

Grand Prairie Independent School District
Crosswinds High School
2015-2016 Campus Improvement Plan

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(T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crosswinds High School is a Grand Prairie ISD School of Choice and is currently in its 8th year of operation. The student body is comprised of 9th-12th graders who are overaged for their grade level, and meet at least one of the thirteen at-risk indicators. Crosswinds offers continuous enrollment and averages 350 students at a given time. The student body demographics are as follows: 69.9% Hispanic, 16% African American, 13% white, 0.9% Indian/Native, and 0.3% Asian. 98.5% of the student body is coded as "at-risk" of not graduating for one or more factors, 79% are economically disadvantaged, 27% are LEP, and 8.2% require special education services.

Demographics Strengths

- At-Risk numbers and categories are consistent.
- 100% Choice Enrollment
- Low teacher/student ratios
- Diverse student population

Demographics Needs

1. Instructional Strategies and systems for working with at-risk learners
2. Targeted academic intervention and supplemental support to close skills gaps
3. Incentive to increase attendance as outlined in 10 to Win

4. Data evaluation strategies to identify student needs efficiently based on objectives and teacher.
5. Enhanced support for LEP population
6. Behavioral intervention and strategies for at-risk learners

Student Achievement

Student Achievement Summary

Crosswinds High School was an academically acceptable school in 2014-2015 as outlined by the TEA, and met Index 1, 2, 3, and 4 goals and exceeded required minimums in all categories except in Index 2. Crosswinds was required to have 7 points of student growth measured in English II and Algebra I and met expectations exactly with 7 points. All 174 graduates left Crosswinds college and career ready.

Student Achievement Strengths

- Continued tutoring and accelerated instruction to address at-risk student needs, particularly state assessment failures.
- Students made gains in state performance on English I and II STAAR EOC (from 26% to 43% and 19% to 43% respectively).
- Students performed comparable to previous years on Algebra I (55%), Biology (62%), and US History (88%)
- Student performance on PSAT and SAT increased.
- Gains were attributed to the use of the ATE (Answer, Text Evidence, Explain) strategy for answering short answer questions.

Student Achievement Needs

1. Improve curriculum to include multiple learning modalities and increased rigor.
3. Increase utilization of instructional strategies for LEP, Special Education, Gifted, and At-Risk learners.
4. Incorporate campus wide strategies to improve writing and overall performance on English I and II STAAR EOCs.
5. Improved monitoring of student progress to ensure gains in Index 2.
6. Formulate incentives to improve student attendance.

7. Incentivize using 10 to win strategies

School Culture and Climate

School Culture and Climate Summary

Crosswinds High School has been a School of Choice for 8 years. A critical component to the make up of Crosswinds is to develop a culture and climate that supports overage and at-risk learners in a positive, engaging, differentiated, and accelerated environment. Crosswinds participates in the Rachel's Challenge program for continuous support of campus efforts to end bullying and to provide an environment conducive to teaching and learning. Capturing Kids' Hearts is a supplemental program for classroom behavior/relational capacity and is implemented by students and staff. Teachers also participate in Handprints on Hearts mentoring program. Teachers and Administrators were carefully selected based on their knowledge and understanding of the needs of identified students and their willingness to support the concept of Crosswinds High School.

School Culture and Climate Strengths

- Implementation of Rachel's Challenge, Capturing Kids' Hearts, and Handprints on Hearts
- Campus Improvement Committee (CIC) participation in campus climate and culture development and maintenance
- Small class sizes
- Differentiated classroom instruction

School Culture and Climate Needs

1. Training for working with a diverse set of learners
2. Extended training for working with at-risk and students in poverty
3. Implement community service projects as part of 10 to win Growing the Gift

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

HOPE Academy will adhere to hiring 100% Highly Qualified teachers as defined by federal and state law. Recruitment and hiring procedures will continue to include screening and preparation of teachers for the unique structure of HOPE and for the individualized learning concept of the school. During the 2015-2016 school year, HOPE Academy will implement the System for Teacher and Student Advancement, TAP, to improve teacher efficacy through targeted professional development that improves the quality of classroom instruction, and enhances student achievement by implementing field tested strategies and best practices.

Crosswinds High School will adhere to hiring 100% Highly Qualified teachers as defined by federal and state law. Recruitment and hiring procedures will continue to include screening and preparation of teachers for the unique structure of Crosswinds and for the individualized, accelerated learning concept of the school. Crosswinds will design and implement a Human Capital Development Plan to maximize the effectiveness of classroom instruction. The HCD plan will be approved by the Campus Improvement Committee.

