small group and whole class instructional model. Students while attending Crowley Learning Center often have the opportunity to perform academically better in a smaller class size setting that Crowley Learning Center provides. With fewer students in a class (15:1) student teacher ratio at Crowley Learning Center, students have the opportunity to get more 1 on 1 and small group instructional interactional time with their teachers that can often lead to a clearer understanding of their daily lesson learning objectives being covered

Parent and Community Engagement

Parent and Community Engagement Summary

Parents/guardians attend orientation prior to a student starting at the CLC. Constant communication between teachers and parents/guardians is made via a point sheet that a student receives on a daily basis, in addition to phone calls. We have a full-time CIS social worker to provide community resources and we also bring in guest speakers on a regular basis. We give out weekly "Student of the Week Awards" to students who show leadership qualities. We perform daily SEL/Restorative Circles to help with improving our relationships.

The CLC has a positive and friendly environment that welcomes students, parents, and district visitors. Despite the fact that the CLC is the DAEP for the district, the campus focuses primarily on providing quality service to students, parents, and each campus within the district. The student body continually changes and students are constantly arriving and leaving the CLC. The main goal of the campus is that students leave the CLC more positive in who they are, confident in their academic abilities, and focused on their academic goals for the remainder of their academic careers in CISD and beyond.

Parent and Community Engagement Strengths

At CLC we have even created our "Back on Track" program to increase student community volunteering awareness and parenting awareness activity opportunities that will go towards a reduction in the student placement time length while being assigned to CLC. We have such partnerships with Recovery Resource Center, T3, and Project Aim to work with students, parents and families with often needed soft and hard social skills topics (ex: Drug & Vaping Prevention Awareness, Parenting Skill Workshops, Community Resource Family Supports, Financial Literacy, Conflict Resolution, Career Pathways and Workforce Readiness) equipping students, parents and families build better decision making skills.

School Context and Organization

School Context and Organization Summary

The Crowley Learning Center (CLC) has a highly structured learning centered climate that incorporates a heavy emphasis on social skills, restorative discipline, and PBIS. The student body of the CLC consists of students from various campuses within the district, ranging from age 6+, and from 1st to 12th grade. The culture of the campus consists of a strong sense of responsibility from the staff in helping students learn and grow, both socially and academically, through the use of a structured environment that holds the students accountable for their behavior, along with a counseling program. The staff of the CLC understands the importance of their role in the overall campus goals of helping students learn social skills and behaviors that will help them become successful in an academic setting, as well as in a social setting.

The Crowley Learning Center (CLC) consists of ten (10) Disciplinary Alternative Education Program (DAEP) teachers and three (3) paraprofessionals; three (3) Bridges' Academy teachers; and two (2) GOALS (Intensive BIC) teachers and two (2) GOALS paraprofessionals. All teachers are certified and highly qualified. The GOALS teachers and paraprofessionals are certified in Crisis Prevention Institute (CPI) training. Additionally, the administrative team and numerous DAEP teachers are CPI certified. DAEP teachers consist of 1st year DAEP teachers to teachers with over 5 years on the campus.

Retention at the CLC is high and therefore, the need for recruitment is low. Recruitment efforts will consist of highly qualified teachers certified in the needed grade level and/or content. Additionally, the campus demographic needs are taken into consideration when considering a candidate.

The CLC uses the TEKS Resource System & the CISD Curriculum & Instruction webpage for content related resources and district assessments. Teachers align their lessons according to the appropriate grade-level TEKS and the Year At a Glance (YAG). For electives, the home campus teachers provide the content, books (if applicable), assignments and exams to the CLC teachers.

School Context and Organization Strengths

As the Disciplinary Alternative Education Program (DAEP) of CISD, the CLC consists of a highly structured environment with a strong emphasis on structure, discipline, social skills, counseling, and academics. The culture at the CLC is designed to be a rigid disciplinary environment that holds students accountable for their behavior, teaches appropriate social skills, and provides disciplinary consequences that are consistent and fair. The structured environment of the CLC provides a learning environment that is safe for both the students and staff. Systems are in place to monitor all students entering the building, student academic and disciplinary progress.

The staff at the CLC is made up of a diversified group who are all certified in their specific area of responsibility. Recruitment for new staff members seeks highly qualified and energetic individuals who understand the student population that the CLC serves. Recently (last- two years) retention has been high given that staff members have been growing to understand their role and value their part in our student's behavioral and academic success.

Technology

Technology Summary

At Crowley Learning Center we have camera access inside all thirteen portable locations and in the main office building areas. This visual security system access also on the north, south, east, and west end of our campus perimeter, plus interior points within our gated portable perimeter areas. Eight of our instructional classroom areas are equipped with desktop computer access for students to access their online Edgenuity, google classroom or canvas generated assignments being supplemented by small group instruction.

