



2025-2026 DISTRICT IMPROVEMENT PLAN

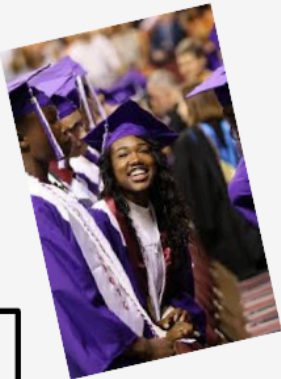


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Mission Statement

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

Vision

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

District Values

We value high academic achievement.

All students can learn through a variety of instructional methods and opportunities that meet their individual needs.

Learning is enhanced through social interaction in a diverse setting.

We value a safe and secure learning environment.

We value a positive workplace in which each employee is appreciated and is provided opportunities for professional growth.

We respect and value the opinions of all students, employees and community members.

We encourage open, effective and timely communication with district stakeholders.

We support effective stewardship of public resources.



Comprehensive Needs Assessment

Needs Assessment Overview

District and campus administrators collaborate with staff and respective planning committees (District-Wide Educational Improvement Committee) DWEIC and (Campus Performance Objectives Committee) CPOC to develop the district and campus improvement plans. The district's Comprehensive Needs Assessment and *Vision 2030* are used to guide the alignment and focus of the strategies to our mission, which is to provide our students with excellence in education so that all students achieve their full potential.

Vision 2030 is Crowley ISD's strategic plan for the future. It was developed in collaboration with focus groups, a student panel, and a diverse group of community leaders. The design framework of this five-year plan includes our Call to Action, Learner Outcomes, Learner Profile, Goals and Specific Results and four specific goals for Crowley ISD. Our four goals are:

Goal 1: Thriving Students

Goal 2: Engaged Community

Goal 3: Empowered Staff

Goal 4: Safe and Healthy Environment

District and campus administrators review all strategies at least three times during the school year (November, February, and May) and perform a summative review in July. As they continue to work to complete their strategies throughout the school year, strategies may be modified to reach our Goal Performance Measures and all other targeted measures.

Demographics

Demographics Summary

Crowley Independent School District is a suburban school district covering 58.4 square miles in south Tarrant County and stretches over two municipalities: Fort Worth and Crowley. Crowley ISD serves over 17,000 students in grades Pre-Kindergarten through 12th grade.

Crowley ISD currently has 27 schools as follows:

ELEMENTARY SCHOOLS (PK-5)		MIDDLE SCHOOLS (6-8)	HIGH SCHOOLS	
Baylor	Parkway	Crowley	Crowley	Bill R. Johnson CTE/CCA
Bess Race	Oakmont	H.F. Stevens	Crowley 9 th Grade	Crowley Learning Center
Dallas Park	Mary Harris	Summer Creek	North Crowley	
David L. Walker	S.H. Crowley	Richard Allie	North Crowley 9 th Grade	
Deer Creek	Sidney Poynter			
J.A. Hargrave	Sue Crouch			
Jackie Carden	Sycamore			
June W. Davis	Crowley Montessori Academy			
Meadowcreek				

Crowley ISD employs 2,270 staff members, including 1,513 classroom instructional employees.

Crowley ISD serves students of varied ethnic heritages and cultures and strives to be a diverse organization in a global society; one that values the difference in people and recognizes that their backgrounds, skills, attitudes and experiences bring innovation and creativity to benefit our society.

In 2018, Crowley ISD launched an Early Childhood initiative and continues expanding the programs offered for preschool age children. The district currently offers:

- Early Head Start Program for children 8 weeks to three-years old
- PreK Plus classroom (often referred to as Head Start classrooms) for three and four-year old students
- Half and full day opportunities for three-year old students
- Full day program for four-year old students

CISD is committed to providing a loving and supportive learning environment for all of our young learners with the goal of equipping these students with tools to ensure success as they matriculate through elementary school and beyond. In 2018, prekindergarten for three-year old students was launched, four-year old classroom options were expanded to full day and PreK Plus (Head Start) was introduced. PreK Plus is the formal name for the collaboration classrooms that are designed to support CISD Prekindergarten students with both CISD and Head Start resources at targeted campuses.

To increase the district's offerings for the 2019-20 school year, CISD introduced tuition-based prekindergarten for families that do not meet the state qualifying criteria for prekindergarten. CISD utilizes a sliding fee scale to assign tuition to families that wish to pursue fee-based prekindergarten for their children. CISD also strengthened its partnership with Child Care Associates, operator for Head Start and Early Head Start in Tarrant County. This district now houses two Early Head Start centers. The early learning centers are located at J.A. Hargrave and David L. Walker. The targeted population for the Early Head Start program includes children of CISD Teen parents, income eligible families and families with young children diagnosed with special needs.

The "All Student" graduation rate, as well as most sub-population rates, have exceeded the state's average for the past several years. This accomplishment is worthy of celebration since the district percentage of drop-outs is also lower than the state average with most populations.

During the 2022-23 school year the Student Services Department created multiple documents to show progression with the ADA. From the Student Services Improvement Plan to quarterly checks with the Deputy Superintendent and Leadership Department, we have observed slower increases in obtaining CISD's 95% ADA rate. With new processes in place and continuous quality control checks, we forecast our projected ADA for the 2025-26 school year at a minimum of 94%.

Demographic Strengths

Crowley ISD continues to demonstrate strong graduation outcomes across multiple student groups. According to the 2023–24 TAPR, the district's graduation rates for African American, Asian, Hispanic, and English Learner (EL) students met or exceeded state averages. The district's overall graduation rate surpassed the state rate, with dropout rates lower than the state average for African American, Asian, and English Learner subpopulations.

While dropout rates among White, Hispanic, Special Education, and Economically Disadvantaged students were slightly higher than the state average, these areas are being proactively addressed through Bridges instructional classes offered during and after school to support credit recovery and on-time graduation.

Early Childhood Strengths

Crowley ISD continues to expand high-quality early learning opportunities for families across the district. Notable strengths include:

- Increased enrollment in prekindergarten programs.
- Expansion of early childhood offerings, including tuition-based options for non-qualifying four-year-olds.
- Implementation of an in-district Early Head Start program serving children from 8 weeks to three years old.
- Age-appropriate furnishings and instructional materials in all Pre-K classrooms aligned to state standards.

- **Expanded professional development** for teachers and paraprofessionals emphasizing early literacy, numeracy, and social-emotional development.
 - Continued use of the **state-approved CIRCLE assessment** to guide instruction and measure kindergarten readiness.
 - Strengthening of the early childhood leadership structure with the addition of a **Director of Early Learning Programs, Early Childhood Program Coordinator, and Early Childhood Learning Coordinator**.
-

Early Childhood Opportunities for Growth and Exploration

Through cross-collaborative discussions among administrators and teachers, the district identified several focus areas for continued growth:

- Strengthening instruction in social-emotional learning, early literacy, and math for three- and four-year-olds.
 - Providing targeted professional learning for campus administrators overseeing Pre-K programs.
 - Ensuring consistent districtwide behavior management practices across all Pre-K classrooms.
 - Expanding parental involvement opportunities in early learning initiatives.
 - Establishing collaborative professional learning communities (PLCs) across all district Pre-K programs to align best practices.
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Student Achievement

Crowley ISD's student achievement profile reflects steady progress in most academic areas. Beyond the state accountability system, the district continuously analyzes STAAR, Advanced Placement, and college entrance exam results, along with attendance and discipline data, to monitor performance trends and guide intervention.

Key Findings from the [2023–24 TAPR](#) and Preliminary STAAR Results for [2025](#)

- Overall STAAR performance: 66% of students scored Approaches Grade Level or above, 36% scored Meets Grade Level or above, and 11% scored Masters Grade Level, which mirrors state performance levels in most categories

- Graduation rate: Exceeds the state average, with particularly strong performance among African American, Hispanic, and English Learner subgroups.
- Dropout rate: Lower than the state rate for most student groups.
- Emergent Bilingual (EB) students continue to perform well compared to state averages in both reading and math, with STAAR Approaches Grade Level rates near 70%.

Student Achievement Strengths

Academic Growth and Achievement

- Reading and ELA Performance: Students met or exceeded state averages in reading progress measures, with 67% demonstrating growth compared to 63% statewide.
- Mathematics Growth: 60% of students met or exceeded annual growth expectations in math.
- Science and Social Studies: Performance in U.S. History and Biology End-of-Course exams remained among the district's strongest tested areas, with approximately 90% of students meeting Approaches Grade Level.
- Algebra I Performance: Achievement rates increased for continuously enrolled students, demonstrating stronger foundational mathematics proficiency.

Graduation and Postsecondary Readiness

- Crowley ISD's graduation rate surpassed the state average, particularly among African American, Hispanic, and English Learner populations.
- SAT/ACT participation and performance continue to show improvement, with 71% of test-takers meeting or exceeding Approaches Grade Level standards, narrowing the gap to the state average.
- Career and Technical Education (CTE) pathways demonstrate strong alignment with postsecondary readiness indicators, reflecting intentional focus on college and career preparation.

Subgroup Success

- Emergent Bilingual (EB) students showed strong growth in both reading and math, with STAAR Approaches Grade Level rates near 70%, demonstrating effective instructional supports and progress monitoring.

- Special Education (Former) students continued to outperform statewide averages, particularly in reading and science.
- African American and Hispanic students experienced year-over-year gains in Reading and ELA, narrowing performance gaps across grades 3–8.

Instructional and Programmatic Success

- Implementation of high-quality instructional materials (HQIM) contributed to alignment and rigor across all grade levels.
 - Expansion of targeted intervention and acceleration programs (Bridges, Math Acceleration, and After-School Tutoring) reduced course failure rates and improved credit attainment.
 - Increased monitoring of formative assessments via campus GAP Maps and PLC structures will lead to earlier identification of learning gaps and stronger Tier 2 supports.
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Areas of Opportunity for Improvement

Mathematics Achievement

- Mathematics performance remains an area of focus, with 57% of students meeting the Approaches standard and 28% at Meets standard—below the 69% at Approached and 43% at Meets state rate.
- The largest opportunity gaps exist in Grades 6–8 mathematics, particularly among students identified as Economically Disadvantaged and Special Education (current).
- Continued emphasis on conceptual understanding and scaffolded supports will be essential to improve Meets and Masters outcomes.

Closing Performance Gaps

- Persistent achievement gaps remain between Special Education (current) students and their peers in all tested subjects, especially in ELA/Reading and Math.
- Non-continuously enrolled students show lower achievement rates across all domains, underscoring the need for stronger transition and onboarding support.

- Emergent Bilingual students demonstrate strong progress but still trail state averages in Meets and Masters performance levels.

Science and Social Studies Rigor

- Science performance remained stagnant from 2024 to 2025, going from 68% meeting the Approaches standard and 31% at Meets to 68% and 27% at the Meets level to 33%. This indicates a systemic need for higher quality Science instruction in all grade levels from Kindergarten through 8th grade.
- Similarly, Social Studies results declined overall from 73% to 67% at the Approaches level and 40% to 39% at Meets in 2025, indicating a need for enhanced instructional strategies to deepen content knowledge and analysis skills at all performance levels.

Postsecondary Readiness

- Although graduation rates remain strong, college readiness indicators (SAT/ACT Meets rates) remain below the state average, suggesting a need to strengthen college prep and dual credit opportunities.
- Increasing advanced coursework enrollment (AP, OnRamps, Dual Credit) and TSIA2 participation will support long-term readiness goals.

Summary

Overall, Crowley ISD demonstrates strong trends in academic growth, graduation, and targeted subgroup performance. Focused interventions, HQIM alignment, and leadership accountability systems have positioned the district for continued improvement. Moving forward, strategic emphasis on math proficiency, equity in access to advanced learning, and consistent instructional quality across campuses will drive further progress toward Vision 2030 goals of Thriving Students, Empowered Staff, and Engaged Community.

