

**Granbury Independent School District**  
**Crossland Ninth Grade Center**  
**2013-2014 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

**District:** Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

**Campus:** Crossland Ninth Grade Center in partnership with students, families, and community is committed to providing a uniquely focused freshman environment. Our goal is to produce responsible and prepared life-long learners who will make a seamless and successful transition to Granbury High School

# Vision

**Campus:** Crossland Ninth Grade Center will develop passionate students who are self-motivated and responsible 21st-century learners. We will support our students as they strive to be college-bound or career-ready graduates who will grow to be gainfully-employed and self-reliant members of a global society.

# Value Statement

We, the staff of Crossland Ninth Grade Center, commit to giving our best effort to communicate honestly, maintain an open-door atmosphere, and to continue to create a conducive environment to learning for staff and students.

- We will:
  - Value each other professionally.
  - Trust and support consistently.
  - Communicate openly and honestly with each other.
  - Create and encourage a collaborative environment where we all work together.
  - Respect each individual's role in the workplace.

In accordance to these policies, we will immediately address any personal disagreements directly, maturely, and discreetly, and shall apologize if necessary. We will strive to make sure we are solution focused on the relevant issues, making every effort to respect differences, find common ground, and listen to the other side until a mutually agreeable solution is produced.

We pledge our support for this social contract, and commit to our personal efforts to uphold it in our daily interactions.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Crossland Ninth Grade Center (CNGC) has 503 students enrolled. Of that, 19.9% are Hispanic, 76.6% are White, 1% American Indian, .8% Asian, and 1.8% are two or more races. Socio Economically, CNGC has 43.1% of students are economically disadvantaged and 29% are considered At-Risk for graduating. Our LEP percentage is 4.5% and the mobility rate for 2010-2011 is 14%. Attendance rates for CNGC were 94.8% in 2010-2011. Ten percent of students qualified for special education services, 72% are enrolled in CTE classes, 8.3% are GT students and 4.3% are in ESL classes. The number of students per teacher are 12.3. CNGC staff is 89.5% white, 3.3% American Indian, and 7.2% Hispanic.

### Demographics Strengths

CNGC strengths include the opportunity to qualify and receive Title 1 funds, which are used for all students.

### Demographics Needs

CNGC needs to reduce the gap of performance on local and state assessments for our economically disadvantaged students (scored between 3-5% lower on STAAR) and our at-risk students (scored 14-24% lower on STAAR). In addition, our attendance rates need to improve to 96% for the school year.

## **Student Achievement**

### **Student Achievement Summary**

CNGC all students met phase-in 1 level II or above for 84% for all subjects tested. For all subjects Hispanics scored 83%, American Indian 67%, Asian 100%, Pacific Islander 60%, two or more races 62%, Special education 70%, Economically disadvantaged 78%, ELL 76%, and wite 85%.

### **Student Achievement Strengths**

CNGC strengths include 88% of students passed the Algebra 1 STAAR assessment, 89% passed the World Geography STAAR assessment, and 91% of all students passed the Biology STAAR assessment. Earned Distinction for Reading/ELA, Mathematics, and student progress.

### **Student Achievement Needs**

The needs for CNGC include 83% of students passing the Reading portion of the STAAR assessment, and 71% passing the writing portion of the STAAR. In addition, 62% of economically disadvantaged students passed the writing portion. For level III advanced scores, 18% of all students scored at the advanced level of measurement for all subjects. By subject, Reading was 21%, Algebra 22%, Writing 2%, Science 20%, and World Geography 24%.

## **School Culture and Climate**

### **School Culture and Climate Summary**

A faculty start/stop/continue activity was conducted at the beginning of the school year. This survey identified areas for which teachers wanted to see us start doing on campus, stop doing on campus, and continue to do on campus. Faculty members then hot dotted the areas in which were the most important to them.

### **School Culture and Climate Strengths**

The strengths included the positive climate/culture of the campus with each other and with students. Spirit days, pirate time, and the sunshine fund were also included. In addition, greeting students at the door of the school upon entry, popcom for the faculty, and potluck lunches were also strengths.