During the 2015-2016 school year, Crosswinds will implement the Texas Teacher Evaluation and Support System (T-TESS) to improve teacher efficacy through targeted professional development that improves the quality of classroom instruction and enhances student achievement.

Staff Quality, Recruitment, and Retention Strengths

- Aligned curriculum and individualized instruction
- Annual Certification Audits
- 100% HQ
- Full teacher participation in campus and district professional development goals
- Effective implementation of Mentor Teacher program for new teachers.

Staff Quality, Recruitment, and Retention Needs

1. Implement the T-TESS system with fidelity

2. Continual coaching and support both in and out of the classroom
3. Continued monitoring of district and Region 10 training

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The needs assessment process identified the needs for improvements in progress monitoring of assessments and quality instruction. Students will take aligned 3, 6, and 9 weeks assessments in core classes. The 3 and 6 week assessments will be short quizzes to assess knowledge and skills and the 9 weeks assessment will be comprehensive and summative in nature, consisting of a representative number of questions per student expectation to gauge mastery. The Instructional Leadership Team and Teachers will review the assessment data for performance adjustments necessary for student success. Goal 2 in the DIP and all CIPs includes a performance objective on better alignment of curriculum to instruction and to assessments to reflect this change.

Curriculum, Instruction, and Assessment Strengths

- Progress monitoring at the 3,6, and 9 week marks (quantitative)
- Vertically and horizontally aligned curriculum in all subjects (YAGS, IFDs)
- Incorporation of formative assessment and qualitative analysis (student work analysis, exit tickets, daily writing)
- Student monitoring of progress and goal setting (student and teacher tracking target scores)
- 10 to win initiative

Curriculum, Instruction, and Assessment Needs

1. Alignment from work assigned in class to assessments including increased focus on rigor and skill.
2. Quality and engaging instructional delivery in all classes daily
3. Continued data reviews for progress monitoring and instructional adjustments

Family and Community Involvement

Family and Community Involvement Summary

At Crosswinds, families are encouraged to be active participants in their children's learning process and educational experience. Parents and guardians are involved from the time they enroll their student to the day their student graduates. Family and community sessions are devised to familiarize all stake-holders with the differentiated and individualized approach to education Crosswinds takes. Parents and community members are contacted regularly to stay abreast of their child's progress and happenings at school, as well as asked to participate on committees and parent nights. All parents are invited to a minimum of 2 parent informational sessions, an edmodo group is available to all parents for support, resources, and questions that arise, and all parents sit down for a one on one conference prior to their student's acceptance at Crosswinds. Crosswinds is in constant communication with parents about school and district events and resources. Our CIC is representative of our school staff, families we serve, and the community at large, with a high level of participation.

Crosswinds offers classes from 5:30-8 pm in which all students may attend to extend their instructional day. Students regularly participated in community service activities such as volunteering at the Salvation Army, Prairie Paws, Adopt-A-Street clean up, Grand Prairie Special Olympics, tutoring students at local middle schools, and reading to books to students at neighboring elementary schools.

Family and Community Involvement Strengths

- Parent involvement in enrollment, acceptance, and participation of students
- Parent and Community involvement on the CIC
- 2 way communication with parents frequently throughout the school year (letters, emails, phonecalls, blackboard, skyward)
- Feedback from stake-holders and applicable adjustments to improve the school

Family and Community Involvement Needs

1. Increase the number and quality of parent sessions on academics
2. Improve documentation of activities for better evaluation efforts

3. Train parents on the differentiated and individualized concept for students
4. Address district-wide enrollment and challenges to parent attendance from further distances

School Context and Organization

School Context and Organization Summary

Crosswinds High School is a School of Choice within the Grand Prairie ISD that serves students in grades 9-12 who are determined to be at-risk of completing high school as determined by the 13 at-risk indicators defined by TEA. Our goal is to support all students by offering flexible attendance times over three distinct sessions and accelerated curriculum. Crosswinds provides a highly differentiated and individualized atmosphere that meets learners where they are and customizes the learning experience to get them where they need and want to be.