Student Achievement

Beyond the state accountability system, the district and each campus reviews other data that includes among other things: various test results from the national and state levels such as (STAAR, Advanced Placement Exams, and College Entrance Exams), various surveys (parent, teacher, student), and other information (attendance and disciplinary referrals). For a complete listing of data sources used during evaluation, please see the Data Documentation page.

One major population included in any Comprehensive Needs Assessment is the at-risk population (those identified as being eligible to receive services provided through Compensatory Education Funding). The data related to the at-risk populations indicate a generally successful program when comparing it to the state averages. State law requires that any student identified as an Emergent Bilingual (EB) must be identified as at-risk. Therefore, one of our largest at-risk populations is EB. Based on student test results as well as graduation and dropout rates, the services provided to these students have demonstrated great success over the years.

Another population included in any Comprehensive Needs Assessment is the Migrant Population. The district has identified a small number this year. The number is so small that FERPA regulations do not allow the district to publish or discuss student performance results for this student population.

Student Achievement Strengths

According to Graduation Data Tables provided on the TEA webpage, the district graduation rates exceed the state average and the district dropout rates are lower than the state average with the vast majority of the sub-populations.



District Culture and Climate

District Culture and Climate Summary

Health Services continues to engage partnerships within our community to provide avenues and opportunities for our students and district to thrive. Health Services partnered with the Health and Human Services Department's "Texas Community Partner Program" to provide wrap around services to address the varied needs of our students and their families.

Crowley ISD offers multiple advanced pathways, including Advanced Placement (AP)/Pre-AP, Dual Credit, and UT OnRamps. Students may begin Pre-AP in grade 6 and AP in grade 9; actual offerings vary by campus and student demand. The district currently lists 28 AP courses available across its high schools. Dual Credit is offered at no cost to students through Crowley ISD's partnership with Tarrant County College, and Crowley Collegiate Academy (TEA-designated Early College HS) provides an additional pathway to earn significant college credit. All AP classes follow College Board course frameworks and teachers complete the AP Course Audit. All AP classes use:

- College Board's Units of Study
- Common exams created using the released exam questions
- CISD does not charge students to take AP exams. All tests were ordered for every student and for each course they are enrolled in.

Crowley ISD has received the 21 Century Community Learning Center grant to provide academic, enrichment, parent involvement and college and career activities to seven campuses.

Fine and Performing Arts successes include First Division ratings for high school band(s), and the acclaimed 4th and 5th grade CISD Honor Choir. We are seeking to continue this trend.

Crowley ISD continues significant upgrades to district facilities. Current projects include:

- New elementary school #17 (Baylor Elementary) opened in August 2025
- New Crowley High School to be completed in August 2027
- NCHS/NC9 additions and renovations to be completed in April 2027
- CH9, Sycamore, Deer Creek & Meadowcreek renovations to be completed in December 2025
- New middle school #5 to be completed in August 2027
- Accessible elementary playgrounds to be completed in June 2026
- New CCA/P-TECH/Global Prep
- New elementary school #18 to be completed August 2027
- Elementary campus fencing completed.
- H.F. Stevens roof replacement completed.

Middle School #5



Crowley ISD offered Montessori for the first time in the fall of 2020. Two early childhood classes were offered at Dallas Park Elementary and Sue Crouch Elementary. For the 2021-22 school year, the district added two lower elementary classes at the two above-mentioned campuses and an additional early childhood class and David L. Walker Elementary. In the fall of 2022, the Crowley Montessori Academy, housed at Mary Harris Elementary, officially opened. In the fall of 2024, the Crowley Montessori Academy moved to its own new facility in the Karis community of Crowley. Currently, the campus offers seven (7) early childhood classrooms, six (6) lower elementary classrooms, and two (2) upper elementary classrooms. Currently, the campus serves 288 students. The instructional approach is the one designed by Dr. Maria Montessori that focuses on the education of the whole child. All staff, including the campus principal, have accredited training in the Montessori method and hold certifications through the American Montessori Society. This instructional approach is rooted in the scientific principles of how young children learn and the various sensitive periods when they are at their most capable of learning certain concepts and skills. The campus uses the traditional Montessori materials, scope and sequence.

STEM PLUS INITIATIVE

The STEM Plus initiative is a cornerstone program within Crowley ISD, dedicated to equipping all students with high-quality, innovative STEM instruction. This initiative develops the skills, knowledge, and mindset necessary for success in STEM-related careers, while highlighting the real-world impact of Science, Technology, Engineering, and Mathematics (STEM) on everyday life.

Focus and Approach

The STEM Plus program emphasizes hands-on learning with real-world applications, fostering critical thinking, creativity, collaboration, and essential 21st-century skills. Students from Pre-K through 8th grade are exposed to STEM pathways through diverse opportunities, including:

- STEM Days
- Classroom Engineering Science Initiatives
- After-School STEM Programs and Clubs
- Campus-Based STEM Nights
- STEM-Themed Field Trips and Cultural Events

Through collaboration with stakeholders, community organizations, and volunteers, students gain exposure to local STEM initiatives, connect classroom learning to real-world applications, and engage with STEM professionals who serve as role models.

Program Enhancements for 2025-2026

The 2025-2026 academic year marks the sixth year of STEM Plus for All, demonstrating the program's sustained growth and impact. Key features include:

- STEM coordinators across all elementary, middle, and 9th-grade campuses, leading the implementation of the Texas Essential Knowledge and Skills (TEKS) for engineering.
- A robust collaboration with CTE instructors, who guide students through the final phase of STEM education by engaging them in career pathways within STEM fields.
- The integration of the STEM Engineering Design Process into the updated 2024-2025 Science TEKS and state assessments, ensuring the STEM Plus curriculum reflects these new standards for K-8th grade. This prepares students for academic success and future professional opportunities.

Expanded Programs and Opportunities

The Crowley ISD STEM Department has broadened its offerings to include:

- Girls in STEM (3rd–5th Grade)
- Young Men in STEM (3rd–5th Grade)
- Society of Women in STEM (High School)
- Society of Men in STEM (High School)
- Architecture Club (High School)
- NASA Club (High School Juniors)
- Robotics Club (Middle and High School)

These programs are enriched by year-round events and activities, such as:

- Year-Round STEM Days for all students
- Engineering Courses integrated across all grade levels
- A Middle School STEM Day, connecting elementary and middle school students
- STEM Wars, an annual district-wide competition involving elementary, middle, high school, and Career & Technical Education (CTE) students
- Summer STEM Programs for students in grades 3–9
- Mosaic STEAM Programs, offering unique interdisciplinary STEM experiences

Mission, Vision, and Goal

- **Mission:** To foster curiosity, ingenuity, and creativity through diverse hands-on learning experiences that emphasize applying knowledge to real-world situations. The program develops key skills such as initiative, critical thinking, adaptability, collaboration, problem-solving, leadership, and communication.
- **Vision:** To create a challenging, inclusive learning environment that inspires all students to become lifelong learners, maximize their potential, and prepare for the challenges and opportunities of the future.
- **Goal:** To ensure all students have access to and awareness of the Engineering Design Process, empowering them to think critically about the world and innovate solutions to real-world problems.

The Crowley ISD STEM Department is dedicated to inspiring students, fostering a passion for STEM, and preparing them to excel in a rapidly evolving, technology-driven world.

African American Studies

In addition to STEM Plus, the Office of Transformation and Innovation continues developing the African American Studies program at both Crowley and North Crowley High Schools. The African American studies course is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. In Crowley ISD, the course was designed with the thinking to ensure the course even further by offering our students the opportunity to discover their roots by embedding a project-based learning opportunity that includes learning about their own roots and ancestral story by DNA analysis.

Student Behavior Management Plan

We have taken a comprehensive approach to ensure systems and interventions are in place to address student behavior through a Multi-Tiering System of Support (MTSS) with targeted interventions and supports aligned to campus data:

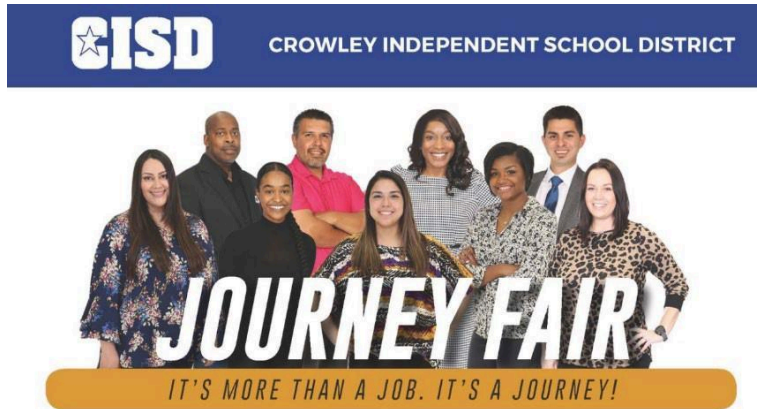
- Creation of a stipend for each campus to have a PBIS Champion, a teacher leader responsible for working with the MTSS Team to implement positive behavior interventions and supports on each campus PK-12.
- District level support from Student Services to support campuses with behavior supports through quarterly collaborative meetings with PBIS Champions.
- MTSS Teams on all campuses will analyze discipline data and identify appropriate interventions for Tier I-III students.
- Monthly PLC meetings with the Assistant Principal designated as Campus Behavior Coordinators to analyze discipline data, identify target behaviors, and target Tier II and Tier III students. The CBCs collaborate to identify high leverage strategies to address target behaviors.
- Progress monitoring of district behavior, attendance, and grade (“BAG”) data every marking period to tier campuses and offer targeted supports to identified campuses
- Conflict Resolution strategies to address fighting and bullying through implementation of PEACE Peer Mediation on our largest high school campus (NCHS).
- Stop IT online incident reporting program allows all stakeholders to report incidents to receive immediate response.
- Centralized Due Process Hearing process to ensure fair and equitable application of DAEP placements.

District Culture and Climate Strengths

- All campuses were 100% state compliant on emergency preparedness/fire drills in 2024-25
- Annually updated Multi-Hazard Emergency Operations Plan and Campus Emergency Operations Plans
- Implementation of safety protocols for emergency and drills (safe distancing, reducing pedestrian loads in hallways and exit points). After each drill, staff and students will be reminded that in an actual emergency, they must exit/evacuate without delay and without staggered exit/evacuation.
- All new administrators are receiving robust safety awareness training and continued support
- Promotion of partnerships with our SRO’s in both jurisdictions through involvement in student meetings, safety meetings, and incorporating classroom visits.
- Our continued partnership with UNT Health Science Center, Cooks Children’s, and Tarrant County with regard to the Asthma 411 initiative
- CISD Health Services partnerships with local universities to provide an opportunity to mentor Nursing students with University of Texas at Arlington, Regent College, Arizona College of Nursing, and Texas Wesleyan
- Our partnership TCPH with regard to disease management and mitigation strategies
- Our partnership with Texas Health Resources (Huguley), TCPH, UNTHSC and other agencies to provide free to low cost vaccines for all students and staff in CISD
- CISD’s Health Service Department will serve as mentors to CISD Health students and allow them to observe and serve in the district
- Our partnership with Goodside Health to provide telehealth services in the school setting

- All campuses received Heart Safe School designation by Project Adam and Cook Children's Medical Center
- Partnership with Texas Health Resources (Huguley), MHMR, and Child Care Associates provides education for identified at-risk student populations.
- Established a school-based health clinic through partnership with Texas Health Resources (Huguley) to provide services for students, families, and staff, including a Medical Director added in the 2025-2026 school year
- Mental Health Resource personnel and training available for staff.

