

**Granbury Independent School District  
Crossland Ninth Grade Center  
2014-2015 Campus Improvement Plan**



# 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.

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 CROSSLAND NINTH GRADE CENTER (111901005) - GRANBURY ISD

**Accountability Rating**

**Met Standard**

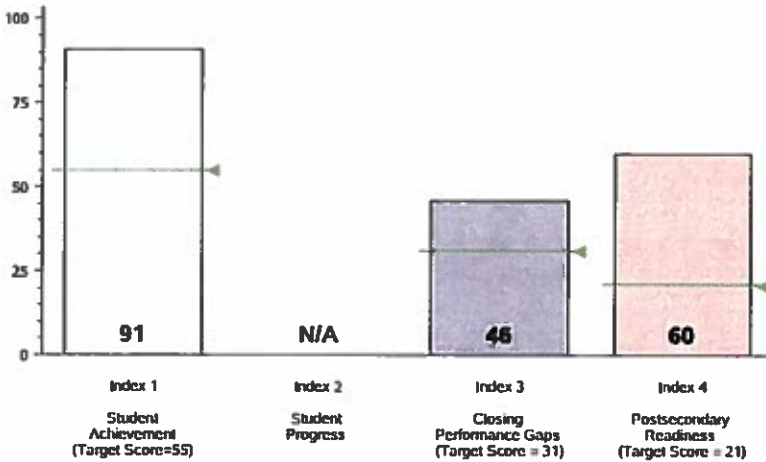
<b>Met Standards on</b> - Student Achievement - Closing Performance Gaps - Postsecondary Readiness	<b>Did Not Meet Standards on</b> - NONE
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**Distinction Designation**



Academic Achievement in Reading/ELA <b>NOT ELIGIBLE</b>
Academic Achievement in Mathematics <b>NO DISTINCTION EARNED</b>
Academic Achievement in Science <b>DISTINCTION EARNED</b>
Academic Achievement in Social Studies <b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress <b>NOT ELIGIBLE</b>
Top 25 Percent Closing Performance Gaps <b>DISTINCTION EARNED</b>
Postsecondary Readiness <b>DISTINCTION EARNED</b>

**Performance Index Report**



**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,141	1,252	91
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	553	1,200	46
4 - Postsecondary Readiness			
STAAR Score	60.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		60

**Campus Demographics**

Campus Type	High School
Campus Size	500 Students
Grade Span	09 - 09
Percent Economically Disadvantaged	42.8%
Percent English Language Learners	2.6%
Mobility Rate	15.9%

**System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	15 out of 15 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>25 out of 25 = 100%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Crossland Ninth Grade Center (CNGC) has an enrollment of 497 students. Of that, 21% are Hispanic, 74% are White, 1% American Indian, 1% Asian, and 2% are two or more races. Socio Economically, CNGC has 42% of students are economically disadvantaged and 29% are considered At-Risk for graduating. Our LEP percentage is 3% and the mobility rate for 2010-2011 is 14%. Attendance rates for CNGC were 94.3% in 2013-2014. Thirteen 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 according to 2012-2013 data.

### 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 Algebra and English) and our at-risk students (scored 14-24% lower on STAAR on Algebra and English). In addition, our attendance rates need to improve to 96% for the school year.

## **Student Achievement**

### **Student Achievement Summary**

CNGC Algebra scores 88% met standard for all students, 79% economically disadvantaged met standard, 80% At-Risk met standard. For Biology 98% of all students met standard, 96% economically disadvantaged met standard, 95% At-Risk met standard. For English 1 78% of all students met standard, 70% economically disadvantaged met standard, 66% At-Risk met standard. For English 2 99% of all students met standard, 98% economically disadvantaged met standard, 96% At-Risk met standard.

### **Student Achievement Strengths**

CNGC saw an increase in met standard scores for all subjects tested. In addition, CNGC surpassed state scores for all subjects for first time testers. Our English and Biology scores far surpassed the state by 6 and 8 percentage points respectively. CNGC received three Distinctions Earned for Academic Achievement in Science, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness. In addition, CNGC has no System Safeguards and had a student achievement score of 91.

### **Student Achievement Needs**

Our needs assessment highlight the need for improvement with our economically disadvantaged and at-risk student populations in Algebra and English 1 scores. In Algebra, our economically disadvantaged students scored 15% points lower than non ecd (79/94) and in English 1 our ecd students scored 15% points lower than non ecd (70/85). For our at-risk students in Algebra, they scored 14% points lower than non non at-risk students (80/94) and in English 1 the at risk students scored 26 points lower (66/92). In addition, our student attendance rate needs to improve to 96%, up from 94.3%.