### **School Culture and Climate Needs**

The biggest needs included a revamping of pirate time, consistent discipline, and late work being accepted.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

CNGC currently has 49.3 total staff members of which 41.4 are teachers, 3.9 are professional support, and 3 are administrative. By ethnicity CNGC has 3 Hispanic, 37.1 White, and 1.3 American Indians. Years experience, CNGC as 9.8 in the 1-5 years, 8.8 in 6-10 years, 15 in 11-20 years, and 7.9 over 20 years of experience. The average number of years of experience is 13.4 years and 6.6 years with the GISD.

### **Staff Quality, Recruitment, and Retention Strengths**

Only 3 teachers left the campus this past year for other opportunities, thus we have a low turnover rate. 100% of our faculty is highly qualified to teach their content level.

### **Staff Quality, Recruitment, and Retention Needs**

More staff is needed for our special education department as this portion of our student population has increased to 14.2% of our total student enrollment.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Currently 4 faculty members have been trained to conduct PBL lessons. This number will increase to 100% of faculty in the next two years. Our faculty members have a built in planning period each day to collaborate with the other teachers within their department. In addition, our teachers meet with district curriculum specialists to analyze data and develop lessons which are appropriate to our student's needs.

### **Curriculum, Instruction, and Assessment Strengths**

Ability for departments to meet weekly to plan lessons. Communication between district curriculum specialists and teachers. Planning and communication between multiple contents. Bi-weekly department chair meetings with administration to communicate and plan

### **Curriculum, Instruction, and Assessment Needs**

More assistance within our special education department to serve our students and teachers.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Students and parents were invited to attend schedule pick up date before the start of school at CNGC. In addition, CNGC hosted an open house for students and parents to visit with teachers during the third week of school. CNGC collected a list of names for volunteers to assist in the morning or during lunch time. We also have five parents who are actively involved in our campus advisory committee.

### **Family and Community Involvement Strengths**

Over 75% of students arrived before school started to collect their schedules, tour the campus, and meet with teachers. Over 40% of parents and students attended open house and visited with their teachers. We have 5 parents who are actively engaged in our campus advisory committee with suggestions for school improvement.

### **Family and Community Involvement Needs**

Only 3 parents responded to two requests for volunteer assistance. Currently we have 1 parent a week who volunteers for lunch duty.

## **School Context and Organization**

### **School Context and Organization Summary**

At the beginning of the school year, the campus faculty created and developed a vision statement and a social contract for which we will operate by this school year. In addition, the theme of "All Aboard" was incorporated for this year and is included in all of our communication with staff members.

### **School Context and Organization Strengths**

Our vision statement was created through a process of feedback from the staff along with our social contract. These are included in all faculty meetings and on our weekly newsletter. A safe and orderly team was developed with a committee of teachers to determine what is most equitable while providing a safe learning environment.

### **School Context and Organization Needs**

Transportation of students to the high school and home can be a hindrance as 70% of our students take a class at the high school and must ride a bus on a daily basis. This is an issue for those students who need tutorials in their class before/after school.

## **Technology**

### **Technology Summary**

CNGC currently has three COWs (Computers on Wheels) with approximately 20 computers on each for students and teachers to utilize technology. In addition, students and teachers are able to access three computer labs to complete assignments. CNGC has wireless routers throughout the building for students and faculty to use with their own devices.

### **Technology Strengths**

CNGC strengths include the availability of wireless internet throughout the building and the access to computer labs and COWs.

### **Technology Needs**







CNGC needs include the lack of availability for teachers to have computers in their classes for students to utilize throughout the day. In addition, the COWs do not have enough computers on them for each student to use during lessons, as many classes have more than 20 students.