Staff Quality, Recruitment, and Retention



Staff Quality, Recruitment, and Retention Summary

Retaining highly qualified staff has become an urgent priority for Crowley ISD. The district has experienced an influx of unexpected resignations, especially among employees in critical, high-impact roles. Beyond pandemic-related challenges, evolving economic conditions, shifting social dynamics, and increased competition for talent have intensified the need to retain key personnel at every level. Currently, teaching experience for Crowley ISD teachers mirror the averages across the state.

A variety of Professional Development, training and programs have been put in place designed to provide staff with targeted and scaffolded supports from the first year in the district through retirement. Supports include but are not limited to:

- New Professional Orientation
- Tips and Tools
- District Learning Academy (DLA) Days
- Newbie Network
- iLead: Leading Learners Seminars
- Aspiring Principal Program
- Aspiring Administrator Program

Plans for 2025-2026 include, but are not limited to:

- Aspiring Assistant Principal Program
- Strategic Staffing and Hiring Task Force

Support for New Teachers:

- Every new teacher is given a mentor
- The mentor and new teacher attend district level training focusing on instructional strategies and classroom management
- Each campus has a mentor specialist to assist mentors
- New teachers to observe master teachers conduct throughout the year

Next Level Mentors:

- Mentor Program for Year-1 Assistant Principals & Year 1-2 Principals
- Aspiring Principals Spring Program
- Develop a Resource Menu for campus leaders

Staff Quality, Recruitment, and Retention Strengths

Crowley ISD continues to ensure that our instructional staff meet or exceed federal requirements for state licensure and certification standards. The salaries for teachers for every experience level are at or above the state averages and remain competitive within our region. Strategic staffing models serve as a strong catalyst to ensure high-quality staff at campuses that have been identified internally as in need of targeted supports.

Additional successes include:

- Teacher in Residence program for aspiring teachers
- Employee Child Care Center
- TeachWorthy Partnership for Grow Your Own Teaching Pipeline
- Paraeducator to Teacher Advancement Program (PTAP)
- Perks Plus – Employee Discount Program
- Teacher Incentives Allotment (TIA)
- 1882 Partnership with Paul Quinn University

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crowley ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. Data driven decisions are made for improvement through the adopted curriculum. Effective instructional methodologies, walk-through information, feedback from the teachers, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

Curriculum, Instruction, and Assessment Strengths

A variety curriculum and instruction support have been implemented, updated, and revised or refined for 2025-26:

Curriculum guides for all core content areas for K-12 are now in place

- Implementation of high-quality curriculum for advanced courses, including teacher training
- Addition of personnel in the Instructional Support Specialist positions, including PK-2nd grades
- ELAR/Social Studies and Math/Science TDSIs (Teacher Development/Student Interventionists) or primary level coaching and support
- Implementation of Bluebonnet Math (grades K-5) and (grades 6 – Algebra II) in response to pandemic learning loss
- Pilot of Amplify Reading Curriculum at 2 campuses for K-5 grades and one campus for K-2 grades and expansion of HQIM Bluebonnet Reading materials
- An interactive curriculum map has been created, K-12, showing the scope and sequence for all core content areas in one document, posted on the C&I website
- In 2025–2026, Crowley ISD will adopt, implement, and monitor the CORE Instructional Practices Framework, a districtwide system designed to strengthen daily instruction through consistent, high-quality teacher and leader actions. These practices serve as the foundation for instructional excellence across all grade levels and content areas, aligning to the Effective Schools Framework (ESF) and House Bill 1605 expectations for high-quality instructional materials (HQIM). Implementation includes districtwide professional learning, embedded coaching cycles, and leadership calibration walks focused on lesson internalization, checks for understanding, and student discourse. Progress will be monitored through CORE Practice implementation rubrics, classroom observation data, and formative assessments to ensure alignment, rigor, and equitable access to strong Tier 1 instruction in every classroom.



Multi-Tiered Systems of Support (MTSS) 2025–2026

Crowley ISD strengthened its Multi-Tiered Systems of Support (MTSS) to ensure that every campus implements a comprehensive, data-driven framework addressing both academic and behavioral needs of all students. The districtwide approach emphasizes whole-child development while enhancing teacher capacity and instructional leadership.

System Design and Leadership Development

During 2025–2026, Central Office leaders and campus administrators participated in advanced MTSS training focused on developing coherent systems of support that integrate academic intervention, behavior intervention (PBIS), and social-emotional learning. Each campus has a designated MTSS Coordinator who leads the implementation of three core MTSS procedures—problem identification, progress monitoring, and data-driven decision making—through their campus Instructional Leadership Team (ILT).

Professional Learning and Ongoing Support

At the start of the school year, Crowley ISD conducted initial Beginning-of-Year (BOY) MTSS training for campus Coordinators, Counselors, and Interventionists to establish a common understanding of MTSS structures, intervention design, and data protocols. Throughout the year, on-demand checkpoints with the Executive Director of MTSS provide continued coaching, problem-solving support, and progress reviews tailored to each campus’s implementation stage and student outcome data.

Tools and Resources for Consistency

An interactive MTSS Padlet serves as the central hub for resources, templates, and exemplars, offering campuses ongoing guidance to implement MTSS with consistency and fidelity. The Padlet is continuously updated with evidence-based tools aligned to TEA’s MTSS and Behavior Support Frameworks, ensuring alignment across academic, behavioral, and social-emotional domains..

Parent and Community Engagement

Parent and Community Engagement Summary

The Crowley Independent School District is a unique place to live and work with unprecedented community support provided by dedicated families, educators, corporations and community leaders. Parents and community members contribute socially, emotionally, and financially toward the success of students in multiple arenas: academics, arts, athletics, and real-world application; and are encouraged to participate in the district decision-making process as well as in promoting the attributes and successes offered here.

Crowley ISD's Faith-based Community Partnerships have continued to increase since its initiation in 2016. We are continuing our efforts to match church resources with campus needs with programs such as Read2Win and Student of the Month recognitions. Our goal is to have a Faith-based Community Partnership for every Crowley ISD campus.

Parent and Community Engagement Strengths

The spirit of Every Student Succeeds Act (ESSA) is at the heart of Crowley ISD's mission and vision. In order to provide each student with excellence in education so that all students achieve their full potential, the district and each campus plan activities and events to involve parents, families, and community leaders; use multiple forms of communication, in both English and Spanish, to promote successes and provide opportunities for questions and concerns; and, hold committee meetings which include parents and community partners.



Having a strong desire to reach out to parents, families, and community leaders, Crowley ISD strives to incorporate emerging technological tools for communication, such as online surveys to gather important feedback from stakeholders. To encourage involvement, the district showcases student successes and programs at each Board meeting and sponsors district-wide information session

The district has developed partnerships with over 100 organizations to support students and their families. The following are just a few:

- Advising Generation Z (Pilot)
- Alcon
- All Pro Dads
- Beta Tau Lambda Chapter of Alpha Phi Alpha Fraternity, Inc.
- Boys & Girls Clubs of Greater Tarrant County
- Canes Restaurant
- Chicken Express
- Chick-fil-A
- Chisholm Trail
- EECU – Burleson

- EECU – Chisholm Trail
- Fort Worth Alumnae Chapter of Delta Sigma Theta Sorority, Inc.
- Frog Street Curriculum
- Girls Inc.
- Kroger Foods
- Lakeshore Learning
- Lockheed Martin
- Lynn Smith Auto Chevrolet
- March to the Polls
- Moncrief Cancer Institute
- My Credit Union
- Read2Win, Inc.
- Steele and Freeman
- Strengthening Families, Inc.
- Tarrant County College
- Tarrant County Food Bank
- Tarrant County Harambee Festival
- Teens of Excellence
- Texas Christian University
- Texas Health Resources
- YMCA of Fort Worth
- The Women’s Center



Crowley ISD could not fulfill its mission nor realize its vision without the support and dedication of its parents, families, and community partners working collectively together to ensure “Every Student Succeeds.”

District Context and Organization

District Context and Organization Summary

The District and all Campus/Targeted Improvement Plans are reviewed by central office personnel to ensure plans clearly address measurable strategies having a high likelihood of generating the desired outcomes. Strategies for improvement are based on the root cause(s) associated with the identified needs. District level personnel, as well as campus level personnel and outside consultants, provide professional development related to best practices enabling campus personnel with necessary skills to achieve the established goals district personnel also monitor the data, conduct building level walkthroughs and provide support and feedback in order to help ensure that progress is being made. As these improvement plans are developed by district and campus administrators in collaboration with staff and stakeholders, the District Improvement Plan (DIP) and each Campus/Targeted Improvement Plan (CIP/TIP) and Gap Maps are also reviewed at least four times annually: Formative reviews during the months of November, February and May and a Summative review during July.

Annually, district and campus administrators collaborate with staff and respective planning committees (District-Wide Educational Improvement Committee) DWEIC and (Campus Performance Objectives Committee) CPOC to develop the district and campus improvement plans. The district's Comprehensive Needs Assessment and *Vision 2030* are used to guide the alignment and focus of the strategies to our mission, which is to provide our students with excellence in education so that all students achieve their full potential.

District Context and Organization Strengths

- Early Childhood expansion resulted in hundreds of students being served in half day and full day settings
- Prekindergarten opportunities exist at all elementary campuses as of August 2020
- Early Head Start has serviced 48 infant and toddler students, which includes teen parents from CISD high schools
- STEM Plus Programming:
 - By providing each elementary campus a full time STEM Plus Specialist, Crowley ISD is opening doors for ALL students to be exposed to STEM Plus learning and enrichment opportunities.
 - The district has a strategic plan to encompass GATE and STEM programming at the elementary level through a variety of curricular, co-curricular, and extracurricular methods.
 - As part of the vision and mission of providing opportunities for students, will focus on real-world narratives and engage students in the engineering design process that will include shifts for the upcoming K-8 TEKS changes and intentionally curricular structuring to provide exposure and awareness to CTE and career fields.
 - Each campus elementary STEM Plus Specialist provides extracurricular STEM Plus programming for K-5 in district STEM focused topics including: coding, gardening, robotics, engineering design, as well as campus interest areas such as Space.
 - A secondary STEM Plus Coordinator stipend has been provided to align a continuum from the elementary for the four middle school campuses, as well as the two 9th grade campuses.

- 21st Century Community Learning Centers Grant:
 - Crowley ISD is participating in the 21st Century Community Learning Center grant. The federal Nita M. Lowey 21st CCLC program supports the creation of community learning centers that provide academic and enrichment opportunities during non-school hours for students. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Texas ACE programs are required to participate in state activities that support continuous improvement, including quality and compliance monitoring, state and local evaluation, training, and technical assistance. The measurable goals are as follows; improve academic performance in reading, improve academic performance in math, improve school attendance, improve student engagement in learning, and improve family engagement. We are excited for what the 21st CCLC community will learn from this opportunity being offered to gain experience with continuous quality improvement.
- Increase in Higher Education partnerships
- Increase in equitable enrollment in Dual Credit courses
- College application and scholarships have increased
- 100% AVID seniors have at least one college application in Apply Texas

CISD grants for the 2025-26 school year:

- Gates Grant: \$500,000
- Sid Richardson Grant: \$27,000
- Texas Partnership Grant: 3,600,000
- ACE Summer Pilot: \$35,000
- 21st CCLC 12 Yr 3: \$1,987,775
- Crime Control Prevention District (CCPD) City of Fort Worth: \$155,480
- LASO 3
 - Strong Foundations Implementation: \$1,633,000
 - Instructional Leadership: \$164,500
- Stronger Connections: \$1,260,000
- School Action Fund: \$500,000

Technology



Technology Summary

With the ever-changing needs of the campuses, it has become more important than ever to stay relevant and supportive of their needs. Technology provides leadership, analysis, and support for all technology needs of the students, faculty, and staff.

