

2014-15 Campus Improvement Plan

Crandall High School

School Name

Crandall Independent School District

District Name

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Mission Statement

Crandall Independent School District's Mission Statement

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

Crandall High School's Mission Statement

The Mission of Crandall High School is to provide an outstanding educational experience for each student. We will respect every learner's unique potential by fostering a compassionate and cooperative environment that builds character, citizenship, and the capacity to compete in a global community.

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A
Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Crandall High School Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Crandall High School conducted a comprehensive needs assessment for the 2014-15 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Crandall High School include 53 teachers, 9 paraprofessionals, and 4 administrators. The student population is 72.03% White, 10.31% African American, 15.29% Hispanic, .79% Asian, and .45% Native American. Additionally, the campus serves 33.86% economically disadvantaged students, 9.51% special education students, and 1.02% Limited English Proficient students. Attendance rates include 93.2% African American, 96.7% Hispanic, 96.3% White, and 95.9% economically disadvantaged. The most current data indicate the campus has a 11.3% mobility rate.

The following data were reviewed in relation to campus demographics:

- PEIMS: Disaggregation of Student Data
- Staff FTE by Role
- Attendance Rates by Ethnicity, Gender...
- Attendance by Comparison report
- TAPR
- 13-14 Economically Disadvantaged population

Upon review of these data, several findings were noted. These findings include:
CHS is becoming more diverse. AA attendance rate is statistically/significantly below other special pops.

Areas of need include:

Embracing our community's increase in diversity. Identify and implement intervention strategies to increase AA attendance rates.

Student Achievement

The following data were reviewed in relation to Student achievement:

- CBA scores
- EOC scores
- AP Participation Rate
- AP Test Scores
- Graduation rate
- Percentage of students on pace to graduate on time or early.

Upon review of these data, several findings were noted. These findings include:

CBA's were not aligned with every individual teacher's curriculum scope/sequence.

First-time testers in Biology, US History, and Algebra I were successful in meeting this year's passing standard. (Algebra I test scores did not include AIM students. These students will take the test as sophomores).

Repeat testers need assistance in finding intrinsic motivation to achieve success.

Significant learning/performance deficiencies in English I and II.

AP participation increased by almost 1,200%! Students earning college credit increased by 300%!

Areas of need include:

CBA's must be aligned with Kilgo's scope/sequence... (they were) Teachers must follow scope/sequence to ensure instruction is aligned with assessment.

Early, frequent, and targeted interventions for repeat testers.

Sophomore Algebra I/MM10 - Provide our identified math sophomores with solid instruction and consistent/meaningful intervention to maximize student achievement on the Algebra I EOC.

Early interventions for first time & repeat English I and II testers. (Kelly Fortner will be brought in to facilitate pull-outs)

In all areas:

- increased teacher awareness of and alignment with eligible SE's (Kilgo).
- daily commitment to focusing on academic vocabulary and direct connection to TEKS verbiage of objectives.
- fidelity to scope/sequence and congruency of lesson to standard and instruction.
- continue raising levels of instruction, ie. depth and complexity, in all courses.
- continue aligning Pre-AP and AP instruction to College Board course content, curricular goals, and culminating exams.

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

CHS Campus Climate Survey

Administrative Team meetings

Staff Leadership Team meetings

One-on-one conversations with faculty and staff

Upon review of these data, several findings were noted. These findings include:

The introduction and implementation of system-wide school improvement strategies caused some discomfort and frustration.

Resignations resulted in some teachers questioning administrator support.

Dress code caused frustration with faculty and staff.

Concern for administrative visibility and partnership in collaborative decision making and problem solving.

Daily, informal administrative team meetings are insufficient.

Areas of need include:

Expanded SLT

Sounding board committee

Administrative visibility
Monday memos to staff
Home Visits by teachers, counselors and administrators
Work to improve administrator visibility in academic wings
Include staff in decision making/problem solving processes.
Code of Conduct needs to be consistently enforced across all student groups
A greater commitment to enforcing the dress code must be made by every faculty and staff member
Begin weekly formal/structured administrative team meetings.

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

HR FTE Roster
PDAS performance
EOC performance
CISD from Job Fair
University and Region X Job Fairs
Teacher committees

Upon review of these data, several findings were noted. These findings include:

19 New Teachers for 2014-15 school year (11 were coaches).

Of the remaining 8 teachers who resigned, five of those resignations resulted after significant administrative efforts to encourage their separation.