## **School Culture and Climate**

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

Faculty surveys are conducted three times throughout the year to assess the culture and climate of our staff. In addition, we utilize surveys of our students to determine areas of strength and weakness within our school culture and climate.

### **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, student chosen clubs, tv montiors which highlight student achievement, and difference maker luncheons were also included. In addition, greeting students at the door of the school upon entry, popcorn for the faculty, and potluck lunches were also strengths.

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

Our largest need is addressing the time for remediation during pirate time for those students who need assistance and their desire to be in a club on Fridays. In addition, we are unable to hold a campus wide pep rally due to the lack of space and a proper sound system.

## **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**

This past year we had one teacher retire, one teacher move to Thailand, and one teacher move to a new district. In addition, we had three teachers relocate to anew campus or change their job titles. 100% of our faculty is highly qualified to teach their content level.

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

We have four new to the profession teachers on our campus and will need to make sure that we take care and address their needs by providing mentoring activities, professional development sessions, and classroom feedback.



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

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

Currently 12 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. This year, using Title 1 funds, were able to hire and instructional specialist to assist teachers and guide our RTI program.

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

Continued training for our instructional specialist as we identify areas of need and areas where she can support teachers and students.

## **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 Title 1/open house for students and parents to visit with teachers during the third week of school while also hosting a GPA/class rank meeting for parents and students to attend. 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 85% of students, up from 75% the year before, arrived before school started to collect their schedules, tour the campus, and meet with teachers. Over 130 parents attended open house and our Title 1 meeting while visiting with their child's teachers. We have 5 parents who are actively engaged in our campus advisory committee with suggestions for school improvement.

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

We will be hosting a PBL showcase in December to attract families and will assess the opportunity to conduct another showcase in the spring.

## **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 "Full Steam Ahead" 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. CNGC also has two sets of iPads, which house 12 iPads each for teacher checkout. 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. CNGC is unable to use wireless devices in the portables and students/teachers must relocate to indoor labs when using these devices.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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





- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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, discussion pertaining to new gpa/class rank, Title 1 parent meeting, PBL showcase, field trips, 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. Encourage parent participation through the use of showcases of our student talent and skills.





Strategy Description	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	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	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.	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	Principal	Agendas, evaluation tools, progress on measurable goals				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						



**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 through the campus leadership team. Meet in August to review previous year's data for CNGC and also for our incoming students from GMS/AMS.


**Summative Evaluation:** Throughout the year measure STAAR, CA, and benchmark data so that CNGC is complying with district initiatives.

Strategy Description	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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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. Create opportunities for parents to become involved in their student's learning through field trips, speakers bureau, and other opportunities.





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

Strategy Description	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.	Administration and principal's secretary	Parents regularly volunteer on campus				
2) Email/phone prospective volunteers	Principal and Principal's secretary	Parent involvement in volunteer opportunities				
						

**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. Including the use of monitors in the cafeteria to display information to students and visitors.


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

Strategy Description	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	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	Principal and teachers	Teachers use technology to communicate with parents and students				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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. This staff development will be based upon a needs assessment conducted in the spring with followups throughout the year which are based upon the needs of our staff and students.





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

Strategy Description	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.	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.	Principal	Needs assessment completed				
3) Have teachers lead the professional developments	Principal	Teachers leading the sessions				
						

**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. The clubs will meet weekly for 25 minutes to foster relationship building as well as having students find an interest.


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

Strategy Description	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.	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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 through pizza parties for students and snacks for faculty.





**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	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)					
						

**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. These projects will focus on learning the material and not be a "desert" activity.





**Summative Evaluation:** Teachers implement multiple PBL lessons throughout the year based upon their training. The goal is to have 100% of the faculty PBL trained for the upcoming school year.

Strategy Description	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.	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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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. In addition, those students who are commended level will continue to grow through the use of PSAT style questions.

**Summative Evaluation:** Students identified and targeted. Data from CA, Benchmarks, tests, and STAAR are analyzed. The gap will decrease by 8 points for At-Risk and 5 points for eco-dis in Algebra and English.


Strategy Description	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	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	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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						



**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. Biology classes will use vocabulary starters to have students understand the vocabulary in which they are learning.

Strategy Description	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	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				
						

**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	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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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 our receptionist and/or administrators. In addition, precoding absences for students who are attending school functions. 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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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/IPI tutorials for students one day a week during Pirate Time until student achieves on level achievement. This will be constantly monitored and can increase to two days a week if needed in the fall. In addition, additional days may be utilized in the spring leading up to the STAAR tests.





**Summative Evaluation:** Identifying students who are in need and developing lessons for academic improvement every Wednesday during Pirate Time.