As you are aware, technology is constantly evolving and updating to newer more efficient ways of completing tasks. There is an old saying, “the only thing constant in the world is change.” This is crucial to our Technology Services department as we strive to support the advancement of education achievement.

Technology Services strives to follow these guiding principles:

1. Support the education of student by connecting the learner to the world around them through digital access
2. Ensure the accuracy of student data reported to internal and external sources to provide information analysis of program sustainability
3. Level the digital playing field by providing technology access to instructional resources for all Crowley ISD students
4. Evaluate, analyze, and secure the digital environment to ensure that students, faculty, and staff have appropriate access to learn and grow

Technology Strengths

Current district technology services offer the following:

- Mobile device distribution to all students as a 1:1 solution
- Mobile Hotspots to all families who do not have internet at home
- Wireless coverage in all classrooms
- Minimum Technology Standard (MTS) for every classroom teacher: laptop, projector, document camera, and speakers
- District standardized student information system

Additional successes include:

- ERATE funds awarded to support technology for our economically disadvantaged students
- Over 16,000 devices have been deployed over 27 schools

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: Pre-AP and AP assessment data, CTE and Dual Credit courses/certifications data. Academic assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of CTE pathways will have internships and job shadowing opportunities.</p> <p>Expected Result/Impact: Every CTE program of study will have an industry advisory team with documented meeting minutes and written plan that includes internships and job showing opportunities. Annual disaggregation of data will indicate that 100% of students enrolled in CTE Practicum or Capstone courses were involved in internships and job shadowing.</p> <p>Staff Responsible for Monitoring: Executive Director of CTE and Program Evaluation</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of all CTE pathways will have Advisory Teams of local industry leaders to provide input and support relevant, rigorous curriculum and opportunities that lead to high-wage, high-skill career readiness.</p> <p>Expected Result/Impact: Every CTE program of study will have an industry advisory team with documented meeting minutes.</p> <p>Staff Responsible for Monitoring: Executive Director of CTE and Program Evaluation</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop, launch, and monitor a cohesive district-wide Literacy Framework that aligns curriculum, instruction, and assessment practices across all grade levels. The framework will provide clear expectations for daily literacy instruction, integrate evidence-based reading and writing practices, and establish consistent progress-monitoring systems to support all learners.</p> <p>Expected Result/Impact: Increased student achievement and growth in literacy as measured by STAAR Reading and English Language Arts assessments, as well as district progress-monitoring tools (e.g., MAP Growth, unit/module assessments).</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Executive Directors of School Leadership, and Executive Directors of Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: STEM Plus programs expansion to all 17 elementary schools with full-time staff.</p> <p>Expected Result/Impact: Increase in students participating in STEM Plus programs and elimination of opportunity gaps.</p> <p>Staff Responsible for Monitoring: Coordinator of STEM and Innovation</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 5 Details	Reviews			
<p>Strategy 5: 100% of career pathways will culminate with a certification, dual-technical credit, or licensure opportunity.</p> <p>Expected Result/Impact: 100% of CTE students enrolled in Practicum or Capstone courses will achieve an industry certification, CTE Dual Credit or licensure.</p> <p>Staff Responsible for Monitoring: Executive Director of CTE and Program Evaluation</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure effective implementation of current and emerging technology appropriately in the curriculum including: IXL, Sirius, Zearn, MClassBoost.</p> <p>Expected Result/Impact: Increase in technology integration into curriculum</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	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: Pre-AP and AP assessment data, CTE and Dual Credit courses/certifications data. Academic assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create/develop non-traditional learning experiences in a multi-age classroom using Montessori.</p> <p>Expected Result/Impact: Increased student achievement in elementary and beyond, increased opportunities for acceleration, and increased retention of CISD students.</p> <p>Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics, and Early Childhood</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and maintain playful learning environments for prekindergarten students.</p> <p>Expected Result/Impact: Students will develop learning habits that promote curiosity, independent exploration and problem-solving skills. These skills will produce kinder ready students for the 2025-26 school year.</p> <p>Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics, and Early Childhood</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the following Goal progress Measures to ensure the percentage of 3rd grade students meeting standards on the STAAR in Reading increases from 28% to 48% by June 2026.</p> <p>GOAL PROGRESS MEASURES:</p> <ul style="list-style-type: none"> The percentage of 3rd grade students at “meets grade level” standards as measured by NWEA MAP in Reading will increase from 33% to 48% by June 2026. The percentage of 3rd grade students at “meets grade level” standards as measured by the Reading Spring Benchmark will increase from 24% to 48% by June 2026. <p>Expected Result/Impact: The percentage of 3rd grade students meeting standards on STAAR in Reading will increase.</p> <p>Staff Responsible for Monitoring: Director of Data, Assessment, and Accountability</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement the following Goal Progress Measures to ensure the percentage of 3rd grade students meeting standards on the STAAR in Math increases from 45% to 60% by June 2026.</p> <p>GOAL PROGRESS MEASURES:</p> <ul style="list-style-type: none"> The percentage of 3rd grade students performing at or above grade level 	Formative			Summative
	Nov	Feb	May	July

<p>as measured by the NWEA MAP in Math will increase from 32% (BOY) to 60% by June 2026.</p> <ul style="list-style-type: none"> • The percentage of 3rd grade students at "meets grade level" standard as measured by the Math Spring Benchmark will increase from 38% to 60% by June 2026. • The attendance rate of elementary students will increase from 95.4% to 96.5% by June 2026. <p>Expected Result/Impact: The percentage of 3rd grade students meeting standard on the STAAR in Math will increase.</p> <p>Staff Responsible for Monitoring: Director of Data, Assessment, and Accountability</p>				
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Strategy 5 Details	Reviews			
<p>Strategy 5: Implement the following Goal Progress Measures to ensure the percentage of 5th grade students meeting standard on the STAAR in Reading increase from 42% to 57% by June 2026.</p> <p>GOAL PROGRESS MEASURES:</p> <ul style="list-style-type: none"> • The percentage of 5th students performing at or above grade level as measured by the NWEA MAP in Reading will increase from 34% (BOY) to 57% by June 2026. • The percentage of 5th grade students at “meets grade level” standards as measured by the Reading Spring Benchmark will increase from 37% to 57% by June 2026 • The percentage of 4th grade students meeting standards on the STAAR in Reading increased from 36% to 57% by June 2026. <p>Expected Result/Impact: The percentage of 5th grade students meeting standards on the STAAR in Reading will increase.</p> <p>Staff Responsible for Monitoring: Director of Data, Assessment, and Accountability</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement the following Goal Progress Measures to ensure the percentage of 8th grade students meeting standards on the STAAR in Math increase from 37% to 58% by June 2026.</p> <p>GOAL PROGRESS MEASURES:</p> <ul style="list-style-type: none"> • The percentage of 8th grade students at “meets grade level” standards as measured by the Math Spring Benchmark will increase from 18% to 58% by June 2026. • The percentage of 7th grade students at “meets grade level” standards as measured by the STAAR will increase from 18% to 58% by June 2026. • The percentage of 8th grade students at “meets grade level” standards as measured by the NWEA MAP in Math will increase from 15% (BOY) to 57% by June 2026. <p>Expected Result/Impact: The percentage of 8th grade students meeting standards on the STAAR in Math will increase.</p> <p>Staff Responsible for Monitoring: Director of Data, Assessment, and Accountability</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 7 Details	Reviews			
<p>Strategy 7: Monitor and support Equity Plan progress.</p> <p>Expected Result/Impact: Increase in identified student groups’ achievement and participation in Advanced Academics and GT. Development and alignment of District Yearly Equity Goals and action items to campus goals and decrease in identified student groups with discipline infractions.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Staff</p> <p>Title I Schoolwide Elements: 2.4 Equity Plan</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 8 Details	Reviews			
<p>Strategy 8: Sustaining the best practices of Additional Days School Year (ADSY) on select campuses.</p> <p>Expected Result/Impact: Increase in campus student achievement, improve campus culture and climate, elimination of opportunity gaps, decrease in campus student discipline.</p> <p>Staff Responsible for Monitoring: Executive Director of School Leadership (CW)</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 9 Details	Reviews			
<p>Strategy 9: Monitor results of CIRCLE assessments that are administered to prekindergarten students three times per academic year.</p> <p>Expected Result/Impact: Increase the number of students demonstrating kindergarten readiness based on data from CIRCLE assessments in math and literacy. Just over 60% of CISD's prekindergarten students were screened to be on track for kindergarten in the areas of Math Literacy.</p> <p>Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics, and Early Childhood</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 10 Details	Reviews			
<p>Strategy 10: All advanced academics curricular offerings will use data to inform instructional practices for college readiness and to ensure equitable access to all students.</p> <p>Expected Result/Impact:</p> <ul style="list-style-type: none"> ● 80% or higher of core academic subjects at the High School level will include courses for college credit. ● Advanced Academic programming will mirror the district's demographics within 5 percentage points. ● Middle School Pre-AP enrollment will increase by 20%. ● 8th grade Algebra I enrollment will increase by 10% 	Formative			Summative
	Nov	Feb	May	July

Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics and Early Childhood				
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Strategy 11 Details	Reviews			
Strategy 11: All Gifted and Talented curricular offerings will use data to inform instructional practices for rigor and ensure equity and equality for access to all students. Expected Result/Impact: Elimination of opportunity gaps Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics and Early Childhood	Formative			Summative
	Nov	Feb	May	July

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: Pre-AP and AP assessment data, CTE and Dual Credit courses/certifications data. Academic assessments.

Strategy 1 Details	Reviews			
Strategy 1: Align district STEM Plus programming to include upcoming K-8 Science TEKS changes and curricular program design for CTE programs and endorsements to impact student achievement and increase the number of students who are college and career ready. Expected Result/Impact: Enhanced student achievement and college and career opportunities. Staff Responsible for Monitoring: Coordinator of STEM and Innovation	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Meet TEA benchmarks for C-ATL (Crowley Aviation Transportation and Logistics Academy), a Pathways in Technology Early College High Schools (P-TECH). Expected Result/Impact: C-ATL will meet the benchmarks of the TEA blueprint Staff Responsible for Monitoring: Executive Director of CTE and Program Eval	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the following Goal Progress Measures to ensure the percentage of College, Career, and Military Ready students will increase from 58% to 73% by June 2026.</p> <p>GOAL PROGRESS MEASURES:</p> <ul style="list-style-type: none"> • The percentage of students meeting the college readiness standard for TSI criteria in Reading and Math will increase from 28% to 43% by June 2026. • The percentage of students earning college credit hours through AP, Dual Credit, or OnRamps will increase from 18% to 33% by June 2026. • The percentage of students earning an Industry-Based Certification will increase from 1% to 16%. <p>Expected Result/Impact: The percentage of College, Career, and Military Ready students will increase.</p> <p>Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics, and Early Childhood and Executive Director of CTE and Program Evaluation</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of students entering 9th grade will have a personal graduation plan (PGP) on file with courses that align to their Program of Study (POS) and endorsement. Students will receive personal academic advice that is driven by data from tests, grades, attendance, and Xello interest inventories.</p> <p>Expected Result/Impact:</p> <ul style="list-style-type: none"> • Increased percentages of CISD students meeting the college and career readiness criteria. • Increased support for all CISD students completing coursework that leads to an identified endorsement, in order to increase postsecondary success and opportunities. • Promotion of CISD students graduating with IBs that will equip them with credentials needed after graduation from High School. <p>Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics, and Early Childhood</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 5 Details	Reviews			
<p>Strategy 5: All High School students will have opportunities to take college readiness exams and guidance will be provided related to career and college choices, financial aid, and Texas grant programs.</p> <p>Expected Result/Impact: Increase in college and career readiness and increased college applications</p> <p>Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics</p>	Formative			Summative
	Nov	Feb	May	July

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: Partnership assessment data and event documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Systems of Great Schools, a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic action to both improve schools and provide parents with the schools and programs they desire.</p> <p>Expected Result/Impact: Improved school performance</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Leadership and Executive Director of Grants and Transformation</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: The district will provide a variety of high-interest meetings and workshops for parents throughout the year with the option to attend evening and weekend meetings.</p> <p>Expected Result/Impact: Increased parent involvement, culture and climate, and student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Staff</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Establish the Montessori culture in all Montessori classrooms through grade 6 to provide the community with high quality learning experiences.</p> <p>Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Executive Director of Gifted and Talented, AVID, Advanced Academics, and Early Childhood</p>	Formative			Summative
	Nov	Feb	May	July

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

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner’s experience.