School Context and Organization Strengths

- Classroom instruction is built around student needs
- Administrators and Teachers are selected for optimum student progress

School Context and Organization Needs

1. Continuous improvement in student services
2. CIC development and training
3. Opportunities for parents to get involved and to assist and support academics outside the classroom

Technology

Technology Summary

Crosswinds High School values the integration of technological application as a valid and necessary learning tool. Current campus efforts are documented as successful and in compliance with the GPISD technology plan. Efforts will continue as currently designed. The Crosswinds team will continually participate in training from the District Digital Integration and Conversion Plan to improve the use of instructional technology to address individual student needs

Technology Strengths

- Teachers are aware of the need and use of technology to enhance learning and instruction (screen casting apps, etc.)
- All students will have an online classroom using a platform such as Edmodo to offer assistance to students outside of class

Technology Needs

1. Increased campus based technology training
2. More student computers in classroom for blended learning opportunities
3. Continuous teacher training for technology milestones outlined by the district
4. Implementation of the Digital Integration to Conversion Plan

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
- Critical Success Factor(s) data
- Federal Report Card 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 failers
- 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

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

Goals

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Grand Prairie ISD student achievement data will reflect continuous academic growth while continuing to make progress towards the highest level of student achievement as defined and measured by local and State assessments.








Summative Evaluation: STAAR results, Indices 1-4 and Distinctions.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Crosswinds will continue to monitor the progress of students utilizing data from state and district assessments</p>	1, 9	Principal, Dean of Instruction, Assistant Principals, Teachers	<p>Score improvement on district and state assessments</p> <p>Data review of documentation and lesson plans</p> <p>Quarterly student progress checks and goal attainment</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will receive targeted tutoring for state assessments through accelerated instruction based on state and district assessment data.</p>	1, 8, 9	Principal, Dean of Instruction, Assistant Principals, Teachers	Score improvement on district and state assessments				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Grand Prairie ISD will implement effective services and strategies for identified student groups: SPED, Gifted and Talented, LEP and specific student groups identified by assessments.








Summative Evaluation: Program records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Staff will maintain and update staff development training hours in relation to special populations.</p>	1, 3, 4	District Advanced Academic Director Principal Dean of Instruction Teachers	Teacher professional development portfolios				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: Grand Prairie ISD will implement a 6th Play, Visit What You Value, to improve progress monitoring and to ensure effective program implementation.

Summative Evaluation: Progress monitoring records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) All teachers will receive two walk-throughs, which will include checks on student progress and will culminate with teacher conferences</p>	1, 2, 9, 10	Principal Dean Assistant Principals	<p>Data chart that details teacher walk-throughs</p> <p>Eduphoria data</p> <p>Student observational data</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: GPISD will refine and expand activities for building college-bound and workforce-ready students with strong character, ethics and integrity.

Summative Evaluation: Index 4, District Plan, Campus Plans

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Crosswinds will implement PSAT testing to enrolled 10th graders and SAT testing to enrolled 11th graders.</p>	9	Dean Counselor Assistant Principal	Total number of students taking PSAT and SAT				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Crosswinds will pilot a Dual Credit Welding program and a Medical Billing and Coding Certificate program.</p>	2, 10	Principal Dean CTE Teacher	Total number of students successfully completing the Welding and Medical Billing and Coding programs.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Crosswinds will have an on campus GoCenter aimed at helping students research and apply to college or narrow down a career path.</p>	2, 6	Dean Counselor Teachers GoCenter staff	Total number of students enrolled in college or career schools. Report on the number of students visiting the GoCenter.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: GPISD will design and implement instructional alignment to ensure student growth.

Summative Evaluation: Teaching and learning documentation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will use YAGS and IFDs to plan and write curriculum and will attend district curriculum overviews to ensure instructional alignment with state standards</p>	1, 3	Principal Dean Teachers	<p>Lesson plans</p> <p>Increased student achievement in coursework and assessments</p> <p>Staff development portfolio for evidence of teacher attendance at overviews.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will utilize progress monitoring with personalized timelines for instructional periods</p>	1, 3	Principal Dean of Instruction Teachers	Individualized student plans				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: GPISD will implement all School Improvement Program requirements for the District and designated campuses as measured by implementation reports to the Texas Education Agency.










Summative Evaluation: School Improvement Program reports and end of the year data.

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 4: GPISD will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.

Summative Evaluation: Social Studies curriculum, Departmental documents, campus session records.










Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Crosswinds will implement district initiatives, i.e. Rachel's Challenge, Handprints on Hearts, and Capturing Kids' Hearts.</p>	1, 9	Principal Dean Assitant principal Counselor	<p>Increased Capturing Kids' Hearts staff development for teachers</p> <p>Social contracts in classrooms</p> <p>Documented mentoring by teachers</p> <p>Increased student participation in Rachel's Challeng</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Crosswinds will implement domestic and dating violence, anti-bullying, and coordinated school health curriculum.</p>	1, 2, 10	Principal Counselor Social worker	<p>Increased services for at-risk students and guidance counseling</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>3) Crosswinds will teach required curriculum regarding citizenship for a free enterprise society</p>	<p>3, 10</p>	<p>Principal Dean Assistant Principal Teachers</p>	<p>Lesson plans</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 5: GPISD will continue to develop and expand Programs and Schools of Choice opportunities to meet the needs of each learner and implement a full review process for these programs to address effectiveness and necessary improvements.










Summative Evaluation: Choice programs, enrollment data. Review process documentation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Crosswinds will participate in school of choice programs and GPISD experience for the attraction of qualified students</p>	2, 6	Principal Dean of Instruction Assistant Principal Counselor	Parent communication Website and other social media Enrollment data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

Performance Objective 1: Crosswinds High School will follow all GPISD Finance Department guidelines, as well as new EDGAR regulations for special revenue, for timely procurement of goods and services.








Summative Evaluation: Purchase orders

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 1) Crosswinds will comply with district, state, and federal guidelines.	1, 10	Principal Secretary	Monthly audit				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

Performance Objective 2: Crosswinds High School will include teachers, parents and community members in the planning process for program development and related spending.














Summative Evaluation: CIC and PTA records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Crosswinds will implement a CIC with fidelity.	8, 10	Principal Dean Assistant Principal	Meeting documentation Fiscal documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 1: GPISD will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.










Summative Evaluation: HQ evaluation data: 100%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Crosswinds will follow the state and district guidelines for hiring Highly Qualified staffing</p>	1, 3, 5	Human Resources Principal Dean	100% HQ staff with audit				
<p>Critical Success Factors CSF 7</p> <p>2) Dean of Instruction will confirm teacher certifications annually</p>	1, 3	Principal Dean of Instruction	100% HQ staff with audit				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 2: GPISD will design and implement a Human Capital Development Initiative and training plan approved by the Education Improvement Committee, to align instruction with evidence based practices.

Summative Evaluation: Eduphoria records. Plan documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Crosswinds teachers will participate in both campus and district staff development opportunities. District personnel will present targeted staff development on Crosswinds campus.</p>	1, 3	Principal Dean of Instruction	Teacher staff development portfolio that shows participation in district and campus staff development.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 3: GPISD will develop a culture that promotes the exercise of leadership skills among staff and students.








Summative Evaluation: Leadership training records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Crosswinds will implement a student organization, Coyote Leadership Council, for students who will lead the campus in community service and school-wide initiatives such as Red Ribbon Week and Friends of Rachel.</p>	2	Principal Dean of Instruction Counselor	Increased student participation in community service activities and school initiatives.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Crosswinds teachers will assume leadership responsibilities in the area of testing coordinating, community service, department chairs, and in the development of campus staff development initiatives.</p>	1, 4, 8	Principal Dean of Instruction Assistant Principal	Increased teacher leadership				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 1: GPISD will build a positive school connection with families and parents by increasing the number of contacts between families/parents and teachers by 10% annually.










Summative Evaluation: Parent/School Compacts signed an on file. Schedule and attendance for parent sessions and visits.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Crosswinds will offer opportunities to make connections with families through the inclusion in decision making pertaining to CIP goals, college nights, FAFSA nights, GPISD experience, and the Edmodo parent portal.</p>	1, 6	Principal Dean of Instruction Assistant Principal Counselor Teachers	Parent session sign in sheets Increased parental involvement				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 2: GPISD will build capacity of parents to support student learners by offering a minimum of five academic workshops per year. (Include USDE Parent and Community Guidelines, Title I Parent Liaisons, Customer Service focus.)