# Goals

**Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.**

**Performance Objective 1:** Provide a community outreach avenue which includes schedule distribution for students and parents to meet their teachers and faculty before school, an open house for parents to attend, volunteer opportunities for parents, and field trips to local community businesses

**Summative Evaluation:** Provide opportunities for parents to volunteer through email blasts and through a volunteer sign up sheet at open house and schedule distribution. Have 10% parent volunteerism.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) This is an opportunity for students and parents to develop a communication avenue with the faculty and staff	1, 2, 6	Teachers, Counselors, Administration	Strong turnout of students and parents who attend this event.	✓			
Funding Sources: Local (199)							
2) Open house for students and parents to attend	6	Administration and teachers	Turnout of parents and students	✓			
Funding Sources: Local (199)							
3) Student/Parent Handbook		Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook	✓			
4) Arrange for Title 1 parent orientation meeting to provide information about involvement, parent notification, participation, etc.	6	Administration and teachers	Parent communication, sign in sheets, agenda, campus calendar	✓			
Funding Sources: Title I (211)							
5) 8th grade parent/student night for future ninth grade students and parents		Administration and teachers	Students and parents will attend the campus function to view the electives and courses in which they will be able to register for				
6) CAC and leadership team will meet regularly to develop improvement ideas	1, 2, 6	Principal	Agendas, evaluation tools, progress on measurable goals	✓			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 1:** We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

**Performance Objective 2:** Annual review of campus and district initiatives

**Summative Evaluation:** Annually measure through STAAR, CA, and benchmark data that CNGC is complying with district initiatives.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) To maintain a continual focus on campus and district initiatives	1, 2, 3, 4, 5, 6, 8, 9, 10	Teachers and administration	Campus and district initiatives are included in faculty meetings and are addressed in departmental meetings.	✓		
2) Faculty meetings these will be presented		Principal	These will be included in faculty meeting agendas	✓		

 = Discontinue   
  = No Progress   
  = Some Progress   
  = Accomplished

**Goal 1:** We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

**Performance Objective 3:** Develop a parent volunteer list and regularly schedule volunteers to assist teachers and staff.

**Summative Evaluation:** Using campus personnel to contact parents and develop a volunteer list to assist teachers.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use the sign in sheet from open house and from schedule pick up to contact parents.	1, 2, 6	Administration and principal's secretary	Parents regularly volunteer on campus	✓			
2) Email/phone prospective volunteers	6	Principal and Principal's secretary	Parent involvement in volunteer opportunities	🍊			
<p>  = Discontinue               = No Progress               = Some Progress               = Accomplished         </p>							

**Goal 1:** We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

**Performance Objective 4:** Research forms of social media and utilize these communication tools to reach our students and parents





**Summative Evaluation:** Using tools such as Remind 101, blogs, twitter, school messenger, email to communicate regularly on an on-going basis.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Utilize social media in an effective and safe manner to communicate with parents and students	1, 2, 6, 9	Teachers and administration	Teachers are able to communicate with parents and students to inform them of important information			
2) Have teachers report on useful tools to communicate with parents and students	6	Principal and teachers	Teachers use technology to communicate with parents and students			
<p> = Discontinue     = No Progress     = Some Progress     = Accomplished</p>						

**Goal 1:** We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

**Performance Objective 5:** Provide campus and district-wide professional development through-out school year to foster relationships between faculty, parents, and the community

**Summative Evaluation:** Develop a campus needs assessment to guide professional development through the use of the data collected.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Utilize the days before school and the half days built into the school year for professional development.	1, 2, 4	Principal	Teachers are growing professionally and believe that the professional development was helpful to them	✓		
Funding Sources: Local (199)						
2) Have teachers complete a needs assessment so that the professional development can be focused upon their individual needs.	1, 3, 4	Principal	Needs assessment completed	🍊		
3) Have teachers lead the professional developments	4	Principal	Teachers leading the sessions	✓		
<p>  = Discontinue     = No Progress     = Some Progress     = Accomplished </p>						



**Goal 1:** We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

**Performance Objective 6:** Create clubs for students to attend and led by teachers during the school day with assistance from community members