Evaluation Data Sources: Partnership assessment data and event documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Systems of Great Schools, a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic action to both improve schools and provide parents with the schools and programs they desire.</p> <p>Expected Result/Impact: Improved school performance</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Leadership and Executive Director of Grants and Transformation</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize community support, volunteers and mentors throughout the year.</p> <p>Expected Result/Impact: Use a variety of communication channels (website, social media, printed materials, board meetings, etc.) and events to recognize partners.</p> <p>Staff Responsible for Monitoring: Chief of Communications and Marketing</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Promote faith-based and business partnerships to provide additional support to campuses.</p> <p>Expected Result/Impact: Increase in mentorships, CTE and STEM industry partners, internship opportunities, student achievement, and culture and climate.</p> <p>Staff Responsible for Monitoring: Community Engagement Liaison</p>	Formative			Summative
	Nov	Feb	May	July

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

Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community. **Evaluation Data**

Sources: Stakeholder engagement data

Strategy 1 Details	Reviews			
<p>Strategy 1: District departments will collaborate with community-based organizations to provide wrap-around services for the parents(s) of CISD students in need.</p> <p>Expected Result/Impact: Increased community involvement, culture and climate, and student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Staff</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: The district will develop and implement a strategic marketing plan to recruit and retain students.</p> <p>Expected Result/Impact: Increased student recruitment, student retention, and increased awareness of district programs, offerings, and successes.</p> <p>Staff Responsible for Monitoring: Chief of Communications and Marketing</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Use analytic systems to track stakeholder engagement and continuously update communication tools.</p> <p>Expected Result/Impact: Increased parent involvement, student achievement, culture and climate, and satisfaction survey data.</p> <p>Staff Responsible for Monitoring: Chief of Communications and Marketing</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Use a wide variety of communication channels to engage the community including social media, internet, printed materials, videoboards at events, billboards, etc.</p> <p>Expected Result/Impact: Families and the community will have multiple opportunities to be informed and engaged.</p> <p>Staff Responsible for Monitoring: Chief of Communications and Marketing Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 5 Details	Reviews			
<p>Strategy 5: District personnel working with the district’s demographer, developers, and builders within the district boundaries to stay abreast of growth and needs in the district.</p> <p>Expected Result/Impact: Ensure all required infrastructures are adequate to meet district growth.</p> <p>Staff Responsible for Monitoring: Executive Director of Operations.</p>	Formative			Summative
	Nov	Feb	May	July

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

Performance Objective 4: Identify campus liaisons and support them in creating and maintaining relationships with families, community members and organizations.

Evaluation Data Sources: Satisfaction surveys, discipline data, and employment data.

Strategy 1 Details	Reviews			
Strategy 1: Campus liaison will regularly communicate with community organizations and parents encouraging additional student support. Expected Result/Impact: Increase in student state test performance for Title One schools Staff Responsible for Monitoring: Community Engagement Liaison	Formative			Summative
	Nov	Feb	May	July

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

Performance Objective 5: Ensure financial responsibility and transparency with fidelity to the district’s vision.

Evaluation Data Sources: District documentation and satisfaction surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue financial integrity and transparency with monthly financial reports to the board of Trustees and CISD website postings of Accounts Payable check register. Expected Result/Impact: Transparency of effective stewardship of taxpayer funds and increased stakeholder satisfaction. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: The Capital Fund Advisory Council (CFAC) participates in the decision making and prioritization of district projects as funds are available.</p> <p>Expected Result/Impact: Transparency of effective stewardship of taxpayer funds and stakeholder satisfaction.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor effectiveness of district programs using the Systematic Program Review Process.</p> <p>Expected Result/Impact: Develop and monitor Continuous Improvement Plan in identified program evaluation areas and present recommendations.</p> <p>Staff Responsible for Monitoring: Executive Director of CTE and Program Evaluation</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to effectively manage grant funds and seek new grant opportunities to support student learning.</p> <p>Expected Result/Impact: Increase in student opportunities, district funding, and student achievement.</p> <p>Staff Responsible for Monitoring: Executive Director of Grants and Transformation</p>	Formative			Summative
	Nov	Feb	May	July

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 professional development.

Evaluation Data Sources: Program evaluations, satisfaction surveys, and academic assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Professional Development Framework will be aligned with the goals and needs of the district and will include data driven learning opportunities.</p> <p>Expected Result/Impact: Improved instructional quality, and increased student achievement.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop “Grow Your Own” Programs that will increase the number of new teachers to the profession/district, enhance leadership development opportunities and promote a quality leadership pipeline.</p> <p>Expected Result/Impact: Increased level of professional development opportunities, increased support for district administrators, enhanced administrator skills, and improved employee retention. Increase the number of individuals promoted to elevated positions.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services</p>	Formative			
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide high quality training for new teachers and mentors, as well as oversee the mentor program.</p> <p>Expected Result/Impact: Increased level of professional development opportunities, increased support for new teachers and improved employee retention. Increase the number of individuals promoted to elevated positions.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services</p>	Formative			
	Nov	Feb		

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

Performance Objective 2: Implement a comprehensive, differentiated program of learning opportunities for all staff.

Evaluation Data Sources: Professional Development plan, district documentation, and satisfaction surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor targeted data including but not limited to School Learning Objectives, T-TESS/T-PESS, Campus Performance Reports, and the district Tiering Tool to inform current practices, respond, and support where needed.</p> <p>Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Leadership</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Address the diverse instructional needs of students (with particular focus on At-Risk, Second Language, and Special Needs students) through a variety of innovation, engaging and rigorous instructional strategies, intervention activities, and the provision of support personnel for instruction as well as professional development.</p> <p>Expected Result/Impact: Improved student achievement particularly for At-Risk, Second Language, and Special Needs students.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Leadership, Accountability and District Improvement</p> <p>Title I Schoolwide Elements: 2.6 Equity Plan</p>	Formative			
	Nov	Feb		

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

Performance Objective 3: Enhance professional skills to foster a positive impact across the district.

Evaluation Data Sources: Academic assessments

Strategy 1 Details	Reviews			
<p>Strategy 2: Provide Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration.</p> <p>Expected Result/Impact: Improved technical skills at the educator and student level</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Nov	Feb	May	July

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

Performance Objective 5: Incentive high-quality instructors to remain in positions closest to the classroom

Evaluation Data Sources: Strategic Compensation Plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a strategic compensation model that creates career ladders and compensation program that incentivizes teachers to remain in position to provide direct instruction to students</p> <p>Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the Teacher Incentive Allotment (TIA) program to provide an optional local teacher designation system dedicated to recruiting, rewarding, and retaining effective teachers in all schools.</p> <p>Expected Result/Impact: Expanded level of professional development opportunities, increased productivity, and increased employee retention.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Nov	Feb	May	July
				100%

Strategy 3 Details	Reviews			
<p>Strategy 8: Conduct annual certification audits to ensure all instructional staff meet state licensure and certification standards or the District of Innovation exemption for non-certified teachers in CTE courses or other non-traditional industry-based courses.</p> <p>Expected Result/Impact: 100% of teaching staff meet state licensure and certification standards.</p> <p>Staff Responsible for Monitoring: Directors of Human Capital Management</p>	Formative			Summative
	Nov	Feb	May	July

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: Satisfaction surveys, discipline data, and employment data. Academic assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 1: Ensure all Safe School Plans are implemented with fidelity and maintain Emergency Operations Plans that provide for staff training, emergency drills, and coordination with local agencies.</p> <p>Expected Result/Impact: All campuses are compliant with safety requirements. All staff and students know the plans to follow in the event of an emergency. Parents and community members know and adhere to the plans.</p> <p>Staff Responsible for Monitoring: Chief of Police</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the implementation of the district-wide Student Culture & Management Framework, which includes setting school and classroom culture and climate.</p> <p>Expected Result/Impact: Decrease in Student Discipline infractions, decrease in lost instruction time (suspensions), and increase in campus culture and climate.</p> <p>Staff Responsible for Monitoring: Director of Behavior Management Systems</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor attendance data, post attendance reports for campus access and promote attendance incentive programs.</p> <p>Expected Result/Impact: Increase in attendance rates to be equal to or above the State's average. The attendance strategy will utilize MTSS for attendance, quality control checks at campuses on the PowerSchool Attendance Program to track attendance interventions, collaborate with campus on attendance incentives, attendance clerks training, and mentors for attendance clerks.</p> <p>Staff Responsible for Monitoring: District Attendance Coordinator Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Prioritization of emergency maintenance requests and improving response time.</p> <p>Expected Result/Impact: Improved response time for emergency maintenance requests, improved culture and climate, and increased employee satisfaction.</p> <p>Staff Responsible for Monitoring: Executive Director of Maintenance and Operations</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 5 Details	Reviews			
<p>Strategy 5: Develop a Comprehensive Wellness Program which supports all staff-mentally, emotionally and physically.</p> <p>Expected Result/Impact: Cultivate a workplace culture that prioritizes employee total well-being as evidence by obtaining a nationally recognized Workplace Wellness Designation</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Administrative Service; Director of Health Services; Executive Director of SEL Counseling</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 6 Details	Reviews			
<p>Strategy 6: The School Health Advisory Committee (SHAC) will define an appropriate health curriculum for the district and promote mental and physical health and wellness programs for the students, staff, and community.</p> <p>Expected Result/Impact: Increase in mental and physical health awareness, increase in attendance rates, decrease in lost instructional time, and increase in academic achievement (annually).</p> <p>Staff Responsible for Monitoring: Director of Health Services</p>	Formative			Summative
	Nov	Feb	May	July

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

Performance Objective 2: Ensure all students have access to highly-trained professionals who can also foster social emotional development.