CHS has some outstanding staff members, and some who need a great deal of encouragement and guidance.

Areas of need include:

Continued administrative support for increased academic expectations, technology integration, and campus morale.

Continued administrative commitment in assisting staff in identifying and attaining positions which best serve our students.

Intensive support for English Dept. (They are retaining only 3 department members.)

Continue building faculty and staff morale

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

E-blast Communications
AP/Pre-AP Parent night
Freshmen Orientation/Fish Camp
Open House
Homecoming Parade
Community Pep Rally/Faith of the Field
Senior Pep Rally

Teacher Breakfasts/luncheons

Upon review of these data, several findings were noted. These findings include:

Not all Skyward parent/guardian contact information is accurate.

Not all communications reach every stakeholder.

One PTO President covering both secondary campuses is not always efficient.

Senior parent "skit" needs to be addressed

Areas of need include:

Work to ensure 100% accuracy in parent/guardian email addresses

Ensure greater coverage of information via district and campus websites, handbooks, social media, pa announcements, marquis

Work closer with PTO officers

Ensure our Homecoming Parade route is respectful towards all community businesses and other establishments.

Curriculum and Instruction

The following data were reviewed in relation to Curriculum and Instruction:

STAAR Scores

AP Scores

SAT/ACT Scores

Benchmark Data

Report Cards

Progress Reports

Lesson Plans

Scope & Sequence

PDAS Data

SLT Meetings

Campus Climate Survey

Sounding Board Meetings

Upon review of these data, several findings were noted. These findings include:

English 1 & 2 scores are statistically significant below Math, Science, and Social Studies

AP Scores & Participation increased at a statistically significant level

Benchmark assessments must be aligned with instruction

Failure rate is unacceptably high

Lesson plans indicate a superficial understanding of TEKS (readiness and supporting standards)

Areas of need include:

- Extensive interventions for identified English students
- Expanded communication to students and parents regarding the AP program
- Each course's instruction must be aligned with associated benchmark
- Increased administrator presence in teachers' classrooms

Context

The following data were reviewed in relation to Context:

- Master Schedule
- Campus teams & committees
- Mentoring, pull-out, and push-in schedules
- Academic planning days (one per six weeks)
- Campus Climate Survey

Upon review of these data, several findings were noted. These findings include:

- Master schedule mindset shifting from built around teacher wants to built around student needs
- 13 campus-wide committees created and meeting regularly
- Two outside tutors brought in to facilitate tutoring support
- Teachers use time effectively when given time to work collegially in departments
- Sincere desire to be more involved in campus decision-making

Areas of need include:

- Reducing class-sizes in EOC courses
- Include students in campus committees
- Expand staff participation in committees

Technology

The following data were reviewed in relation to Technology:

- Technology infrastructure
- Device/equipment inventory & use
- Community interest in expanding technology integration
- STAR Chart and Bright Byte data

Upon review of these data, several findings were noted. These findings include:

- Wireless access remains "spotty"

Computer labs underutilized
Smart Boards underutilized
COW's underutilized
Many homes do not have internet access

Areas of need include:
Ensure complete wifi coverage

Student Performance Data

Science STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Biology STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	224	210	94		35	16	
EOC	HI	42	39	93		5	12	
EOC	AA	26	22	85		3	12	
EOC	WH	153	146	95		27	18	
EOC	SED	88	79	90		10	11	
EOC	SPED	13	11	85		0	0	
EOC	LEPC	2						
EOC	LEP1	1						
EOC	LEP2	1						

Mathematics STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Algebra I STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	164	146	89		20	12	
EOC	HI	29	25	86		1	3	
EOC	AA	18	14	78		2	11	
EOC	WH	115	105	91		17	15	
EOC	SED	60	49	82		6	10	
EOC	SPED	6	4	67		0	0	
EOC	LEPC	2						
EOC	LEP1	1						
EOC	LEP2	1						

Reading/English Language Arts STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

English I Reading STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	270	192	71		15	6	
EOC	HI	49	37	76		4	8	
EOC	AA	32	19	59		1	3	
EOC	WH	185	133	72		10	5	
EOC	SED	114	75	66		5	4	
EOC	SPED	20	7	35		0	0	
EOC	LEPC	3						
EOC	LEP1	1						
EOC	LEP2	1						

