Crowley Independent School District

J.A. Hargrave Elementary - 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.

By May 2022, third through fifth grade students will attain 24% Mastery standard, 42% Meets standard, and 74% Approaches standard on the 2022 Math STAAR Assessment. To reach these goals, we will increase our intentional academic interventions for math by setting short, intermediate, and long term applications.

Short Term (1st - 2nd Six Weeks)
•Students will learn specific addition and subtraction thinking strategies to fluently recall basic facts with automaticity.
•Students will decompose numbers based on place understanding to deepen their conceptual knowledge of the operation and our base 10 number system.
•Students will use contextual multiplication & division situations to represent using a variety of approaches and make connections between multiplication and division.
•Students will use their understanding of de/composing factors to find products and quotients in multiple ways.
•Students use multiple models to represent their reasoning.

Intermediate (3rd - 4th Six Weeks)
•Students will apply relational thinking strategies and properties of operations to add and subtract contextualized problems.
•Students will use specific approaches and representations to solve problems and explain how the representation relates to the problem situation.
•Students will develop their own thinking strategies and experiment with alternate algorithms and recall basic facts.
•Students will use properties of operations as students construct an understanding of the standard algorithm.

Long Term (5th - 6th Six Weeks)
•Students will be able to add and subtract multi-digit numbers fluently using many strategies and algorithms.
•Students will use relational and number based strategies based on properties of operations to solve problems.
•Students will fluently and flexibility use strategies to solve problems involving multiplication and division.

Through the implementation of these goal and strategies determined for Domain I, student will be able to impact our overall Accountability Rating.

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.

Equity Goals have been set to increase student academic growth for African American and Eco. Disadvantaged students. The goal to accomplish by June 2022 is to increase the percentage of African American students performing at the Meets level by 20% (30% to 50%) and to increase the percentage of Eco. Disadvantage students performing at the Meets level by 18% (37% to 55%).

Gains in both of the identified sub populations will impact our overall Accountabiliy 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.

To intentionally close the achievement gap we will identify specific students without our identified sub. pops. to individually track their academic progress and provide intervention/enrichment for understanding.

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?

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: Beginning Implementation

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

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: Fully Implemented

Essential Action : Data-driven instruction.
Implementation Level: Fully Implemented

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: For the most part, yes. As stated above there are a few pockets of classrooms still needing assistance, and are visited more frequently during our campus walk throughs.

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Rationale: The campus leadership team is fairly new to campus.
 The Administrators are first year administrators and the Instructional Support Specialists are in year three. The team is in the process of designing protocols and developing timelines to collaborate and understand expectations for specific leadership roles aligned with the best practices currently and previously implemented on campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership will be a cohesive group committed to campus needs, goals, and morale. The team will meet weekly to collaborate, review data, and continue to grow in effective leadership practices to best serve the campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication to all school stakeholders is shared through weekly newsletters and committees are formed to give input, provide upgrades, and give suggestions on current best practices, and next steps.

Desired Annual Outcome: The desired annual outcome is to build a cohesive and collaborative leadership team through transparency, conversations, and professionalism that will continually move the campus forward with academic gains.

District Commitment Theory of Action: The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. The district provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.

Desired 90-day Outcome: The A-Team meetings have been calendared, roles are established and developed, and weekly meetings are consistent. Transparent relationships are beginning that share needs, wants, and feelings which will lead to the cohesiveness of the leadership team.

District Actions: Calendar is checked weekly, one day of the calendar is selected and the executive coach walks the day with the leadership team to provide feedback and upgrades. The executive coach and principal supervisor provide regular coaching on developing effective leaders to assist with the learning environment.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Through the calendared expectations and role establishments, the A- Team effectively share campus needs, concerns, and next steps. We are still implementing meeting one-on-one with each other to provide glow and grow feedback on accomplishing what was calendared and tracking our campus progress.

Step 1 Details	Reviews

Action Step 1: Once a week leadership meetings that tracks campus culture data by maintaining a spreadsheet to identify strengths and upgrades.
 	