Evaluation Data Sources: Satisfaction surveys, discipline data, and employment data. Academic assessments. Academic assessments

Strategy 1 Details	Reviews			
<p>Strategy 2: Professional development for all district counselors, SEL specialists, social workers, and front office paraprofessionals on early mental health intervention using Youth Mental Health First Aid and Trauma Informed. Refresher and implementation training for CISD mental health champions on Character Strong.</p> <ul style="list-style-type: none"> • Community and district-wide mental health symposium • Ongoing mental health training for mental health professionals that align with state recommendations and requirements. <p>Expected Result/Impact: Increase in early identification and support for students in need of mental health intervention, partnerships with outside mental health agencies that support CISD students on a priority basis, increase management of staff mental health burnout, and promote greater development of SEL competencies for both students and staff.</p> <p>Staff Responsible for Monitoring: Executive Director of SEL Counseling Services</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 3: Continue to monitor Social and Emotional Learning and Restorative Practices district wide.</p> <p>Expected Result/Impact: Improvement in student social skills and emotional regulation, decrease in student discipline infractions by using a relationship-building proactive approach, and improved culture and climate</p> <p>Staff Responsible for Monitoring: Executive Director of SEL Counseling Services</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 4: Provide Professional Development on Social and Emotional Learning and Restorative Practices for all teachers, counselors, and administrators.</p> <p>Expected Result/Impact: improvement in student social skills, decrease in student discipline infractions, and improved culture and climate.</p> <p>CISD school counselors attended a district-sponsored conference, where they were trained extensively on various mental health topics and equipped with tools to support students and staff, socially and emotionally. SEL specialists attended a Momentous Institute and designed a CISD SEL playbook of strategies and interventions that are utilized at all campuses with SEL personnel. Additionally, new SEL specialists were sent to the RCL (relationship-center conference) to learn Restorative practice strategies. Training has also been provided on: How to conduct Restorative Circles Emotional Intelligence Mindfulness, De-escalation strategies, and Mental Health First Aid.</p> <p>Staff Responsible for Monitoring: Executive Director of SEL Counseling Services</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 5: Provide professional development for prekindergarten teachers and aides that is targeted to meeting the social and emotional needs of preschool aged children.</p> <p>Expected Result/Impact: Improved social skills of preschool aged children and greater school readiness for kindergarten students that promote from a CISD pre-kindergarten class.</p> <p>Staff Responsible for Monitoring: Coordinator of Early Childhood</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 5 Details	Reviews			
<p>Strategy 6: Encourage and promote K-5th grade student participation in extracurricular Fine Arts activities, which benefit students in the areas of academic performance, self-esteem, social skills, essential life skills, etc.</p> <p>Expected Result/Impact: 100% of K-5th grade students are participating in extracurricular Fine Arts activities and/or co-curricular academic activities.</p> <ul style="list-style-type: none"> 71.8% of 6-12th grade students are participating in extracurricular Fine Arts activities and/or co-curricular academic activities. <p>Staff Responsible for Monitoring: Executive Director of Fine Arts</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 6 Details	Reviews			
<p>Strategy 7: Encourage and promote 7-12th grade student participation in extracurricular Athletic activities, which benefit students in the areas of academic performance, self-esteem, social skills, essential life skills, etc.</p> <p>Expected Result/Impact: 25% of 7-12th grade students are participating in extracurricular Athletic activities.</p> <p>Staff Responsible for Monitoring: Executive Director of Athletics</p>	Formative			Summative
	Nov	Feb	May	July

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

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources: Satisfaction surveys, discipline data, and employment data. Academic assessments. Academic assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Parent Community Advisory Committee for regular feedback and collaboration on continuous improvement of stakeholder satisfaction.</p> <p>Expected Result/Impact: Increase in parent involvement, improved satisfaction survey data and improved culture and climate.</p> <p>Staff Responsible for Monitoring: Community Engagement Liaison</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure the Employee Child Development Center provides high quality childcare for the children of district employees.</p> <p>Expected Result/Impact: Increase in employee satisfaction, Child Development Center student enrollment, employee attendance, and successful recruitment of high-quality staff. Decrease in teacher turnover rate.</p> <p>Staff Responsible for Monitoring: Chief of Human Capital Management</p>	Formative			Summative
	Nov	Feb	May	July

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

Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources: Satisfaction surveys, discipline data, and employment data. Academic assessments. Academic assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development for all district counselors, SEL specialists, social workers, and front office paraprofessionals on early mental health intervention using Youth Mental Health First Aid and Trauma Informed. Refresher and implementation training for CISD mental health champions on Character Strong.</p> <ul style="list-style-type: none"> • Community and district-wide mental health symposium • Ongoing mental health training for mental health professionals that align with state recommendations and requirements. <p>Expected Result/Impact: Increase in early identification and support for students in need of mental health intervention, partnerships with outside mental health agencies that support CISD students on a priority basis, increase management of staff mental health burnout, and promote greater development of SEL competencies for both students and staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Counseling Services and CCMR</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide all CISD employees and eligible dependents access to the employee health care clinic (managed by Texas Health Physicians Group) for a low-out-of-pocket- fee.</p> <p>Expected Result/Impact: Increased employee satisfaction, employee attendance, and successful recruitment of high-quality staff. Decreased teacher turnover.</p> <p>Staff Responsible for Monitoring: Director of Health Services</p>	Formative			Summative
	Nov	Feb	May	July



State Compensatory

Personnel for District Improvement Plan

Name	Position	FTE
Paraprofessional Staff	Office, Classroom, and Child Care	667
Professional Staff	Teachers	1247
Professional Staff	TDSI & TDSI SPED	51
Professional Staff	Student Engagement Support Specialists	10
Professional Staff	Instructional Support Specialists	6
Professional Staff	Administrative and Counseling	127
Professional Staff	21st Century Site Coordinators	11

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The district 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 in the district achieving “meets grade level standards or above” in Reading (45%) is below the state average (54%).
2. The percentage of students in the district achieving “meets grade level standards or above” in Math (28%) is below state average (43%).
3. The percentage of students in the district achieving “meets grade level standards or above” in Science (31%) is below the state average (43%).
4. The percentage of students in the district achieving “meets grade level standards or above” in Social Studies (40%) is below the state average (51%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan was developed with appropriate stakeholders as the district solicited participation and feedback from parents, community members, teachers, principals, and other district and campus personnel. The central office departments participating in the development of the plan include: Curriculum and Instruction, Special Services & Federal Programs, School Leadership, Business Services, Human Capital Management, Teaching and Learning, Communication and Marketing, Assessment and Accountability, Grants and Innovation, Student Services, Athletics, Safety and Security, Technology, and Operations.

2.2: Regular monitoring and revision

The district formally monitors the plan quarterly in terms of identifying the progress being made on each strategy. The quarterly designation is based on data collection during that quarter. In terms of Title One, a major data source is the Common Formative Assessment so that the district can determine areas of strength and weakness by campus and teacher. The assessment is designed to measure the effectiveness of the instruction taking place as it relates to the specific targeted items identified in the scope and sequence during the measured time frame.

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

The district has three major languages and bilingual programming: (English, Spanish, and Vietnamese). The district webpage allows translation into 102 different languages for many of the posted documents. The district also ensures that Spanish and Vietnamese interpreters are available for meetings, as necessary. The district is also the host district for a deaf-education cooperative. Therefore, deaf-education interpreters are available.

2.4: Opportunities for all children to meet State standards

Among many of the items identified in the plan, the district has created an equity committee to help ensure that all students have access to high quality instruction and materials. The district is continuously reviewing data to find teachers/areas of unusual success and/or need for improvement. For example, although the district is not satisfied with the bilingual/ESL student performance, the district is pleased that the percent of students meeting or mastering the STAAR tests exceed the state average for all current English learners.

2.5: Increased learning time and well-rounded education

Increased learning time as well as a well-rounded education is a focus for the district. Although the district has several after-school opportunities, including the 21st Century grant as well as a Sports and Tutoring grant, the district recognized that not all students needing help can be served by after-school programming. Therefore, extra support time is built into daily schedules and professional development is provided to help ensure that all students receive the highest level of tier one instruction. The district also monitors the programming offered during our RTI process to ensure that it provides the desired results. The district also has extensive co-curricular opportunities as well as Community-In-School counselors to help ensure a well-rounded education. Finally, a major focus is Social Emotional Learning. A committee has been formed and professional development is ongoing.

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

Among many of the items identified in the plan, the district has created an equity committee to help ensure that all students have access to high quality instruction and materials. The district is continuously reviewing data to find teachers/areas of unusual success and/or need for improvement. For example, although the district is not satisfied with the bilingual/ESL student performance, the district is pleased that the percent of students meeting or mastering the STAAR tests exceed the state average for all current English learners.

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

The district has a Parent & Community Engagement Liaison who helps to coordinate meetings with parents. The meetings are scheduled for different times and locations in order to encourage greater participation. The coordinator also visits our greatest need communities to provide training on how to utilize the district webpage and look up student grades, schedules, and test scores. The district also conducts Parent University with multiple professional development opportunities related to enhancing parent knowledge in order to help their children.

Addendums

DISTRICT COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site- based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Instructional methods for all student groups not achieving their full potential	TEC 11.252(a)(3)(A)	Chief Academic Officer	District Improvement Plan Strategies CISD Special Education Webpage
2. Violence Prevention and Intervention	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Chief of Student Services	CISD Police Department/Bullying Prevention FFI (Local) FFH (Local)
3. Dyslexia Treatment Programs <ul style="list-style-type: none">Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Multi-Tiered Systems of Support, Section 504 and Dyslexia	CISD Dyslexia Services Webpage
4. Accelerated Education	TEC 11.252(3)(H)	Director of Gifted & Talented, AVID, and Advanced Academics, and Early Childhood	Gifted & Talented Education Webpage EHBB (Local)

5. Dropout Prevention	TEC 11.252	Executive Director of Counseling Services and CCMR Principal, Crowley Learning Center	CISD Special Education Webpage BQA (Local) BQB (Local) Dropout Process Information
6. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Chief Technology Officer Chief Academic Officer Director of Digital Learning and Library Services	2019-2025 CISD Technology Plan
7. Discipline Management, including: <ul style="list-style-type: none"> o Physical and verbal aggression o Sexual harassment 	TEC 11.252(3)(E) TEC 37.083(a) Board Policy FFI(Local) Board Policy FFH(Local)	Chief of Student Services	FFI (Local) FFH (Local) Student Code of Conduct
8. Dating Violence	TEC 37.0831	Chief of Student Services	FFH (Local)
9. Sexual abuse, sex trafficking, and other maltreatment of children The safety and well-being of all students is paramount to a successful educational experience. The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by reviewing board policies FFG (Legal), FFG (Local), and FFG (Exhibits).	TEC 38.0041(a) TEC 11.252(c)(9)	Chief of Student Services	FFG (Local)

<p>10. Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	<p>TEC 11.252(3)(G)</p>	<p>Executive Director of Counseling Services and CCMR</p>	<p>CISD College, Career, and Military Readiness Webpage</p>
<p>11. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	<p>ESSA</p>	<p>Deputy Chief of Staff</p>	<p>District Improvement Plan Strategies</p>
<p>12. Information available to elementary-high school regarding</p> <ul style="list-style-type: none"> ● Higher Education admissions and financial aid opportunities ● The TEXAS grant program and the Texas for Texas grant program ● Assist with curriculum choices to be prepared for beyond higher school 	<p>TEC 11.252(c)(4)(A-D)</p>	<p>Director of CTE and Program Evaluation Executive Director of Counseling Services and CCMR</p>	<p>CISD College, Career, and Military Readiness Webpage</p>
<p>13. Staff development for professional staff</p>	<p>TEC 11.252(3)(F)</p>	<p>Director of New Teacher Support</p>	<p>CISD Curriculum & Instruction</p>
<p>14. Attendance</p> <p>Crowley ISD has implemented the PowerSchool Attendance Intervention program. This comprehensive collaboration platform, implements student attendance and participation improvement strategies. This highly scalable platform provides school districts with essential best practices and robust tools for preventing chronic absenteeism.</p>	<p>TEC 11.253(d)(10)(c)</p>	<p>District Attendance Coordinator</p>	<p>PowerSchool Attendance Intervention</p>