Summative Evaluation: Customer Service training records, Title I Liaisons schedules

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Crosswinds will implement college and career parent workshops, FAFSA nights, and college tours for parents and students. Parents have access to the UTA Go Center for college information and resources</p>	1, 6	Principal Dean of Instruction Assistant Principal Counselor Teachers	Parent session sign in sheets Increased parental involvement				
<p>Critical Success Factors CSF 5</p> <p>2) Provide parent information regarding programs of choice and preschool opportunities.</p>	6, 7	Administrators, parent liaisons	printed information, session documentation				
Funding Sources: 199 - General Fund - \$100.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 3: GPISD will measure and increase parent/community satisfaction through planned information gathering strategies including but not limited to surveys.








Summative Evaluation: Satisfaction surveys, session feedback

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Crosswinds will use an Edmodo parent portal for feedback and to distribute information to parents. Parents will complete surveys pertaining to parent academic sessions, school climate, and recommendations to improve school function.</p>	1, 6	Principal Dean of Instruction Assistant Principal Counselor Teachers	Parent feedback from surveys				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement, Technology and Staff Sections)

Performance Objective 1: GPISD will increase STaR ratings in all areas to the Advanced or Target levels.








Summative Evaluation: STaR ratings longitudinal data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Crosswinds will implement technology milestones to grow staff competencies.</p>	1, 4	Principal Dean of Instruction Assistant Principal Teachers IMS	Successful completion of Technology Milestones by all staff				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement, Technology and Staff Sections)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.








Summative Evaluation: Training completion records. Feedback from campus personnel. Inventory records. Purchasing records. Applications

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Crosswinds staff will utilize district provided technology equipment to integrate technological applications into the classroom, such as Edmodo and other multimedia instructional materials.</p>	1	Principal Dean of Instruction Assistant Principal Teachers IMS	Highly effective use of technology by teachers and staff Lesson plans				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 1: GPISD will use the 2013-2014 Safety Audit as a benchmark to ensure the safety and well-being of students, staff, parents and community members and will report annually to the Board of Education.






Summative Evaluation: Safety Plan document. Training data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1)) Crosswinds will use data from the 2014-2015 safety audit to develop and implement a campus safety plan that will include monthly drills. Crosswinds will train staff on campus safety plan.</p>	1	Principal Assistant Principal SRO	Monthly report logs				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children)] [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 2: GPISD will utilize research based curriculum to create a culture where students are safe and secure emotionally while at school to learn.

Summative Evaluation: Program documentation (CKH, Rachel's Challenge, campus based)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Crosswinds will implement programs to create a positive school culture. These programs include Capturing Kids' Hearts, Rachel's Challenge, and Handprints on Hearts. Crosswinds will also participate in various community service projects such as Elementary reading program, Salvation Army, Adopt A Street Beautification, food drives, and Special Olympics.</p>	2	Principal Dean of Instruction Assistant Principal Counselor Teachers	<p>On going participation in programs.</p> <p>Teacher documentation of mentoring logs.</p> <p>Agenda from student assemblies.</p>	✓	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: GPISD will support process improvements for at-risk student identification and services.














Summative Evaluation: Identification process document. Campus records. CIP references.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Crosswinds will monitor individual student graduation plans weekly to make sure students stay on track towards graduation goals. This serves as the RTI process for Crosswinds. Student attendance will be tracked through attendance schedules.</p>	1, 9	Principal Dean of Instruction Assistant Principal Counselor Attendance Clerk Teachers	Teachers weekly progress reports Attendance data Number of students completing graduation goals.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Crosswinds will provide tutoring and extended learning opportunities through evening school for all students.</p>	1, 9	Principal Dean of Instruction Assitant Principal Counselor Teachers	Credit completion data State testing scores				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: GPISD will reduce dropout rates and increase graduation rates for all students tat or above the rate set by the Texas Education Agency.

Summative Evaluation: AEIS data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Crosswinds will implement senior credit audits and individual senior conferences.</p>	1	Principal Dean of Instruction Counselor	Accurate transcripts				
<p>Critical Success Factors CSF 1</p> <p>2) Crosswinds offers multiple attendance sessions for students to attend to recover credits.</p>	1	Principal Dean of Instruction Assistant Principal Counselor	Number of credits earned Increased graduation rate				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Crosswinds will have goal setting conferences will all students with 9 week progress checks toward goal attainment.</p>	1, 2	Principal Dean Assistant Principal Counselor	Goal setting tracking forms Goal setting report				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: GPISD will implement H. B. 5 requirements regarding Accelerated Instruction for at risk students.