Strategy Description	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	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				
	Funding Sources: Title I (211) - \$10000.00					
						

**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 as well as Pirate Time. In addition, students have the opportunity to check their grades daily in the grade kiosk located by the stage.

**Summative Evaluation:** Tutoring is available every day for each content, in addition, we will utilize pirate time to tutor with students and create small learning environments. The instructional specialist will gather and identify students who are in need of assistance and escort them to tutorials while contacting their parents.

Strategy Description	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.	Teachers	Students success in classes will increase				
2) Use of tutors for core classes	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)					
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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 8:** We will use field trips and other activities for student's academic and social growth while also fostering the career and college readiness in which students will need to be successful in the future.

**Summative Evaluation:** Through the use of field trips, our students will be able to apply content taught into a real life experience and will be able to expound on their knowledge.

**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 of our facility and the needs of our students and staff.


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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Conduct district and campus needs assessments	Administration	Use the data to determine the effectiveness of our tech infrastructure				
						

**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 and implement that into our daily activities.


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

Strategy Description	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				
						

**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	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				
						



**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 from district administrators.


**Summative Evaluation:** Identify needs and invite technology to instruct teachers and staff in the assistance of loading programs, making known apps, and educating our staff on trends.

Strategy Description	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	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	Principal, curriculum, teachers	Regular professional developments which include relevant technology lessons				
4) Utilize teachers on staff to assist in their department's trainings	Principal	Teachers teach each other and are resources for one another				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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 through the training conducted by our staff.


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

Strategy Description	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				
						

**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 so that they can become more productive in their understanding and in their ability to perform in front of audiences.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use new software and technology to increase instruction	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				
						

**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 now that the bond is passed to integrate technology into the classrooms.





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

Strategy Description	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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:** 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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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:** Safe and Orderly team will be formed to monitor hallways before and after school. In addition, our faculty stands at their doors during passing periods each day.

**Summative Evaluation:** Our staff will properly maintain an area of security within our school for students and staff.

**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. Also, elective classes will be matched up to allow for easier scheduling of students for the fall and spring semesters.





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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Master schedule allows for a common planning period for faculty	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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 includes teachers, counselors, and administrators and utilizes campus needs assessments to address areas of professional growth.

Strategy Description	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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

**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) one day a week for students to access their teacher’s tutorials and website. In addition, 5 minutes has been added to each class, which will allow for up to five additional class days to be added into the school year.

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


Strategy Description	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						



**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. Also use this time for PBL launches and class activities.


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

Strategy Description	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	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	Teachers, administration, and district personnel	Teacher's needs are met to facilitate instruction				
						

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

**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	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	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				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue						

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

**Performance Objective 4:** Utilize Title 1 resources to hire an Instructional Specialist, attend field trips, purchase technological devices, attend trainings, and motivational devices which will support all of our students and our staff in achieving academic success.

**Summative Evaluation:** These tools will address the needs of all of our students, especially our at-risk and underperforming students.

## 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 6118 00 005 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$8,060.00
199 E 11 6117 00 005 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$8,597.00
199 E 11 6141 00 005 0 24 000	6141 Social Security/Medicare	\$125.00
199 E 11 6142 00 005 0 24 000	6142 Group Health and Life Insurance	\$718.00
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	\$96.00
199 E 11 6144 00 005 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$533.00
199 E 11 6145 00 005 0 24 000	6145 Unemployment Compensation	\$17.00
199 E 11 6146 00 005 0 24 000	6146 Teacher Retirement/TRS Care	\$284.00
<b>6100 Subtotal:</b>		<b>\$18,860.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6395 00 005 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
199 e 11 6397 CR 005 0 24 000	6397 Other Equipment - Locally Defined	\$10,000.00
<b>6300 Subtotal:</b>		<b>\$15,000.00</b>

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rene Jackson	Instructional Specialist	Title I-Campus	100%

## 2014-2015 Campus Based Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Ron Holmgreen	Principal
Classroom Teacher	Marie Bargas	Teacher
Classroom Teacher	Rocky Helton	Teacher
Classroom Teacher	Katherine Moreno	Teacher
Classroom Teacher	Jay Pugh	Teacher
Classroom Teacher	Ashley Seibel	Teacher
Classroom Teacher	Rebecca Weeks	Teacher
Non-classroom Professional	Ammie Hill	Assistant Principal
Non-classroom Professional	Rene Jackson	Instructional Specialist
Non-classroom Professional	Kim Spencer	Counselor
Non-classroom Professional	Kelly Tuggle	Counselor
Parent	Denise Turnage	Parent
Parent	Louise Willett	Parent
Parent	Michael Willett	Parent