<p>15. Parental Involvement</p> <p>Crowley ISD's Parent and Family Engagement Policy is aligned with ESSA Section 1116. All school activities are planned in consideration of the involvement of families. Each school has a Campus Performance Objectives Committee (CPOC) consisting of parents, teachers, administrators, community members and other school staff. The committee will meet regularly and annually review and update the Campus Parent and Family Engagement Plans. The goal is to have parents play a vital role in decision making, including the Title I program.</p>	<p>TEC 11.253(d)(9)</p>	<p>Coordinator of Stakeholder Involvement</p> <p>Director of Student Support and Engagement</p>	<p>Parent and Family Engagement Policy</p>
<p>16. Bullying Prevention, identification, response to and reporting of bullying or bully-like behavior</p>	<p>TEC 11.252(a)(3)(E)</p> <p>Board Policy FFI(Local)</p>	<p>Chief of Student Services</p>	<p>CISD Police Department/Bullying Prevention</p>
<p>17. Coordinated Health Program</p> <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	<p>TEC 11.253(d)</p> <p>Board Policy FFA(Local)</p>	<p>Chief of Operations</p> <p>Chief of Student Services</p> <p>Director of Health Services</p> <p>SHAC Committee</p>	<p>CISD Health Webpage</p> <p>Coordinated School Health Info</p>
<p>18. DAEP Requirements</p> <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates 	<p>TEC 37.008</p> <p>TAC 19 103.1201(b)</p> <p>Board Policy FOCA(Legal)</p>	<p>Principal, Crowley Learning Center</p> <p>Chief of Student Services</p>	<p>Crowley Learning Center</p> <p>FOCA (Local)</p>
<p>19. Pregnancy Related Services</p> <ul style="list-style-type: none"> ● District-wide procedures for campuses, as applicable 	<p>TEC 29.081(d)</p>	<p>Executive Director of Counseling Services and CCMR</p>	<p>Pregnancy Related Services (PRS) Program</p>

<p>20. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p>	<p>Executive Director of Special Programs and ESL/Bilingual Services</p>	<p>Region XI Shared Service Agreement</p>
<p>21. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Director of CTE and Program Evaluation</p> <p>Executive Director of Counseling Services and CCMR</p>	<p>CISD College, Career, and Military Readiness Webpage</p>

<p>22. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Mental health promotion and positive youth development ○ Early mental health intervention ○ Substance abuse prevention ○ Suicide prevention and suicide prevention including parent/guardian notification procedures ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence ● Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i) TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B) TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021 TEC 37.0831</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy FFH(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Director of New Teacher Support</p> <p>Executive Director of Counseling Services and CCMR</p> <p>Chief of Student Services</p>	<p>CISD Counseling Services Webpage</p> <p>Suicide Awareness & Prevention</p> <p>CISD Curriculum & Instruction</p> <p>FFI (Local)</p> <p>FFH</p> <p>(Local)</p>
<p>23. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Deputy Chief of Staff</p>	<p>TBSI</p> <p>CISD TBSI Information</p>
<p>24. District/Campus Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> ● Evaluation – at least every two years 	<p>TEC 11.252(d)</p> <p>Board Policy BQA(Local)</p> <p>Board Policy BQB(Local)</p>	<p>Superintendent</p> <p>Deputy Superintendent</p> <p>Deputy Chief of Staff</p> <p>District-wide Educational Improvement Council (DWEIC)</p> <p>Committee (CPOC)</p>	<p>Strategic Plan</p> <p>District Improvement Plan</p> <p>Campus Improvement Plans</p> <p>Targeted Improvement Plans</p>

25. Texas Schools Accountability Report 2021-22	Assessment Data	District-wide	Texas School Report Cards Crowley ISD Accountability Overview (txschools.gov)
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Addendum to the 2025-26 District/Campus Improvement Plans

COORDINATED SCHOOL HEALTH

- Annual fitness assessment
- Health and wellness education for students
- Nutritional monthly emphasis on fruits and vegetables
- Healthy for Life quarterly newsletter for students, staff and community
- American Heart Association wellness program for staff

DROPOUT PROCESS

1. Students who withdraw from a campus must complete a Withdrawal Form which indicates the date of withdrawal, the reason for withdrawal, destination, and is signed by the parent or guardian.
2. Identification lists of potential dropouts will be sent by the PEIMS Department to the campuses near the beginning of each school year.
3. Each student on the list will be located and documentation will be verified by campus officials.
4. Students in danger of not graduating and those who have completed required coursework but not the required state assessments will receive appropriate Dropout Prevention counseling and develop a personal graduation plan which may include interventions, accelerated instruction, or Bridges Academy.

EMERGENCY PREPAREDNESS DRILLS

Ensure all campuses are in 100% compliance as measured by the emergency preparedness drill documentation form.

1. Each campus schedules drills with the Coordinator for Safety & Security and documents the following drills:
 - a. Building Evacuation (Fire Drill) – at least one per month for each month school is in session 10 or more days, including one obstructed drill
 - b. Lock Down – at least two per year
 - c. Severe Weather – at least two per year
 - d. Shelter in Place – at least two per year
 - e. Reverse Evacuation – at least two per year
 - f. Other - includes Bus Evacuation Drill
2. Fire Exit Drills are recorded and submitted annually to the State Fire Marshal

McKINNEY-VENTO HOMELESS ASSISTANCE

- The Residency Questionnaire form within the registration will be completed by the parent/guardian and submitted to the campus who will submit to the District Homeless Liaison for verification.
- Crowley ISD guarantees that a family/student can enroll in school if residing:
 - a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program)
 - b. In a hotel/motel, or weekly-rate housing
 - c. In a house or apartment with more than one family because of economic hardship or loss
 - d. In an abandoned building or a car, at a campground, or on the street,
 - e. In a temporary foster care
 - f. In a substandard housing (no electricity, no water, and/no heat)
 - g. With friends or family because the student is a runaway or unaccompanied youth

- The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.
- The following services are made available for students identified under the McKinney Vento Act:
 - a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
 - b. John Peter Smith (JPS) Hospital School-based Clinic located on Crowley ISD Clinic
 - c. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations
 - d. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district
 - e. Transportation provided from student's current residence back to the student's school of origin
 - f. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

PREGNANCY RELATED SERVICES (PRS) PROGRAM

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:
 - a. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher and for the special education homebound student additional PRS contact hours will be provided by a certified teacher, counselor, nurse or social worker.
 - b. Counseling services including the initial session when the student discloses the pregnancy.
 - c. John Peter Smith (JPS) Hospital School-Based Health Clinic located on a Crowley ISD campus.
 - d. Health services, including services from the school nurse and certified athletic trainer.
 - e. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
 - f. Assistance obtaining services from government agencies and community service organizations.
3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

TEXAS BEHAVIOR SUPPORT INITIATIVE (TBSI)

1. Any campus personnel likely to use restraint or likely to use time-out as part of a student's Individualized Education Program and/or Behavior Intervention Plan must receive training in the Texas Behavior Support Initiative (TBSI).
2. The school staff member will complete the first six modules online prior to taking module seven, Physical Restraint. The District adopted restraint training program is Nonviolent Crisis Intervention through the Crisis Prevention Institute (CPI).
3. Before being allowed to register for CPI, the school staff member must provide evidence to the CISD Professional Development Department that they have gone through the first six modules of TBSI.
4. Campus personnel are only required to participate in the online module training one time. The physical restraint training program requires annual training.
5. Personnel called upon to use restraint and who have not received prior training must receive training in the six modules of TBSI and CPI within 30 school days following the use of restraint.
6. Each campus in the District is required to maintain a core team of an administrator, general education teacher and a special education teacher trained in TBSI and CPI.

DISTRICT SCHOOL RESOURCE OFFICERS

To ensure sufficient security and protection of students, staff, and property, the board authorizes the formation of a District police department and shall employ and commission police. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The duties of district security personnel are: responsible for providing daily security for the school building and parking lots, property and ensure the safety and security of students, staff, building and grounds. The law enforcement duties of school resource officers are: safeguarding any person(s) within their jurisdiction along with the property of the school district. SROs shall not be used for routine student discipline, school administrative tasks, or contact with students unrelated to the officers' law enforcement duties. SRO's are encouraged to engage with students, teachers, staff, and the community to foster school-police partnerships. Additional security services are provided by board approved third-party vendors.

DISTRICT TRAUMA-INFORMED CARE POLICY

Crowley ISD implements a comprehensive, fully integrated Multi-Tiered System of Supports (MTSS) that includes Positive Behavioral Interventions and Supports (PBIS) and restorative practices. This framework supports academic achievement, positive behavior, and social-emotional learning for all students through a trauma-informed lens.

As part of its commitment to mental health and wellness, Crowley ISD hosted its second biannual Community Mental Health Symposium, Mind Over Matters. This impactful event brought together educators, parents, students, and community members to promote mental health awareness and social-emotional learning (SEL).

To ensure ongoing support, Crowley ISD partners with organizations like Invicta Counseling Services to provide licensed professional counselors on campus for both students and staff. Additionally, the district covers the cost for students to receive up to eight individual counseling sessions through Authentic Counseling and Coaching, available both in-person and virtually.

Further partnerships with agencies such as MHMR, Helping Hands, and Seasons of Change provide targeted support for issues including anxiety, depression, trauma, self-esteem, and PTSD. These resources reflect the district's unwavering commitment to the emotional and mental well-being of its community.



Suicide Awareness & Prevention

In Crowley ISD steps are taken to empower students at every grade level with protective influences that decrease the likelihood of suicide. These steps are provided in a variety of methods and with age- related considerations.

The elementary and intermediate campuses utilize classroom lessons on the topics of kindness, self-confidence, communication, and perseverance. Each of these traits contribute to a healthy self and supportive relationships. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

At the middle School and high School campuses the attributes of kindness, self-confidence, communication, perseverance, and leadership are also imparted in a variety of means. In September, each campus utilizes a Suicide Prevention Week. During this week announcements are shared giving suicide awareness and prevention tools. Students are equipped with information to report concerns regarding peers, family, and themselves. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

Additionally, staff on all Crowley ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Crowley ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self-harm is screened for risk level, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.

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 by providing supplemental resources to the LEA. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The two purposes of the grant are 1) 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; and 2) to hold LEAs and schools accountable for improving student academic achievement. 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.

Title IV, Part A

The purpose of the grant is to provide: 1) all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

(1) LEA's Title IV Part A evaluation process aligns with the district's Title I Comprehensive Needs Assessment (CNA). The focus for Title IV Part A is STEM and creating well-rounded learners.

- The percentage of students in the district achieving "meets grade-level standards or about in Math (30%) is below the state average (45%)
- The percentage of students in the district achieving "meets grade-level standards or above in Science (33%) is below the state average (47%

By analyzing student performance, we can pinpoint specific gaps in knowledge and skills which can be addressed through tailored STEM instruction. This will not only support students' mastery of required assessments but also deepen the engagement with STEM subjects overall.

(2) The district formally monitors the CNA plan quarterly. The data collected is specific to the timespan of that quarter. Aligned with Title I, the Common Formative Assessment is a major data source used. This assessment is designed to measure the effectiveness of the instruction taking place as it relates to the specific targeted areas identified in the CNA assessment.

(3) Title IV Part A program objectives

- Crowley ISD will provide high-quality supplemental STEM instruction to our underrepresented in STEM fields, student population through curriculum, afterschool clubs, and STEM activities by May 2025.
- Crowley ISD will provide early exposure to college and career readiness to students starting in prekindergarten to increase career awareness by May 2025.

(4) Title IV Part A intended outcomes

- In Crowley ISD, at least 20% of students in the supplemental STEM activities will be engaged in after-school STEM activities by May 2025.
- Crowley ISD will increase student career awareness by 15% as measured by career activities provided on the campuses throughout the school year by May 2025.

Title IV, Part B

The purpose of the grant is to provide academic enrichment opportunities during non-school hours for children, particularly 21st Century Grant students who attend high-poverty and low-performing schools.

Perkins Grant

The purpose of the grant is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education programs.

Parent and Family Engagement Policy



ESSA Section 1116 2025-26

- 1) **Crowley ISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with the parents of participating children. Section 1116 (a)(1)**

Strategies in Action:

Each campus will hold an official Title I Annual Meeting by the end of September each school year to review with parents Title I School requirements and the school's Parent and Family Involvement Policy. In addition, the principal updates parents on school test data, accountability, and campus improvement plans.

