

Crowley Independent School District
H.F. Stevens Middle School - TIP
2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature:

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature:

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature:

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Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

80 % of all students will meet or exceed their expected growth measure and we will see a 10% increase in students achieving Meets in Reading. This goal was determined based on the campus vision of growth for all students and the needs assessment and lexile levels of students revealed the need to improve literacy.

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

HFS focus is 2A Academic Growth. By meeting growth measure for 87 target students our campus will obtain an overall B Accountability Rating

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

53% of Economically Disadvantaged students will make approaches or better on the 2022 STAAR exam, across all tests. Achieving this would result in an overall accountability rating of a B.

Economically disadvantaged students who were near progress measures on Winter Benchmark (from CoPilot) are in intervention groups, reading & math labs, etc. This is giving them specific intervention (Tier II and III instruction) in math or reading.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

We have implemented a thorough instructional plan (Tier I) and intervention plan (Tier II and III) that includes our African American and Economically Disadvantaged populations in the area of Reading.

This includes intervention after school on Tue/Wed and select Saturdays. intervention during advisory, and small group pullouts.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Essential Actions

Essential Action : Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Essential Action : Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Essential Action : Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Fully Implemented

Essential Action : Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Fully Implemented

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Essential Action : Data-driven instruction.

Implementation Level: Not Yet Started

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Yes, student growth is occurring as teachers work to scaffold Tier I instruction, as well as offering after school tutorials.

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Fully Implemented

Rationale: Failure rates, discipline, and absences have been barriers to student progress. Developing a culture in which all students feel safe and supported in their academic, social, and emotional needs will improve the overall school experience for students and teachers.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Through teacher committees, reinforcement through weekly faculty meetings,

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data meetings, PBIS Committee reports. Teacher led efforts creates buy in as they own the process.

Desired Annual Outcome: We will reduce the percentage of students receiving ISS and OSS placements

District Commitment Theory of Action: Thriving students

Desired 90-day Outcome: 90% pass rate for MP1. & MP2, less than 5% of student body will receive Level 2 and above discipline referrals

District Actions: Collaboration with District Administrators, ED of Secondary Leadership

Did you achieve your 90 day outcome?: Yes

Why or why not?: students were motivated to meet goals.

Step 1 Details	Reviews
<p>Action Step 1: Rewrite HFS mission statement to align with current focus and goals post-pandemic</p> <p>Evidence Used to Determine Progress: New HFS Mission statement</p> <p>Person(s) Responsible: Campus Instructional Leadership Team, teachers, staff</p> <p>Resources Needed: Former mission statement</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 1 - (Sept – Nov)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Fully Implemented

Rationale: To improve Tier I instruction and scaffold prerequisite knowledge and skills in all classrooms aligned to student data

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity through the following actions and systems:

Weekly PLCs

Long Range Planning Protocol

Student Goal Setting

Target Teacher data meetings

Mini PDs in Faculty Meetings and PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In PLC and faculty meetings, through professional development.

Desired Annual Outcome: 80% of our students will make annual growth measure

District Commitment Theory of Action: Thriving Students and Empowered Staff

Desired 90-day Outcome: Common formative assessment data will show an increase in students achieving growth measures and mastery as a result of improved Tier I instruction

District Actions: HAT meetings, ISS support,

Did you achieve your 90 day outcome?: Yes

Why or why not?: Eagle Academy tutorials supports student academic growth.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will work in collaborative PLC's using micro-teach and a collaborative protocol to ensure high levels of engagement rigor occurring in every classroom</p> <p>Evidence Used to Determine Progress: Analysis of lesson plans, walkthroughs, PLC notes,</p> <p>Person(s) Responsible: Instructional Leadership Team</p> <p>Resources Needed: Long Range Planning Protocol</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Advisory teachers will facilitate Student Goal Setting protocol every 3 weeks.</p> <p>Evidence Used to Determine Progress: Student data charts shows increase in performance on assessments over the year</p> <p>Person(s) Responsible: Advisory Teachers</p> <p>Resources Needed: Student Goal Setting Protocol</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Time in Advisory is a barrier to goal setting process. Use block scheduling at the 3/6 week marks to increase time in Advisory to complete the goal setting progress.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Attendance

What specific action steps address these challenges?: PBIS incentives for attendance goals.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Fully Implemented

Rationale: Failure rates, discipline, and absences have been barriers to student progress. Developing a culture in which all students feel safe and supported in their academic, social, and emotional needs will improve the overall school experience for students and teachers.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Through teacher committees, reinforcement through weekly faculty meetings,

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data meetings, PBIS Committee reports. Teacher led efforts creates buy in as they own the process.