English II Reading STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	231	174	75		11	5	
EOC	HI	33	24	73		3	9	
EOC	AA	24	13	54		0	0	
EOC	WH	167	131	78		8	5	
EOC	SED	88	60	68		2	2	
EOC	SPED	12	2	17		0	0	
EOC	LEPC	4						
EOC	LEP1	0						
EOC	LEP2	0						

Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

English I Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							

English II Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							

Social Studies STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

US History STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	199	188	94		18	9	
EOC	HI	27	25	93		3	11	
EOC	AS	5	5	100		0	0	
EOC	AA	14	12	86		0	0	
EOC	WH	147	141	96		15	10	
EOC	>2	6	5	83		0	0	
EOC	SED	51	45	88		7	14	
EOC	SPED	2						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

World History STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Goals and Strategies

Subject Area: Safe and Secure Campus
District Priority: High
Campus Performance Objective: Provide a safe and secure learning environment for students.
Formative Evaluation: Ongoing

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 The emergency crisis plan will be reviewed and revised as needed.	Principal	Ongoing... Formal review every summer	Knowledgeable staff in a crisis			Campus Crisis Plan School Resource Officer Security cameras Security Webinars				
2 The student code of conduct will be followed and student behavior standards will be taught to reduce incidents of violent and disruptive behavior.	Principal, Assistants, Teachers	Ongoing	Student referrals and misconduct decrease			Assistant Principals Faculty & Staff				
3 Student discipline will be monitored by setting discipline goals and monitoring procedures	Principal, Assistant	ongoing	Reduction in disciplinary incidents			Staff Leadership Team Teacher committees Parent Sounding Board Staff, student, and parent, perception				
4 The district bullying policy will be followed and plan will be implemented.	Principal	ongoing	Reduction in incidents of bullying			Assistant Principals Staff Leadership Team				
5 All staff will be trained in child abuse reporting procedures,	Principal	ongoing	Staff awareness of issues that affect			Faculty & Staff				

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
reduction of bullying, dating violence, and sexual harassment			student safety							

Goals and Strategies

Subject Area: Advanced Academic Services
District Priority: High
Campus Performance Objective: Support will be provided to promote advanced academics for all students.
Formative Evaluation: Ongoing

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Teachers who serve GT students will have the required hours of training.	Principal	ongoing, reviewed & confirmed every summer	Increased achievement of GT students			Academic Dean				
2 Students will be encouraged to enroll in PreAP and AP classes.	Counselors, Academic Dean, and teachers	Ongoing Formal presentations in January	Increased numbers in preAP/AP classes			Counselors Academic Dean All Faculty				
3 Students will receive the support needed to pass advanced classes and AP exams.	Counselors, Academic Dean, and Faculty	ongoing	Increased numbers passing AP exams and improvement in student grades			All Teachers				
4 Provide rigorous instruction that will result in increases in SAT/ACT scores	Teachers	Ongoing	Increased learning as measured by grades and SAT/ACT scores			Professional Development Parent Sounding Board All Faculty	4000-4999: Books And Supplies			
5 A college and career-ready campus atmosphere will be created through activities that celebrate College and Career Weeks as well as activities/programs throughout the year.	Counselors, Academic Dean, Assistants, Teachers	Ongoing	Increased awareness of college and career opportunities			College Day All Faculty				
6 Provide SAT/ACT prep activities to help students be prepared for the exams.	Counselors	Ongoing	Increased SAT/ACT scores			All Faculty				

Goals and Strategies

Subject Area: Serving At-Risk & Potential Dropout Populations

District Priority: High

Campus Performance Objective: Use State Compensatory Education funds appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum.