    Evidence Used to Determine Progress: Staff Development, attendance sheets, and agendas.
    Person(s) Responsible: Mrs. Roxey Norflis
    Resources Needed: Weekly agendas, calendars, and campus data stoplights.
    Addresses an Identified Challenge: Yes
 	
  - **Start Date:** September 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Some Progress
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: To empower teachers through the cultivation of leaders. Ensuring the mission and vision of the school is clear and the implementation is comprehensible. Create both a collaborative and inclusive learning environment that has measurable and repeatable systems while keeping the leadership team passionate about their work.

What specific action steps address these challenges?: To address these challenges the following actions steps will be implemented:
1. Seek understanding of requirements
2. Integration of systems into viable phased-in operations
3. Develop rubric documentation to track the systems
4. Conduct training of the leadership team to assist with the training of staff
5. Adjust, upgrade, and improve

Cycle 1 - (Sept – Nov)

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

Implementation Level: Fully Implemented

Rationale: To ensure an effective learning environment that promotes the academic success of students, a positive school culture requires an aligned vision, mission, goal, and values. The attention to explicit behavioral expectations and management systems which include student support, family and community involvement and intentional responses to be both proactive and amenable.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To continue developing a positive school culture, culture walks are completed daily and data is gather and compiled weekly to track the efficiency of best practices according to " Get Better Faster" by Paul Bambrick Santoyo.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Feedback is given weekly to teachers through weekly walk throughs and by the use of the campus management rubric.

Desired Annual Outcome: The desired annual outcome will be that students, teachers, staff, and all school stakeholders are compelled to share a common understanding of the mission, vision, and values and can explain how they are present in the daily life of the school.

District Commitment Theory of Action: The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures.) The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate.) The district provides campuses with access to external student support services.

Desired 90-day Outcome: Teachers, staff, and students come to work daily and build a school culture that communicates, positively narrates, and implement restorative practices to counteract discipline referrals.

District Actions: The district provides campuses with best practice resources and tools for engaging families /the district provides campuses with access to external student support services. District policies and practices align with and promote positive school culture.

Did you achieve your 90 day outcome?: Yes

Why or why not?: With our campus behavioral management trajectory expectations, teachers are required to implement the campus management plan with students. There are some teachers that are not fully applying the expectations with students and struggle with classroom management. To assist with this issue, the A-Team performs on-the-spot coaching and reinforces the embedding of our restorative practice strategies.

Step 1 Details	Reviews

Action Step 1: Perform weekly culture walks to consistently monitor the management trajectory for implementation and progress.
 	
    Evidence Used to Determine Progress: Management Trajectory Form and data tracking spreadsheet
    Person(s) Responsible: Roxey Norflis, Quentella Knox, Ayesha Hodges, and Simia Richardson
    Resources Needed: Management Rubric, Excel Spreadsheet
    Addresses an Identified Challenge: Yes
 	
  - Start Date: September 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Some Progress
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Providing inspiration. As a leader, my team looks to me to provide inspiration and motivation to complete their work.
Developing others.
Leading change.
Handling different perspectives.
Managing a team to get the outcomes desired through the efforts of others.

What specific action steps address these challenges?: Specific action steps to address challenges are:
1. Round table the concerns of the team to receive various possible solutions to the issues.
2. Listening to the various perspective of the leadership team and considering what is said prior to decisions being made and actions implemented.
3. Modeling the behavior/expectations with the leadership team to follow when they interact with the staff.

Cycle 2 - (Dec – Feb)

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

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Rationale: The campus leadership team is fairly new to campus.
 The Administrators are first year administrators and the Instructional Support Specialists are in year three. The team is in the process of designing protocols and developing timelines to collaborate and understand expectations for specific leadership roles aligned with the best practices currently and previously implemented on campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership will be a cohesive group committed to campus needs, goals, and morale. The team will meet weekly to collaborate, review data, and continue to grow in effective leadership practices to best serve the campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication to all school stakeholders is shared through weekly newsletters and committees are formed to give input, provide upgrades, and give suggestions on current best practices, and next steps.

Desired Annual Outcome: The desired annual outcome is to build a cohesive and collaborative leadership team through transparency, conversations, and professionalism that will continually move the campus forward with academic gains.

District Commitment Theory of Action: The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. The district provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.