Desired Annual Outcome: We will reduce the percentage of students receiving ISS and OSS placements

District Commitment Theory of Action: Thriving students

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Add SEL student temperature check on PBIS Rewards</p> <p>Evidence Used to Determine Progress: Percentage of students doing the checks daily</p> <p>Person(s) Responsible: PBIS Committee, Administrators</p> <p>Resources Needed: PBIS Rewards</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: February 7, 2022 - Frequency: Daily - Evidence Collection Date: March 11, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Fully Implemented

Rationale: To improve Tier I instruction and scaffold prerequisite knowledge and skills in all classrooms aligned to student data

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity through the following actions and systems:

Weekly PLCs

Long Range Planning Protocol

Student Goal Setting

Target Teacher data meetings

Mini PDs in Faculty Meetings and PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In PLC and faculty meetings, through professional development.

Desired Annual Outcome: 80% of our students will make annual growth measure

District Commitment Theory of Action: Thriving Students and Empowered Staff

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Teachers will work in collaborative PLC's using micro-teach and a collaborative protocol to ensure high levels of engagement rigor occurring in every classroom</p> <p>Evidence Used to Determine Progress: Analysis of lesson plans, walkthroughs, PLC notes,</p> <p>Person(s) Responsible: Instructional Leadership Team</p> <p>Resources Needed: Long Range Planning Protocol</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Advisory teachers will facilitate Student Goal Setting protocol every 3 weeks.</p> <p>Evidence Used to Determine Progress: Student data charts shows increase in performance on assessments over the year</p> <p>Person(s) Responsible: Advisory Teachers</p> <p>Resources Needed: Student Goal Setting Protocol</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will work in collaborative PLC's using micro-teach and a collaborative protocol to ensure high levels of engagement rigor occurring in every classroom</p> <p>Evidence Used to Determine Progress: Analysis of lesson plans, walkthroughs, PLC notes,</p> <p>Person(s) Responsible: Instructional Leadership Team</p> <p>Resources Needed: Long Range Planning Protocol</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Advisory teachers will facilitate Student Goal Setting protocol every 3 weeks.</p> <p>Evidence Used to Determine Progress: Student data charts shows increase in performance on assessments over the year</p> <p>Person(s) Responsible: Advisory Teachers</p> <p>Resources Needed: Student Goal Setting Protocol</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Advisory teachers will facilitate Student Goal Setting protocol every 3 weeks.</p> <p>Evidence Used to Determine Progress: Student data charts shows increase in performance on assessments over the year</p> <p>Person(s) Responsible: Advisory Teachers</p> <p>Resources Needed: Student Goal Setting Protocol</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Fully Implemented

Rationale: Failure rates, discipline, and absences have been barriers to student progress. Developing a culture in which all students feel safe and supported in their academic, social, and emotional needs will improve the overall school experience for students and teachers.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Through teacher committees, reinforcement through weekly faculty meetings,

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data meetings, PBIS Committee reports. Teacher led efforts creates buy in as they own the process.

Desired Annual Outcome: We will reduce the percentage of students receiving ISS and OSS placements

District Commitment Theory of Action: Thriving students

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Fully Implemented

Rationale: To improve Tier I instruction and scaffold prerequisite knowledge and skills in all classrooms aligned to student data

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity through the following actions and systems:

Weekly PLCs

Long Range Planning Protocol

Student Goal Setting

Target Teacher data meetings

Mini PDs in Faculty Meetings and PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In PLC and faculty meetings, through professional development.