Formative Evaluation: Ongoing

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Organize effective acceleration activities to insure success for at-risk students with state assessments both during the school year and in the summer.	Principal, Academic Dean, Content Mastery Staff, Diagnosticians	Ongoing	Improvement in STAAR scores for at-risk students			Professional Development Professional Webinars Intervention Team Meetings Department Team Meetings Professional Resources	4000-4999: Books And Supplies			
2 Provide proactive activities and supports, including personnel, to help at-risk students master the curriculum and to reduce the dropout rate.	Principal, Academic Dean, Assistant Principals, Content Mastery Staff, All CHS Faculty, STARS Principal	ongoing	Improvement in at-risk student grades and reduction in failure rates			Professional Development Department Team meetings Intervention Team Meetings Professional Resources	4000-4999: Books And Supplies			
3 Provide dyslexic students with supports and programs.	Principal, Dyslexia Teachers	ongoing	Improvement of STAAR scores and grades for dyslexic students			Professional Development Professional Resources	4000-4999: Books And Supplies			
4 Acceleration will be provided for students who did not pass STAAR	Principal, Academic Dean,	ongoing	STAAR 2013-14 scores			Teachers				

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
exams.	Counselors, All Staff					Released EOC Exams Outside Consultants	5800: Professional/ Consulting Services And Operating Expenditures	Professional resources	4000-4999: Books And Supplies	
5 Provide at-risk students with supplies and materials that will assist them in accessing the curriculum.	Principal, Content Mastery Staff	ongoing	AR student grade improvement and failure rate reduction			All Faculty		Professional Resources	4000-4999: Books And Supplies	
6 Provide technology for at-risk students that will assist them in accessing the curriculum.	Principal, Assistant Principals, Academic Dean,	ongoing	Improvement in AR student grades and reduction in failure rates			Professional Development Computer labs				
7 Provide programs for at-risk students that will give them additional assistance with state assessments and the general curriculum	Principal, Academic Dean, Diagnosticians, Content Mastery	ongoing	Improvement in AR student grades			Professional Development		Professional Resources	4000-4999: Books And Supplies	
8 Provide credit recovery programs for students to reduce the dropout rate.	Principal, Academic Dean, Counselors, STARS Principal	Ongoing	Reduction in dropout rate and student failures							

Goals and Strategies

Subject Area:

District Priority:

Campus Performance Objective: Use Title funds effectively to benefit students.

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Use the campus staff development plan to help teachers grow and improve the delivery of the curriculum.	Principal		Improvement in delivery of instruction and student learning as measured by Benchmarks							
2 Utilize TEKS alignment facilitators to work with teachers to deliver the curriculum more effectively.	Principal		Student progress improvement in core curriculum as measured by benchmarks							
3 Develop a program and plan to encourage parents to be involved and informed.	Principal		Increase in parent involvement and in parent satisfaction							
4 Increase the number of ELLs graduating on the recommended plan.	Principal		Increased percentage of ELLs graduating on recommended plan							
5 Increase the overall graduation rate of LEP students	Principal		Increased graduation percentage of ELLs							
6 All staff serving ELLs will receive training in sheltered instruction	Principal and district staff		Improvement in student grades and lowered failure rates							
7 Campus LPAC teams will receive LPAC training.	LPAC campus administrator, ESL Coordinator		Compliance with LPAC procedures							
8 Use ESL teachers to support general education teachers in better delivery of core curriculum and teaching strategies.	Principal ESL teachers		Student success and growth in benchmark scores							

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
9 Identify migrant students and help them to succeed in the regular school program.	Principal and district migrant liaison		Student success with core curriculum							
10 Identify homeless students through the Campus Homeless Liaison and work with the district liaison to provide supplemental support to students identified under McKinney-Vento.	Principal		Achievement of identified homeless students							
11 A plan for increasing parent involvement will be written and implemented.	Principal		Increase in parent involvement and parent satisfaction							
12 Transition activities will be provided for students and parents transitioning from one campus to another (middle to high,) and from program to program (ESL to monitor, etc.)	Principal		Improvement as measured by surveys/sign in sheets							
13 Grade level and content specific collaboration opportunities will be provided for teachers to increase student achievement. Supplemental pay and/or substitute costs will be provided.	Principal		Student scores increase on state assessments							
14 Supplemental instructional materials will be provided to teachers and students targeting areas of need based on student data.	Principal		Increased student achievement in the targeted core areas							
15 Provide opportunities for students to extend their learning through before/after school tutoring, Saturday School, Science Camps and additional supplemental learning opportunities.	Principal		Increased student achievement in the targeted core content							
16 Provide numerous opportunities for parents to be active participants in their child's learning through activities such as Family Health Night, Math & Literacy Night, etc. as well as increasing communication through take home folders and student planners.	Principal		Increased parent satisfaction on parent/student survey							
17 Annually survey parents,	Principal		Survey results							