**Summative Evaluation:** Complete a survey with teachers and students that allows 100% of students to participate in a club.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use a survey for students to determine what type of club they would enjoy being a part of. Have teachers choose a club to host.	1, 2	Administration	100% of students will participate in a club of their choosing	✓			
2) Students will choose new clubs in the spring semester		Administration	New survey and shuffle of students will occur	✓			
<p style="text-align: center;"> <span style="color: red; font-size: 2em;">✗</span> = Discontinue                <span style="color: gray;">○</span> = No Progress                <span style="color: orange;">◐</span> = Some Progress                <span style="color: green;">◑</span> = Considerable                <span style="color: green;">✓</span> = Accomplished         </p>							

**Goal 1:** We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

**Performance Objective 7:** Publicly recognize teachers and students for making a difference on campus

**Summative Evaluation:** Daily recognize students and weekly teachers through the newsletter. Students are given a pizza party and teachers a "super teacher" cape.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) To increase morale for teachers by having a "super teacher of the week" and recognize them in their classroom and then publish their picture in our weekly newsletter.		Administration	Teachers and students have a higher self worth from being recognized for making a difference	✓		
2) Recognize students daily on the announcements for making a difference. Once a six weeks have a student difference maker luncheon.		Administration	Students are publicly recognized	✓		
Funding Sources: Local (199)						
 = Discontinue  = No Progress  = Some Progress  = Accomplished						

**Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.**

**Performance Objective 1:** Implement Project Based Learning Campus Plan which outlines the number of teachers who are expected to be trained over the next three years and the number of projects each teacher will complete during the school year.






**Summative Evaluation:** Teachers implement 2 PBL lessons throughout the year. The goal is to have 12 teachers sign up for training this summer.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Develop a PBL campus plan and implement the plan with our staff.	1, 2, 3, 4, 8, 9	Administration and teachers	Four teachers implement PBL this year and a minimum of eight new teachers will implement PBL next year				
2) Recruit teachers for next year to attend trainings during the summer	3, 4	Principal	8-14 teachers sign up for the training and participate in PBL next year				
3) Meet with current PBL teachers to discuss the pros/cons of implementation of PBL		Principal and teachers	Regular meetings to discuss PBL				
= Discontinue     = No Progress     = Some Progress     = Accomplished							

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 2:** Improve student performance according to state standards, including subgroups in all academic areas. Point of emphasis will be the improvement of scores for our economically disadvantaged and our at-risk students on the STAAR assessments.

**Summative Evaluation:** Students identified and targeted. Data from CA, Benchmarks, tests, and STAAR are analyzed. The gap will decrease by 5 points for At-Risk and 3 points for eco-dis.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Identify students who are at risk or economically disadvantaged. Use this data to assist in early intervention and focus on differentiated instruction for students	1, 2, 3, 4, 8, 9, 10	Administration and teachers	Student scores on the STAAR test will increase for our at risk and economically disadvantaged students.	✓			
2) Contact Parents whose children fall within these parameters	6, 8, 9	Teachers and administration	Regular contact is made beginning at the start of the school year	✓			
3) Meet with students who are borderline or below passing a class	8, 9	Administration	Student's grades will improve	✓			
4) CARA meetings-teachers monitor data from CA's to look for areas of weakness		Teachers, curriculum, administration	CA data and reflection forms; teacher growth and collaboration	✓			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 3:** Improve college readiness performance (Level III) on the STAAR assessment for all students in all subjects.

**Summative Evaluation:** Embed higher level questioning through spirals at the start of each math class.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Target our students who are within three questions of reaching level III on the STAAR exams	1, 2, 3, 4, 8, 9, 10	Administration and teachers	Student scores will increase on Level III for the STAAR exams	✓		
2) Target college readiness standards for all students		Administration and teachers	College readiness presentations to parents and course enrollments, STAAR data/course enrollment data	✓		
3) Differentiated instruction in the classroom		Teachers	Student achievement; teacher growth	✓		
4) Students enrolled in Pre-AP or advanced classes		Administration and teachers	Higher enrollment of students in advanced courses	✓		

 = Discontinue   
 = No Progress   
 = Some Progress   
 = Accomplished

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 4:** Students and teachers complete student success forms, which are then delivered to administrators who work collaboratively with students, teachers, and parents to determine success plans for the students in their classes, which may include credit recovery, tutorials, and/or continuous improvement opportunities.