Desired Annual Outcome: 80% of our students will make annual growth measure

District Commitment Theory of Action: Thriving Students and Empowered Staff

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Title I Components

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

To reach campus goals, HF Stevens has the following needs:

- Increase student critical thinking and problem-solving skills.
- Enhance teacher proficiency with instructional technology to facilitate the concurrent learning processes including lesson facilitation in a virtual hybrid environment.
- Enhance student reading comprehension and literacy skills across all contents.
- Enhance parent engagement.
- Enhance student proficiency with academic technology to ensure student academic success in a virtual or hybrid learning environment.

Increase the number of student engagement opportunities via rigorous, relevant, and culturally-appropriate instruction.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The HF Stevens CIP was developed with the instructional leadership team including administrators, instructional support specialists, department heads with input and feedback from teachers.

2.2: Regular monitoring and revision

The CIP will have a quarterly review of goal progress and there will be a revision of strategies as necessary to meet the goals. Use of the Plan Do Study Act cycle to monitor and adjust the plan will ensure appropriate revision based on qualitative and quantitative data.

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

The CIP will be available to parents and the community from the HF Stevens campus website, and as an electronic copy in the Title I Notebook. The CIP will also be reviewed with CPOC, teachers, and parents throughout the year for everyone to be aware of goal progress.

2.4: Opportunities for all children to meet State standards

The HFS master schedule is designed with 200 minutes of time weekly. Advisory period is comprised of 40 minutes daily for teachers to implement intervention, remediation, and lesson extension activities.

MAP testing is given at the beginning of the year, middle of the year, and end of the year to gather data to assess student progress in Reading and Math. Teachers use this data to drive intervention plans.

2.5: Increased learning time and well-rounded education

Accelerated instruction is offered through Eagle Academy for teachers to address students' academic skills deficits in preparation for local and state assessments. Eagle Academy is 2 hours after school 2 days per week on Tuesday and Wednesday and 4 hours on selected Saturdays.

Advisory period includes time for study hall, social emotional learning lessons, and college, career, and military readiness lessons and activities.

Student interest clubs and organizations meet after school for students to engage in enrichment activities, community service, competitions, and leadership opportunities.

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

Professional development of teachers is designed to enhance teacher competency in meeting the needs of at-risk learners including scaffolding instruction, critical thinking and comprehension strategies, and culturally responsive instruction. Teachers have been trained in using instructional strategies and instructional technology that are focused on meeting the needs of at-risk students including AVID, Kagan, Flocabulary, and Nearpod. These instructional strategies and resources provide teachers with a variety of tools to differentiate instruction to meet the needs of the varied levels of achievement in a single classroom without compromising rigor.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed during Open House.

3.2: Offer flexible number of parent involvement meetings

HFS offers a variety of opportunities and programs for parents to be involved throughout the year.

-Eagle Camp Parent Orientation

-Meet the Teacher

-Parent education webinars (Zoom, Google Classroom, Skyward, Canvas)

-Endorsement Night

-Eagle Showcase

-Student performances (Pep rallies, Black History Program, Hispanic Heritage Program, Veterans Day)

-Red Ribbon Week guest speakers on drugs and alcohol awareness

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Billy Hanz	Instructional Support Specialist	Math	1
Sonya Little	Instructional Support Specialist	Reading	1