Summative Evaluation: AI records, 2 AI Strategists added (schedules and services)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Crosswinds implements accelerated instruction for all coursework offered.</p>	1, 2	Principial Dean of Instruction Counselor	All campus coursework follows accelerated model Master schedule				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Suzy Meyer	Principal
Administrator	Dexter Dixon	Assistant Principal
Administrator	Anne Hartfield	Assistant Principal
Administrator	Diondria Phillips	Dean of Instrucion
Administrator	Karen Tesmer	Assistant Principal
Business Representative	Christina Vo	Business Owner
Classroom Teacher	Desmon McCollum, Jr.	PE/Health Teacher
Classroom Teacher	Melissa Grund	Business Teacher
Classroom Teacher	Austin Hardy	Science Teacher
Classroom Teacher	Johanna Johnston	Art Teacher
Classroom Teacher	Cymary Leigh	Social Studies Teacher
Community Representative	Elizabeth Rodriguez	Community Representative
Community Representative	Kristina Sanders	Community Representative
District-level Professional	Vicki Bridges	Assistant Superintendent
Parent	Danni Hulsey	Parent Partner
Parent	Sabrina McIntire	Parent Partner

Campus Funding Summary

199 - General Fund						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	2	2	printed information		\$100.00	
					Sub-Total	\$100.00
					Grand Total	\$100.00

Addendums

*Campus Improvement Plan (CIP)
Summative Review of 2014-2015*

School: Crosswinds High School Principal: Suzy Meyer

CIP Goal Area 1, Student Achievement:

Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (Crosswinds High School 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5 Requirements)

The following were the needs listed in the CNA for Student Achievement:

1. Continued tutoring and accelerated instruction to address at-risk student needs, particularly state assessment failures.
2. Improved documentation of tutoring and accelerated instruction participation and feedback, including entrance and exit criteria.
3. Utilization of instructional strategies for LEP, Special Education, Gifted, and At-Risk learners.
4. Increased strategies to improve writing.

CIC Summative Narrative:

Crosswinds was successful with the implementation of tutoring and accelerated instruction. We made gains in state performance on English I and II STAAR EOC (from 26% to 43% and 19% to 43% respectively), and performed comparable to previous years on Algebra I (55%), Biology (62%), and US History (88%). Gains were attributed to the use of the ATE (Answer, Text Evidence, Explain) strategy for answering short answer questions. We will continue to provide tutoring and accelerated instruction. To address the need for improved documentation for tutoring, we switched to attendance only schedules so we could track which teachers each student worked with throughout the day. This helped us to ensure students were getting remediation in the appropriate coursework. Going into the 2015-16 school year, more emphasis on the inclusion of LEP strategies should be incorporated into curriculum due to the growth in campus LEP population. We need to include better tracking processes for student growth due to receiving and Index 2: Progress Measure of 7. We will offer attendance incentives, set goals with students, and maintain a school scoreboard as outlines in our 10 to Win initiative.

CIP Goal Area 2, Curriculum and Instruction:

Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (Crosswinds High School 6 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (H.B. 5 Requirements)

The following were the needs listed in the CNA for Curriculum and Instruction:

1. Alignment from work assigned in class to assessments including increased focus on rigor and skill.
2. Quality and engaging instructional delivery in all classes daily
3. Continued data reviews for progress monitoring and instructional adjustments

CIC Summative Narrative:

Teachers reviewed student data from student STAAR Confidential Student Reports and data from district assessments to identify student needs and adjusted instruction to meet those needs. The next step is for teachers to ensure curriculum is aligned with rigor and skill as outlined in the TEKS and to create engaging instruction by diversifying daily student activities.

CIP Goal Area 3, Fiscal Responsibility:

Crosswinds High School will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC §44.025-44.026] (FAR Module 2, §2.6) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

The following were the needs listed in the CNA for Fiscal Responsibility:

CIC Summative Narrative:

Crosswinds continues to exercise fiscal responsibility as outlined by district and state guidelines. Teachers were required to submit documentation for requested supplies, which were reviewed and approved by the campus principal. The campus principal ensured all purchased were tied to the CIP and student achievement.

CIP Goal Area 4, Highly Qualified/Effective Personnel:

Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (Crosswinds High School 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7)

The following were the needs listed in the CNA for Highly Qualified/Effective Personnel:

1. Implement the T-TESS system with fidelity
2. Continual coaching and support both in and out of the classroom
3. Continued monitoring of district and Region 10 training.