**Summative Evaluation:** Teachers and students complete the forms, thus a higher level of accountability between students, parents, and teachers and a decrease in student failure by 5% points.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Students and faculty complete students success forms for the class in which a student did not pass for the six weeks	2, 3, 6, 8, 9, 10	Teachers, students, and administration	Students will be more successful in their classes	✓		
2) Parent contact is made using these forms as a resource		Administration and teachers	Student achievement increases	✓		
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 5:** Increase daily attendance by 1% through daily personal phone calls by attendance clerk and/or administrators. Administration will educate students and parents on the importance of attending school and the 90% law in regards to attendance and credit. In addition, CNGC will partner with Officer Hatfield to get students to school or take them through the court process.






**Summative Evaluation:** Daily tracking of student attendance to determine improvement to 96%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Increase daily attendance by 1% by making daily phone calls and following up with students and parents.		Attendance clerk and assistant principal	Daily attendance will increase by 1%			
2) Recognize students for perfect attendance each six weeks		Administration and teachers	Student attendance increases			
3) Utilize court system for students who are not in compliance		Assistant principals and attendance clerk	Student attendance increases			
4) Collaborate with other campuses to determine what does and does not work		Administration	Student attendance increases			
<p> = Discontinue     = No Progress     = Some Progress     = Considerable     = Accomplished</p>						

**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 6:** Implement AIP/PI tutorials for students two days a week during Pirate Time until student achieves on level achievement.

**Summative Evaluation:** Identifying students who are in need and developing lessons for academic improvement every Tuesday and Thursday.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Identify students who need tutorials and place them in a math pirate time class	3, 4, 8, 9	Counselors and teachers	Students will improve their academic success and will be on grade level				
2) Students are tutored twice a week in a small group setting		Teachers	Students will improve their academic success				
 = Discontinue  = No Progress  = Some Progress  = Accomplished							



**Goal 2:** We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

**Performance Objective 7:** Conduct academic tutoring before and after school. In addition, we will utilize tutors during lunch time for students to achieve academic assistance.

**Summative Evaluation:** Tutoring is available every day for each content.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Teachers will be available before and after school for students to attend tutorials.	2, 3, 8, 9	Teachers	Students success in classes will increase			
2) Use of tutors for core classes	9	Administration and teachers	Students academic success improves			
Funding Sources: Title I (211)						
3) Utilize oddysseyware for students who did not receive credit in the fall semester		Teachers and administration	Students will regain credit during the spring semester			
		Funding Sources: Local (199)				
= Discontinue     = No Progress     = Some Progress     = Considerable     = Accomplished						

**Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.**

**Performance Objective 1: Evaluate existing tech infrastructure**







**Summative Evaluation: Test the bandwidth to handle devices.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct district and campus needs assessments	1	Administration	Use the data to determine the effectiveness of our tech infrastructure				
<p> = Discontinue     = No Progress     = Some Progress     = Accomplished</p>							

**Goal 3:** We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

**Performance Objective 2:** Identify model classroom equipped with technology

**Summative Evaluation:** Using strategies which are successful on other campuses to guide our classroom setups.

Strategy Description	TITLE 1	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Identify model technology classrooms		Administration	Develop classes which allow for an integrated use of technology			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

**Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.**

**Performance Objective 3: Implement 1:1 wireless access across the district**










**Summative Evaluation: District initiative.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Implement 1:1 wireless access		District administration	All rooms will have 1:1 wireless access			
<p> = Discontinue     = No Progress     = Some Progress     = Accomplished</p>						