Student Data																	
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments									
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	66	55	92	District Created Benchmark	55	57	District Created Benchmark	58	52	61
			All	All	Reading	Meets	STAAR	34	26	92	District Created Benchmark	23	19	District Created Benchmark	26	23	29
			All	All	Reading	Masters	STAAR	15	10	92	District Created Benchmark	6	5	District Created Benchmark	9	8	12
			All	All	Mathematics	Approaches	STAAR	68	52	92	District Created Benchmark	57	52	District Created Benchmark	63	45	68
			All	All	Mathematics	Meets	STAAR	32	22	92	District Created Benchmark	26	27	District Created Benchmark	30	15	35
			All	All	Mathematics	Masters	STAAR	7	7	92	District Created Benchmark	6	7	District Created Benchmark	9	4	13
			All	All	Science	Approaches	STAAR	67	49	92	District Created Benchmark	55	57	District Created Benchmark	61	56	66
			All	All	Science	Meets	STAAR	31	22	92	District Created Benchmark	25	37	District Created Benchmark	28	29	31
			All	All	Science	Masters	STAAR	10	11	92	District Created Benchmark	10	24	District Created Benchmark	10	11	10
			All	All	Writing	Approaches	STAAR	55	0	92	Other	0	0	Other	0	0	
			All	All	Writing	Meets	STAAR	23	0	92	Other	0	0	Other	0	0	
			All	All	Writing	Masters	STAAR	6	0	92	Other	0	0	Other	0	0	
			All	All	Social Studies	Approaches	STAAR	43	46	92	District Created Benchmark	48	59	District Created Benchmark	50	50	51
			All	All	Social Studies	Meets	STAAR	15	18	92	District Created Benchmark	19	32	District Created Benchmark	20	21	21
			All	All	Social Studies	Masters	STAAR	7	8	92	District Created Benchmark	9	15	District Created Benchmark	10	7	10
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	28	25	94	District Created Benchmark	28	28	District Created Benchmark	30	21	33
	Focus 2	Academic Achievement	All	African American	Reading	NA	STAAR	26	21	92	District Created Benchmark	26	26	District Created Benchmark	29	27	32

Addendums

CAMPUS COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Comprehensive Needs Assessment	Title I Program Guide TEC 11.253 TEC 11.251 Board Policy BQB (Local/Legal)	Campus Principal	Targeted Improvement Plan – Title I Components
2. Instructional methods for all student groups not achieving their full potential	TEC 11.252(a)(3)(A)	Executive Director of Curriculum & Instruction	District Improvement Plan Strategies CISD Responsive Intervention Webpage
3. Violence Prevention and Intervention	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Chief of Student Services	District Improvement Plan Strategies CISD Bullying Prevention Webpage FFI (Local) FFH (Local)
4. Accelerated Education	TEC 11.252(3)(H)	Director of Gifted & Talented, AVID, and Advanced Academics	Gifted & Talented Education Webpage EHBB (Local)

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. Dropout Prevention	TEC 11.252	Director of Counseling Principal, Crowley Learning Center	CISD Response Intervention Webpage BQA (Legal) and BQB (Legal) Dropout Process Information
5. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	Chief of Staff and Governance	District Improvement Plan Strategies
6. Staff development for professional staff	TEC 11.252(3)(F)	Executive Director of Professional Development and Social Emotional Learning	CISD Professional Learning Department Webpage
7. Attendance Crowley ISD has implemented School Innovations & Achievement's (SA&I) Attention2Attendance program, which is an award-winning early warning and attendance intervention system designed to increase learning time for all students and improve site and parent relationships. It helps remove administrative burden from staff and enhance school culture and climate.	TEC 11.253(d)(10)(c)	Chief of Student Services	Attention2Attendance Program Information

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<p>8. Parental Involvement</p> <p>All school activities will give proper consideration to the involvement of families. Each school has a Campus Performance Objectives Committee (CPOC) consisting of parents, teachers, administrators, community members and other school staff. The committee will meet regularly and annually update the Campus Parent and Family Engagement Plan. The goal is to have parents play a vital role in decision making regarding the Title I program.</p>	<p>TEC 11.253(d)(9)</p> <p>Title I Program Guide</p>	<p>Coordinator of Stakeholder Involvement</p>	<p>CISD Parent & Family Engagement Plan</p>
<p>9. Coordinated Health Program</p> <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	<p>TEC 11.253(d)</p> <p>Board Policy FFA(Local)</p>	<p>Executive Director of Operations</p> <p>Chief of Student Services</p> <p>Coordinator of Health Services</p> <p>SHAC Committee</p>	<p>District Improvement Plan Strategies</p> <p>CISD Health Webpage</p> <p>Coordinated School Health Info</p>