CIC Summative Narrative:

Teachers were supported through coaching and feedback through the T-Tess system. Through goal setting and documentation to support, teachers were challenged to grow. Teachers regularly attended district and Region 10 staff development sessions. As a part of campus staff development, teachers reviewed TED talks on various topics and had to create a plan to incorporate those strategies into their classroom. This was monitored by campus admin. Campus was 100% HQ.

CIP Goal Area 5, Parent/Community Involvement:

Parents and community members will be full partners with educators in the education of Crosswinds High School students. [TEC §4.001(b)(1)] (T1,A SW #6) (Crosswinds High School 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8)

The following were the needs listed in the CNA for Parent/Community Involvement:

1. Increase the number and quality of parent sessions on academics
2. Improve documentation of activities for better evaluation efforts

CIC Summative Narrative:

Crosswinds High School did not hold any parent sessions last year. This is something that should be approved upon during the 2015-16 school year. The Four Party Compact was implemented with fidelity and thoroughly explained to parents during the interview process. Parents were informed of resources available to them.

CIP Goal Area 6, Instructional Technology:

Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (Crosswinds High School 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3)

The following were the needs listed in the CNA for Instructional Technology:

1. Increased campus based technology training
2. More student computers in classroom for blended learning opportunities
3. Continuous teacher training for technology milestones outlined by the district
4. Implementation of the Digital Integration to Conversion Plan

CIC Summative Narrative:

Teachers used district technology in classrooms and were in compliance with district technology plan. Coursework began to model blended learning due to the increased incorporation of media and online instruction to curriculum. Continued efforts to integrate technology in the classroom should be enhanced.

CIP Goal Area 7, Safe and Disciplined Environment:

Crosswinds High School will continue to improve and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041(reducing sexual abuse of children)] [TEC §11.253 Coordinated health services] (Crosswinds High School 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6)

The following were the needs listed in the CNA for Curriculum and Instruction:

1. Training for working with a diverse set of learners
2. Extended training for working with at-risk and students in poverty

CIC Summative Narrative:

Teachers participated in on campus staff development on students in poverty. Teachers were challenged to implement Capturing Kids' Hearts in their classrooms, as well as completed True Colors assessments with students. Crosswinds was 100% trained in Capturing Kids' Hearts for the 2014-15 school year. Crosswinds followed district safety plan.

.CIP Goal Area 8, Dropout Prevention:

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (Crosswinds High School 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (H.B. 5 Requirements)

The following were the needs listed in the CNA for Dropout Prevention:

1. Coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students
2. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs of Special Ed and Economically Disadvantage.
3. Incentive to increase attendance.
4. Data evaluation strategies to identify student needs efficiently based on objectives.
5. Enhanced support for LEP population
6. Instructional strategies to support the at risk learner

CIC Summative Narrative:

Students regularly utilized GoCenter to plan for post high school career. Funds were allocated to facilitate initiatives targeting to improving student achievement. Campus staff monitored attendance and academic progress of students through attendance schedules, district, and state assessments. Students were to participate in various campus community service activities such as the Lee Reading Program, Salvation Army, and Special Olympics. Seniors were rewarded with graduation parades and senior banquet. Although there was about a 20% increase in attendance overall, the number of students attending the 5:30pm – 8:00 pm session decreased. Further efforts to increase attendance rates should continue to be pursued.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Status Report
CROSSWINDS H S (057910009) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status ‡															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	Y	N						N		N		1	5	20
Mathematics	N		N						N				0	3	0
Writing													0	0	
Science	Y												1	1	100
Social Studies	Y		Y						Y				3	3	100
Total													5	12	42
Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	N	N	N	N					N			N	0	6	0
Mathematics	N		N						N			N	0	4	0
Total													0	10	0
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	N	N	N	N					N	N		N	0	7	0
Reason Code ***															
Total													0	7	0
Overall Total													5	29	17