**Goal 3:** We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

**Performance Objective 4:** Provide technology professional development to support instruction






**Summative Evaluation:** Identify needs and invite technology to instruct teachers and staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct a needs assessment to determine the technology needs for our faculty	1, 4	Administration	Teachers receive professional development which addresses their needs				
2) Utilize curriculum support for technology lessons		Teachers, curriculum, and administration	Teachers and curriculum are able to work collaboratively to develop lessons and problem solve situations				
3) Incorporate technology professional development into our agendas	4	Principal, curriculum, teachers	Regular professional developments which include relevant technology lessons				
4) Utilize teachers on staff to assist in their department's trainings	4	Principal	Teachers teach each other and are resources for one another				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 3:** We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

**Performance Objective 5:** Ensure students demonstrate responsible digital citizenship







**Summative Evaluation:** Use Pirate Time to discuss student's responsibility and determine effectiveness through discipline reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Address student appropriate use of technology		Administration and faculty	Students are educated of the proper use of technology by the end of the first six weeks.	✓			
2) Teachers and staff monitor appropriate use of technology		Administration and teachers	Students are educated of the proper use of technology	🍌			
<p>  = Discontinue                 = No Progress                 = Some Progress                 = Considerable                 = Accomplished         </p>							

**Goal 3:** We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

**Performance Objective 6:** Expose students to a variety of digital tools and software






**Summative Evaluation:** Encourage teachers to discover tools/software which can be used to drive instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use new software and technology to increase instruction	4, 8, 9	Administration and teachers	Teachers utilize technology to increase instruction				
2) Incorporate computers in the classroom		Teachers	Use of technology in instructional lessons				
3) Utilize technology resources in PBL activities		Teacher and administration	Students are able to appropriately use technology in the presentations				
 = Discontinue  = No Progress  = Some Progress  = Accomplished							

**Goal 3:** We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

**Performance Objective 7:** Work with tech consultants on a timeline if bond is passed

**Summative Evaluation:** Is in the process at the district level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Communicate with technology department		Administration	Implementation of a technology plan				
 = Discontinue  = No Progress  = Some Progress  = Accomplished							



**Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.**

**Performance Objective 1: Implement plans to move forward with a bond**

**Summative Evaluation: Completed at the district level.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr
1) Pass the bond election		District administration	The bond election was successful	✓		
<p><b>X</b> = Discontinue     = No Progress     = Some Progress     = Considerable     = Accomplished</p>						

**Goal 4:** We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

**Performance Objective 2:** Work with county and local officials to determine safe and secure evacuation/lockdown procedures. Practice these scenarios monthly to ensure that our students and faculty are well trained and safe.

**Summative Evaluation:** Discuss and provide monthly drills to prepare students and staff for emergencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Have timely and appropriate safety drills		Administration and teachers	Safety drills are conducted monthly	✓		
2) Create a safety manual for CNGC		Principal	New safety manual developed	✓		
3) Meet with facilities director to discuss scenarios		Principal and facilities director	Development of safety protocol	✓		
<p><b>X</b> = Discontinue      <b>○</b> = No Progress      <b>●</b> = Some Progress      <b>●</b> = Considerable      <b>✓</b> = Accomplished</p>						

**Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.**

**Performance Objective 1:** Implement flexible scheduling allowing for departments to share common planning periods each day.





**Summative Evaluation:** Use of master schedule and teacher scheduling to allow 90% of faculty to have common planning periods.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr
1) Master schedule allows for a common planning period for faculty	1, 4	Administration	Teachers are able to plan within their departments on a weekly basis	✓		
2) Teachers meet once a week to plan and analyze student data		Teachers and administration	Teachers meet as a department at a minimum of one time a week	✓		
<p><b>X</b> = Discontinue      = No Progress      = Some Progress      = Considerable      = Accomplished</p>						

**Goal 5:** We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

**Performance Objective 2:** Establish a professional development committee on campus that develops needs assessments to provide teacher's professional growth opportunities

**Summative Evaluation:** Committee will be created in April to guide next year's professional development through the development of a needs assessment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Develop a team of teachers who develop a needs assessment and plan a professional development for our campus	1, 2, 4	Principal	Committee is developed and plan for an effective professional development				
2) Use the upcoming school calendar to plan trainings		Principal	Effective and relevant professional development sessions				
 = Discontinue  = No Progress  = Some Progress  = Accomplished							