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<p>10. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Mental health promotion and positive youth development ○ Early mental health intervention ○ Substance abuse prevention ○ Suicide prevention and suicide prevention including parent/guardian notification procedures ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence ● Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy FFH(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Executive Director of Professional Development and Social Emotional Learning</p> <p>Director of Counseling</p> <p>Chief of Student Services</p>	<p>CISD Guidance & Counseling Webpage</p> <p>Suicide Awareness & Prevention</p> <p>CISD Professional Learning Department Webpage</p> <p>FFI (Local)</p> <p>FFH (Local)</p>
<p>11. Campus Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> ● Evaluation – at least every two years 	<p>TEC 11.251</p> <p>TEC 11.252(d)</p> <p>TEC 11.253</p> <p>Board Policy BQA(Local)</p> <p>Board Policy BQB(Local)</p>	<p>Principal Supervisors</p> <p>Campus Principals</p> <p>Campus Performance Objectives Committee (CPOC)</p>	<p>Targeted Improvement Plans - Committees</p>

COORDINATED SCHOOL HEALTH

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

DROPOUT PROCESS

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

EMERGENCY PREPAREDNESS DRILLS

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

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

VENTO HOMELESS ASSISTANCE

- The Residency Questionnaire form within the registration will be completed by the parent/guardian and submitted to the campus who will submit to the District Homeless Liaison for verification.
- Crowley ISD guarantees that a family/student can enroll in school if residing:
 - a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program)
 - b. In a hotel/motel, or weekly-rate housing
 - c. In a house or apartment with more than one family because of economic hardship or loss
 - d. In an abandoned building or a car, at a campground, or on the street,
 - e. In a temporary foster care
 - f. In a substandard housing (no electricity, no water, and/no heat)
 - g. With friends or family because the student is a runaway or unaccompanied youth
- The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.
- The following services are made available for students identified under the McKinney Vento Act:
 - a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
 - b. John Peter Smith (JPS) Hospital School-based Clinic located on Crowley ISD Clinic

- c. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations
- d. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district
- e. Transportation provided from student's current residence back to the student's school of origin
- f. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

PREGNANCY RELATED SERVICES (PRS) PROGRAM

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

TEXAS BEHAVIOR SUPPORT INITIATIVE (TBSI)

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



Suicide Awareness & Prevention

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

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

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

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



Parent and Family Engagement Plan

Crowley ISD agrees to implement the following statutory requirements:

- Crowley ISD will put into operation programs, activities and procedures for the engagement of parents and families in all schools with Title I, Part A Programs, consistent with the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- Crowley ISD will work with schools to ensure that the required school-level Parent and Family Engagement plans meet the requirements of the ESEA.
- Crowley ISD will incorporate this plan into its District Improvement Plan.
- In carrying out Title I, Part A parent and family engagement requirements Crowley ISD and its schools will provide full opportunities for the participation of parents and families with limited English proficiency, parents with disabilities and parents of migratory children. Crowley ISD will provide information and required school reports in an understandable and uniform format in a language parents understand.
- Crowley ISD will involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement are spent.
- Crowley ISD will provide the following necessary coordination, technical assistance and other support to Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (A) Support from Title I Specialists; (B) Professional development provided to Title I Intervention Teachers by Reading and Math Intervention Specialists; (C) Title I Collaborative Meetings.
- In Crowley ISD, parent and family engagement means regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring that (A) families play an integral role in their child's learning; (B) families are encouraged to be actively involved in their child's education at school; (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (D) the carrying out of other activities.

Federal Program Expenditures

All district and campus expenditures related to the following Federal Grants will be utilized for the purposes and intended audiences stated below:

Grant	Purpose and Intended Beneficiaries
Title I, Part A	The purpose of the grant is to help all students meet the state student performance standards by providing supplemental resources to the LEA. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The two purposes of the grant are 1) to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom as well as highly qualified principals and assistant principals; and 2) to hold LEAs and schools accountable for improving student academic achievement. The intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.
Title III, Part A	The purpose of the grant is to provide supplemental resources to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The intended beneficiaries are LEP students, including immigrant children and youth.
Title IV, Part A	The purpose of the grant is to provide: 1) all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.
Perkins Grant	The purpose of the grant is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education programs.
Title IV, Part B 21 st Century Grant	The purpose of the grant is to provide academic enrichment opportunities during non-school hours for children, particularly student who attend high-poverty and low-performing schools.