Parental input will be solicited throughout the year in meetings, surveys, and one-on-one conferences. Information derived will be utilized by the school's administrative team to strengthen the tie between school and home to increase student achievement. The family advocate, along with the school's Parent Involvement and Special Events Committee, will take the lead in providing opportunities for parents to become involved in our school over the course of the year to take full advantage of the benefits that come with active parent involvement.

Crowley ISD envisions creating opportunities to engage parents from PreK-12th grade to promote their involvement in their child's academic learning.

- 2) **Crowley ISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, Crowley ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)**
 - i) **The policy shall be incorporated into the local educational agency's (LEA) plan developed under section 1112 (District Improvement Plan, DIP),**
 - ii) **The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.**

Strategies in Action:

Each school annually invites parents to participate in review and revision meetings to examine and discuss our Campus Improvement Plan and Parent and Family Involvement Policy. Each school's parent focus group and Campus Performance Objective Committee (CPOC) consistently review school policy in an organized, ongoing, and timely way.

The policy will be reviewed at the end of the school year to determine if revisions are needed for the following year. The Family and Parent Engagement Policy is part of the District Improvement Plan and is available on the district website.

Goal:

In Crowley ISD, parent and family engagement means regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring that:

- A. Families play an integral role in their child's learning
- B. Families are encouraged to be actively involved in their child's education at school
- C. Families are partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

- 3) **Crowley ISD will: involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)**

Strategies in Action:

The Crowley ISD District Improvement Plan is reviewed at least four times annually: Formative reviews during the months of October, January, and April, and a summative review during July. Campus plans are developed with feedback from parents, community members, teachers, principals, and other district and campus personnel. This group is known as the Campus Performance Objectives Committee (CPOC).

- 4) **Crowley ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B)**

Strategies in Action:

Crowley ISD provides parents and the community with a Family Community Engagement Liaison to provide technical assistance and other support to parents about the opportunities available to have a voice in the educational process as well as reach out to the community for input and resources. The CPOC parent representatives work collaboratively with the principal and campus staff in planning effective parent involvement opportunities to include in the Campus/District Improvement Plans.

- 5) **Crowley ISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (a)(2)(C) and Section 1116 (e)(4)**

Strategies in Action:

Crowley ISD coordinates several programs within the district to integrate parent and family engagement strategies. The district will educate, coordinate, and integrate family engagement programs and activities with other Federal, State, and local programs, and conduct other activities that support parents in fully participating in their child's education.

A district Comprehensive Needs Assessment (CNA) process ensures the coordination of programs. The following are other programs/activities within the district that encourage parents to participate in their child's education:

- 21st Century Community Learning Center grant
- Early Head Start Program
- Migrant Services
- Limited English Proficiency Services

- Students with Disabilities Services
- Crisis Intervention Programs
- McKinney Vento

6) **Crowley ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—Section 1116 (a)(2)(D)**

- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);**
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and**
- strategies to support successful school and family interactions.**

Strategies in Action:

CPOC members will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the campus. This evaluation will include identifying barriers to greater participation by parents and using the findings to design improvement strategies. Surveys will be available in a language or format parents can understand. The campus leadership will administer the parent involvement survey at the end of the school year in order to plan for the upcoming year. Each campus will involve parents in the joint revision of the Title I plan and the process for school review and improvement.

7) **Crowley ISD will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)**

Strategies in Action:

Annually, the campus will convene a meeting to which all parents of participating students are invited, to inform the parent of the school's participation in the Title I program and of the parent's right to be involved. Parents will be provided timely information about available programs.

8) **Crowley ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revise, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1116 (a)(2)(F) and Section 1116 (e)(14)**

Strategies in Action:

The group known as the Campus Performance Objectives Committee (CPOC) is comprised of parents, community members, teachers, principals, and other district and campus personnel. The CPOC parent representatives work collaboratively with the principal and campus staff in planning effective parent involvement opportunities to include in the Campus/District Improvement Plans, reviewing and revising plans based on community input, and sharing information with the community.

9) **To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Crowley ISD shall: Section 1116 (e)**

- i) **provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)**

Strategies in Action:

Elementary campus teachers will hold at least 1 parent-teacher conference annually where the teachers will review grade-level content standards, student assessments, and progress data with parents. Students will have the opportunity to lead the discussion to share what they learned and share their goals. The teachers will provide parents with support on how to work with their children to improve their child's academic achievement. Parents will also have opportunities for regular meetings relating to their child's education when requested.

The district will communicate with parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand (English/Spanish). The district will use the following modes to communicate with parents:

- Take-Home Folders or AVID Binders
- Homework/Conduct sheets or planners
- School Flyers
- Campus & District Facebook pages
- Positive notes home to parents of student success
- Parent/Teacher Conference
- Campus Newsletters
- Classroom Newsletters
- School Marquee
- Crowley ISD Web page
- Student Handbook
- Automated call-out system, including phone, email, and text messages
- Parent Home Access Center (Skyward) via District Web Page

- ii) **provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)**

Strategies in Action:

Academic nights for reading, science, and math will be developed to provide materials and training to help parents work with their children to improve their children's academic achievement and foster parental involvement. The following is a list of opportunities that have been created to inform and involve parents, not limited to other reasonable support for family engagement activities as parents may request.

- Flyers/Notices Home
- CISD Student/Parent Handbook
- Progress Reports and Report Card
- Meet the Teacher Night
- October Parent Conference
- CISD Homework Help Hotline
- Parent Volunteer Opportunities
- Parent Workshops/Support Resources
- Reading Night
- Math Night
- Science Night
- Campus Performance Objective Committee

- STAAR End-of-Year Reports
- MAP Reports
- Title I, Part A Annual Meeting
- Field Day
- Career Day
- Family Game Nights
- Book Fairs

iii) educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

Strategies in Action:

In Crowley ISD, parent and family engagement means regular, two-way, and meaningful communication involving student academic learning and other school activities. For this vision to be truly embedded in CISD, training for district staff is vital to ensure an understanding of implementation and sustainability.

Parent and Family Engagement (PFE) statewide initiative resources will be available on the district website. Faculty and staff will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys, and during one-on-one conferences. Information derived will be utilized by the school's Administrative Team and CPOC Team to strengthen the tie between school and home to increase student achievement. Title I PFE training materials will be available for campus staff to further professional development and understanding of PFE policy.

iv) ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; Section 1116 (e)(5)

Strategies in Action:

The following documents are available on the district website as well as each campus web page in English and Spanish:

- District PFE Policy
- Campus PFE Policy
- School-Parent Compact
- Parent's Right to Know letter

District Personnel to Assist with Family Engagement

Director of Student Support and Engagement – Rashad Muhammad

Title 1/TIA – Ruby Batiste

Director of Data, Assessment, and Accountability – C.J. Hill

21st Century Community Learning Center Project Director –Nikita Coleman

Family Community Engagement Liaison – Janice Layne

McKinney Vento Contact – Darylle Moffett

Crisis Intervention Contact – Trina Lane

Students with Disabilities Contact – Ruby Batiste

LEP Services Contact – Maria Anguiano

Migrant Services Contact – Ruby Batiste

Early Head Start Contact – Tiffany Majors

Campus Personnel to Assist with Family Engagement

Bess Race – Naveen Naqvi

Crowley Montessori Academy – Veronica Delgado

Dallas Park – Kristin Green

David L Walker – LaShaunne Cortex

Deer Creek – Charlotte Carter

J A Hargrave –Dina Jammer

Jackie Carden – Crystal Hudson

June Davis – Dr. Hannah Anthony

Mary Harris – Capricia Bell

Meadowcreek – Yumesha Mosely

Oakmont – Cabrea Bundy

Parkway – Tara Jackson

S H Crowley – Dr. Joy Runnels

Sidney Poynter – Dr. Charmaine Williams

Sue Crouch – Shanel Robinson

Sycamore – Kali Saleh

Crowley Middle School – Dwight Perry

H F Stevens – Dr. Andrea Robins

Richard Allie – Faith Turner

Summer Creek – Nicole Sanders

Crowley 9th – Dr. Roslyn Bell

Crowley High School – Dr. Markeba Warfield

North Crowley 9th – Colecia Williams

North Crowley High School – Dr. Mario Layne



**Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students**

RB

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report on Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> • Have received a grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p>OR</p> <ul style="list-style-type: none"> • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> • Students whose data in TX-NGS shows <i>No Other Preschool Support</i>.

The **PFS Action Plan** template is provided by TEA to assist districts in documenting efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
11	TX-220912		Ruby Batiste
District Name:		School Year	Date:
Crowley Independent School District		2025-2026	September 22, 2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)



- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	
Date	September 22, 2025	Date Review Complete	09/23/2025

Aurelia Arista (Sep 23, 2025 15:31:16 CDT)

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	TX-220912	Crowley Independent School District

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
<p>Goal 1:</p> <p>By May 2026, 90% of PFS students identified as performing below grade level in reading or math will demonstrate academic growth as measured by district benchmark assessments or STAAR performance.</p> <p>Goal 2:</p> <p>By June 2026, 100% of PFS students and their families will receive at least two direct contacts focused on academic progress, high school graduation, or postsecondary planning, as documented in program records.</p>	<p>Objective 1.1: Within 30 days of enrollment, 100% of PFS students will have an individualized support plan developed in coordination with campus staff, based on academic records, teacher input, and assessment data.</p> <p>Objective 2.1: By May 2026, host a minimum of two-family engagement events specifically targeting PFS families to share strategies for supporting academic success and connecting with available services.</p> <p>Objective 2.2: By April 2026, ensure that 100% of PFS students in grades 8–12 receive a documented graduation plan review and, if needed, referrals to TxCAN, MSIX services, or Out-of-School Youth (OSY) support.</p>

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	TX-220912	Crowley Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. 	By the last working Friday of every month.	ESC TxNGS Specialist	<ul style="list-style-type: none"> • PFS reports from NGS uploaded to LEA OneDrive Folders
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 13 th –Sept. 15 th	LEA MEP Contact	The plan will be reviewed and signed by an ESC MEP staff member
Additional Activities			
<ul style="list-style-type: none"> ▪ The district will review each PFS student’s grade progress report, attendance and discipline report. 	Quarterly	Migrant Coordinator	Copy of Reports

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	TX-220912	Crowley Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	August – July	LEA MEP contact ESC MEP contact	<ul style="list-style-type: none"> MEP Update TX-NGS Monthly Report Project Smart Data (as applicable)
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	August- July	LEA MEP contact	<ul style="list-style-type: none"> Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district’s Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	2 times per semester	LEA MEP contact ESC MEP contact (as needed)	<ul style="list-style-type: none"> Priority for Students Progress Review Form Attendance Records Contact Log
Additional Activities			
<ul style="list-style-type: none"> Parental Involvement and Support including: <ul style="list-style-type: none"> workshops or meetings to help parents support their child’s learning. Regular communication about student progress 	August- July	LEA MEP contact, district parent engagement director, and assigned counselor	PFS Progress Review Forms, Sign in Sheets

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	TX-220912	Crowley Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities. 	August-July	LEA MEP contact	<ul style="list-style-type: none"> ● PFS Student Report ● Participation in MEP Activities ● Project Smart Participation Report
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	August-July	LEA MEP Contact ESC MEP Contact	<ul style="list-style-type: none"> ● PFS Progress Review Form ● LEA PFS Action Plan
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August-July	LEA MEP Contact	PFS student review forms Communications Log
Additional Activities			
<ul style="list-style-type: none"> ▪ Tutoring ▪ Small group instruction ▪ Summer School Interventions and Activities ▪ Saturday School ▪ School Supplies ▪ Provide wrap-around and Social and Emotional Support Services ▪ Credit Recovery 	August-July	Migrant Coordinator and Campus Contact	Activity log School Supply Distribution Form Sign in Sheets

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