**Goal 5:** We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

**Performance Objective 3:** Utilize Pirate Time (25 minutes) each day for students to access grades, receive tutoring, and use the time to complete assignments


**Summative Evaluation:** On going process to improve student academic and social success measured through six weeks grades and counselor reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Use pirate time efficiently for student academic achievement		Administration and teachers	Students success in class will improve			
2) Develop a pirate time committee to look at feedback		Administration and teachers	Efficient use of time			
3) Organize clubs which meet one time a week		Administration	Students are actively engaged in a club of interest to them			
4) Students receive training for skyward access		Administration and teachers	100% of students have access to their grades			
= Discontinue     = No Progress     = Some Progress     = Accomplished						

**Goal 5:** We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

**Performance Objective 4:** Utilize Pirate Time for counselors and administrators to communicate with students in preparing their four year plans in addition to campus, district, and state information.






**Summative Evaluation:** Counselors plan and develop lessons for students, which is to be presented during pirate time throughout the year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Use this 25 minute period to convey campus, district, state information to students. In addition, use this time for tutorials and for clubs		Administration and teachers	Time is efficiently and effectively used for students, teachers, and administrators	✓		
2) Regularly scheduled days for counselors/administration to communicate information to students		Counselors and administration	Teachers are given lessons and communicated in a timely manner	◐		
						

**Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.**

**Performance Objective 1:** Implement a comprehensive list of resources to the district







**Summative Evaluation:** Identify needs from assessment and provide them to district personnel.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Determine what support and assistance is needed to facilitate instruction	1, 3, 4, 8, 9	Teachers, administration, and district personnel	Teacher's needs are met to facilitate instruction			
<p> = Discontinue       = No Progress       = Some Progress       = Accomplished</p>						

**Goal 6:** We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

**Performance Objective 2:** Consider district liaison

**Summative Evaluation:** Determine if the need exists through the completion of a needs assessment.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Determine if a district liaison is needed	1, 6	District personnel	Student achievement and success on STAAR exams increases				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							



**Goal 6:** We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

**Performance Objective 3:** Maintain and improve the Speaker's Bureau

**Summative Evaluation:** Use this platform for Career day in January.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Speakers from the community are invited to attend campus functions	1, 6	Administration	Greater involvement between community and campus				
2) Career fair in January		Curriculum and administration	Students are able to listen to speakers from the community discuss their careers				
<p> = Discontinue     = No Progress     = Some Progress     = Accomplished</p>							

# State Compensatory

## Budget for Crossland Ninth Grade Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6116 00 005 0 24 820	6116 Extra Duty Stipend - Locally Defined	\$395.00
199 E 11 6118 00 005 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$6,811.00
199 E 11 6117 00 005 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$32,317.00
199 E 11 6141 00 005 0 24 000	6141 Social Security/Medicare	\$469.00
199 E 11 6141 00 005 0 24 820	6141 Social Security/Medicare	\$6.00
199 E 11 6142 00 005 0 24 000	6142 Group Health and Life Insurance	\$2,446.00
199 E 11 6143 00 005 0 24 000	6143 Workers' Compensation	\$430.00
199 E 11 6143 00 005 0 24 820	6143 Workers' Compensation	\$2.00
199 E 11 6144 00 005 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,205.00
199 E 11 6145 00 005 0 24 000	6145 Unemployment Compensation	\$33.00
199 E 11 6146 00 005 0 24 000	6146 Teacher Retirement/TRS Care	\$494.00
	<b>6100 Subtotal:</b>	<b>\$45,608.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6395 00 005 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$2,160.00
	<b>6300 Subtotal:</b>	<b>\$2,160.00</b>
<b>6400 Other Operating Costs</b>		
199 E 11 6411 00 005 0 24 820	6411 Employee Travel	\$500.00
	<b>6400 Subtotal:</b>	<b>\$500.00</b>

**Personnel for Crossland Ninth Grade Center:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jo Reddell	Teacher	State Comp	43%
Steven Weeks	Teacher	State Comp	17%