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
students, staff, and community stakeholders in order to continually improve the overall academic program.										
18 Provide opportunities for parents and community to attend Parent Education classes offered through the Community Education Office and Curriculum Department.	Principal		Increased parent participation							
19 Insure that strategies to attract and retain highly qualified teachers are formulated and implemented.	Principal		Increased student achievement in the core content							
20 Supplemental staff including teachers, instructional specialists and paraprofessionals will be hired to ensure a higher level of academic achievement for all students	Principal		Increased student achievement in the targeted core content							
21 Coordinate activities and resources provided by Federal, State, and local funds with the aim of upgrading the entire educational program for all students.	Principal		Efficient use of funds that result in effective programs for students							
22 Instructional technology will be enhanced, supplemented, and repaired as necessary to ensure the ongoing use of technology in the classroom.	Principal		Efficient use of funds that result in effective programs for students							
23 Computer Labs will be utilized or supplement instruction and provide acceleration for at risk learners.	Principal		Increased student achievement in targeted areas							
24 Continue to provide digital library and media resources to students and staff.	Principal		Increase in usage of digital library resources							

Goals and Strategies

Subject Area:

District Priority:

Campus Performance Objective: Meet all state and federal requirements.

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
1 Students must attend at least 90% of the days a class is offered in order to receive credit.	Attendance committee		90% or above attendance rate for each student							
2 Unexcused absences will be strictly monitored and addressed.	Attendance principal.		Decrease in truancy court filings							
3 A plan will be implemented to prevent truancy to minimize referrals to the truancy courts.	Attendance principal		Decrease in truancy court filings							
4 The needs of adolescent parents will be addressed through a program of services.	Principal, Nurse		Reduction in the dropout rate of adolescent parents.							
5 A plan to increase attendance will be developed and implemented that includes both proactive elements and state compliance actions.	Attendance principal		Attendance percentage increase							
6 The use of technology as an instructional and administrative tool will be promoted.	Principal		Teacher use of technology in instruction and for administrative use							
7 Ensure district-provided coordinated school health program is implemented to include physical education, classroom, food service and family components	SHACK committee		SHACK End-of-year data							
8 Ensure all students are engaged in moderate to vigorous physical activity at least 60% of the time during PE class.	PE Teachers		Fitness Gram and walkthrough data indicating %age of moderate to vigorous activity							
9 Ensure physical fitness assessment is administered to	principal		Fitnessgram campus report							

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	
100% of students in physical education classes and athletics.			showing 100% compliance							
10 Use EIT and the RTI process to address needs of students and teachers.	Principal		Fewer SpEd referrals/few failing grades/fewer behavior referrals							
11 Campus will decrease the number of students taking STAAR M to 2%.	Principal		2% taking STAAR M							
12 Campus will decrease the number of students taking STAAR Alt. to 1%.	Principal		2% taking STAAR Alt							

Goals and Strategies

Subject Area:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	

Goals and Strategies

Subject Area:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	

Goals and Strategies

Subject Area:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	

Goals and Strategies

Subject Area:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	

Goals and Strategies

Subject Area:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Assurance Addendum

Crandall High School Crandall Independent School District

Local Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Crandall High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
	Completed a needs assessment which serves as the basis for the CIP.
	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
	Provided for a program to encourage parental and community involvement at the campus.
	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.

Assurance Addendum

**Crandall High School
Crandall Independent School District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member	Position
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CPOC Meetings* for 2014-15

#	Date	Time	Location
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* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Assurance Addendum

Crandall High School Crandall Independent School District

Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2014-15, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2014-15, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2014-15, the percent of parents and community members attending VIPS meetings will increase by %.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2014-15, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2014-15, the discipline referrals for offenses will be reduced by % from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.

	Goal	Description	Formative	Summative	Strategy
	6) Special Education	For 2014-15, the percent of students meeting ARD expectations will be at or above %.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
	7) Highly Qualified Teacher	For 2014-15, the percent of highly qualified teachers in the core academic areas will be at %.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2014-15, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2014-15 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2014-15 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2014-15, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2014-15, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2014-15, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2014-15, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2014-15, the percent of LEPCTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

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Crandall High School Crandall Independent School District

Plan Requirements

	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserweb and are accessible to teachers and administrators.
	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

Assurance Addendum

**Crandall High School
Crandall Independent School District**

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content