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Performance and Participation Data Table
CROSSWINDS H S (057910009) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	97	21	61	12	*	*	-	-	70	*	16	n/a
Total Tests	165	29	118	15	*	*	-	-	123	*	49	49
% at Phase-in Satisfactory Standard	59%	72%	52%	80%	*	*	-	-	57%	*	33%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	23	5	14	*	*	-	-	-	16	*	6	n/a
Total Tests	46	9	32	*	*	-	-	-	34	*	15	15
% at Phase-in Satisfactory Standard	50%	56%	44%	*	*	-	-	-	47%	*	40%	n/a
Writing												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Phase-in Satisfactory Standard	12	*	9	*	-	-	-	-	9	*	*	n/a
Total Tests	16	*	13	*	-	-	-	-	13	*	*	*
% at Phase-in Satisfactory Standard	75%	*	69%	*	-	-	-	-	69%	*	*	n/a
Social Studies												
# at Phase-in Satisfactory Standard	51	10	33	**	-	*	-	-	37	*	6	n/a
Total Tests	62	14	40	**	-	*	-	-	45	*	9	9
% at Phase-in Satisfactory Standard	82%	71%	83%	100%	-	*	-	-	82%	*	67%	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	244	43	180	18	*	*	-	-	183	14	n/a	91
Total Students	295	52	215	25	*	*	-	-	220	16	n/a	105
Participation Rate	83%	83%	84%	72%	*	*	-	-	83%	88%	n/a	87%

Mathematics: 2014-2015 Assessments

Number Participating	69	14	46	8	*	-	-	*	52	*	n/a	20
Total Students	84	17	56	9	*	-	-	*	60	*	n/a	25
Participation Rate	82%	82%	82%	89%	*	-	-	*	87%	*	n/a	80%

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
CROSSWINDS H S (057910009) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	137	20	86	28	-	*	-	*	91	19	16	n/a
Total in Class	263	37	176	45	-	*	-	*	161	29	45	40
Graduation Rate	52.1%	54.1%	48.9%	62.2%	-	*	-	*	56.5%	65.5%	35.6%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	159	24	108	21	*	*	-	3	99	12	17	n/a
Total in Class	261	33	187	32	*	*	-	5	149	17	44	29
Graduation Rate	60.9%	72.7%	57.8%	65.6%	*	*	-	60.0%	66.4%	70.6%	38.6%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	196	28	137	25	*	*	-	*	112	15	28	n/a
Total in Class	266	33	192	33	*	*	-	*	150	19	44	27
Graduation Rate	73.7%	84.8%	71.4%	75.8%	*	*	-	*	74.7%	78.9%	63.6%	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 Accountability Summary
CROSSWINDS H S (057910009) - GRAND PRAIRIE ISD

Accountability Rating

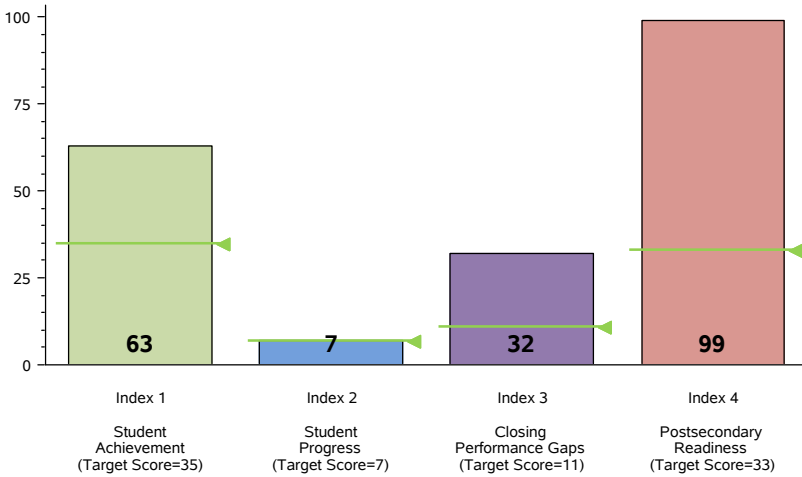
Met Alternative Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

Academic Achievement in Reading/ELA
NOT ELIGIBLE
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
NOT ELIGIBLE
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps
NOT ELIGIBLE
Postsecondary Readiness
NOT ELIGIBLE

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	297 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	54.9
Percent English Language Learners	19.2
Mobility Rate	76.3

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	183	289	63
2 - Student Progress	14	200	7
3 - Closing Performance Gaps	259	800	32
4 - Postsecondary Readiness			
STAAR Score	4.1		
Graduation Rate Score	64.4		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		99*

* Includes bonus points that may have been added to the Index 4 Score.

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	5 out of 12 = 42%
Participation Rates	0 out of 10 = 0%
Graduation Rates	0 out of 7 = 0%
Total	5 out of 29 = 17%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>