Technology Strengths

Overall, in addition to the instructional technology access in all instructional areas of our campus, our lengthy online camera access at multiple locations throughout our campus, unlike other campuses in the district, provides another level of safety awareness for all stakeholders supporting our campus on a daily basis. This level of safety comfort can often lead to students, teachers, and support staff being better equipped to focus on the behavioral and instructional interventions to assist student success.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data

- PSAT data
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

- Professional learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/student ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goal 1 – Thriving Students

Goal 1: All CISD students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: We will consistently collaborate with our community partners to maximize their provided services. This collective effort can then strengthen student chances of completing his school as well equipping them to explore post secondary Ed, job and military opportunity options. Expected Result/Impact: Improvement across the board STAAR & ASVAB test attempts /passing rates better preparing CCMR, Career Choice readiness for all students who have attended the DAEP/Bridges program during the 2025-2026 school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor, CIS Staff Supports				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Expected Result/Impact: Staff Responsible for Monitoring:	%			

Strategy 3 Details	Reviews			
Strategy 3: Expected Result/Impact: Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: We will consistently collaborate with home campus teachers and administration to ensure that all curriculum is aligned and students stay on course while they attend the DAEP program. While we will serve all of our students with relevant, rigorous instruction, we will place an emphasis on African-American and economically disadvantaged students to help close the achievement gap they are experiencing. Expected Result/Impact: Improved STAAR test passing rates for repeater and first time test takers by 10%. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2:				
Expected Result/Impact:				
Staff Responsible for Monitoring:				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3:				
Expected Result/Impact:				
Staff Responsible for Monitoring:				

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future ready students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Our students will be visited by job professionals, Military branch personnel, career field trainers and college recruitment staff to expose our students to the various post high school opportunities made available to them. Expected Result/Impact: Students will then become more focused on preparing themselves meet the high school course and STAAR requirements for the 25-26 school year, Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS Support Staff.	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Expected Result/Impact: Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3:				
Expected Result/Impact:				
Staff Responsible for Monitoring				

Goal 2 – Engaged Community

Goal 2: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Positive School Culture: We have one universal orientation so that all parents are hearing the same language. We will also provide parents & guardians with the opportunity to interact with administration prior to their children attending class. This will allow us to build a rapport and will ease any discomfort they may have about their children being assigned to our campus. We will also conduct Restorative Circles, as needed, to ensure that we are keeping open lines of communication with parents and building trust. Our students will be given opportunities to reduce their time at the DAEP through character-building community service opportunities. We have partnered with some local entities to ensure students adequately complete their service. Expected Result/Impact: Students will have a shorted stay at the DAEP and a quicker exit due to increased transparency and clearer expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Counselor	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Expected Result/Impact:	%			

Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: As positions open, we will thoroughly vet all applicants. During the interview process, we will ask questions that gauge the applicants' knowledge of trauma, social-emotional learning, high-yield instructional strategies, building relationships with all students, and culturally relevant classroom instruction. We will only recommend hiring those individuals who are able to satisfactorily describe and demonstrate examples related to their understanding of the students we serve and their needs to have the absolute best teachers in front of them each day. We will also provide teachers with high-quality district and campus-level professional development opportunities, in addition to giving them opportunities to exhibit and develop their leadership skills. Expected Result/Impact: Students will continue to thrive, as the teachers who serve them are properly able to meet the social, emotional, and academic needs of ALL children we serve daily. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and Teachers	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2:				
Expected Result/Impact:				
Staff Responsible for Monitoring:				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3:				
Expected Result/Impact:				
Staff Responsible for Monitoring:				

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: We will perform SEL/Restorative Circles in each classroom every morning. We believe that a connected student is a student who will feel safe and secure while at the school. All of our classrooms will provide fun, relevant, engaging, standards-based, and higher-order levels of instruction. This minimizes disruptive behavior and allows our students to learn in a comfortable environment. When issues do arise, students and stakeholders will have the opportunity to address and correct in a non-threatening manner. Expected Result/Impact: Students will then develop more positive interactions with their peers and teachers, resulting in a fight-free instructional environment with reduced conflicts. Staff morale will increase since they will continue to serve in a nurturing, safe environment. This model will then transfer down to students who look to adults for daily guidance and as positive examples and role models. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor, Students	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews	
Strategy 2:	Formative	Summative

	Nov	Feb	May	July
	%			
Expected Result/Impact:				
Staff Responsible for Monitoring:				

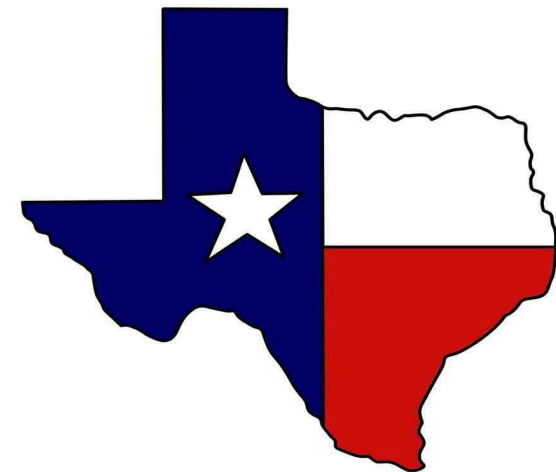
Strategy 3 Details	Reviews			
Strategy 3:	Formative			Summative
	Nov	Feb	May	July
	%			
Expected Result/Impact:				
Staff Responsible for Monitoring:				

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources:

Staff Responsible for Monitoring:				
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State Compensatory

Personnel for Campus Improvement Plan

Name	Position		Program : CLC	FTE
Paraprofessional Staff	Office and Classroom			10
Professional Staff	Administrative and Counseling		CLC	3
Professional Staff	Teachers		DAEP	14
Professional Staff	Teachers		BRIDGES	2.5

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

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ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

[illegible]