Desired 90-day Outcome: Empower a trusting work relationship that includes all school stakeholders to work collaboratively and cohesively to add value to the commitment made by staff for the academic progression of all students.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews

Action Step 1: Once a week leadership meetings that tracks campus culture data by maintaining a spreadsheet to identify strengths and upgrades.
    Evidence Used to Determine Progress: Staff Development, attendance sheets, and agendas.
    Person(s) Responsible: Mrs. Roxey Norflis
    Resources Needed: Weekly agendas, calendars, and campus data stoplights.
    Addresses an Identified Challenge: Yes
 	
 - **Start Date:** September 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: As a new campus administrator, a challenge would be

getting school staff to embrace the vision, apply the mission, and trust the instructional leadership of admin.

What specific action steps address these challenges?: Surveying the staff and seeking their input when decision effect the campus and being mindful of decisions that may or may not disrupt the campus climate and culture.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Fully Implemented

Rationale: To ensure an effective learning environment that promotes the academic success of students, a positive school culture requires an aligned vision, mission, goal, and values. The attention to explicit behavioral expectations and management systems which include student support, family and community involvement and intentional responses to be both proactive and amenable.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To continue developing a positive school culture, culture walks are completed daily and data is gather and compiled weekly to track the efficiency of best practices according to " Get Better Faster" by Paul Bambrick Santoyo.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Feedback is given weekly to teachers through weekly walk throughs and by the use of the campus management rubric.

Desired Annual Outcome: The desired annual outcome will be that students, teachers, staff, and all school stakeholders are compelled to share a common understanding of the mission, vision, and values and can explain how they are present in the daily life of the school.

District Commitment Theory of Action: The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures.) The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate.) The district provides campuses with access to external student support services.

Desired 90-day Outcome: All teachers implement with fidelity our campus management trajectory expectations.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
Action Step 1: Perform weekly culture walks to consistently monitor the management trajectory for implementation and progress. **Evidence Used to Determine Progress:** Management Trajectory Form and data tracking spreadsheet **Person(s) Responsible:** Roxey Norflis, Quentella Knox, Ayesha Hodges, and Simia Richardson **Resources Needed:** Management Rubric, Excel Spreadsheet **Addresses an Identified Challenge:** Yes - **Start Date:** September 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers that do not implement the campus management trajectory which outline classroom, hallway, cafeteria, restrooms, and gym behavioral expectations.

What specific action steps address these challenges?: Real-time coaching implementation with teachers to model expectations and require immediate feedback on what was observed, what was different, and ask for immediate implementation after the coaching session.

Cycle 3 - (Mar – May)

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

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

 Implementation Level: Beginning Implementation

 Rationale: The campus leadership team is fairly new to campus.
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 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 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Fully Implemented

Rationale: To ensure an effective learning environment that promotes the academic success of students, a positive school culture requires an aligned vision, mission, goal, and values. The attention to explicit behavioral expectations and management systems which include student support, family and community involvement and intentional responses to be both proactive and amenable.

Who will you partner with?: Other

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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

The following data were used to identify the comprehensive needs asssessment analysis and determine campus needs:

- **District Goals**
- **Accountability Data**

    - School City
    - Co-Pilot

- **Employee Data**

Student Achievement
•Problem Statement 1: Students are one or two grade levels below grade level in reading and math.
•Problem Statement 2: Students are demonstrating social and emotional gaps.
•Problem Statement 3: Learning gaps in all grade levels increased.
•Problem Statement 5: Students foundational skills for reading are limited(Phonological Awareness).

Strengths

•Strength 1: We have intermittent times in our schedule to fill in gaps in learning.
•Strength 2: Teachers are implementing best practices consistently to monitor and adjust for acquisition of content.
•Strength 3: One to one technology to make targeted interventions and lessons has been important to closing gaps.
•Strength 4: Intervention specialists provide support for Tier 3 students.
•Strength 5: Teachers are participating in Reading Academics.

Technology
•Problem statement 1: We need reliable and strong WiFi.
•Problem statement 2: Lack of technology training for teachers.

Strengths

•Strength 1: One to one technology for students
•Strength 2: Availability of diverse software programs to grow students in all areas.
•Strength 3: No cost technology
•Strength 4: Technology keeps students engaged and connected even through COVID absences.

Staff Recruitment and Retentention
•Problem statement 1: Teacher burnout
•Problem statement 2: Teachers leaving the profession due to the pandemic.
•Problem statement 3: There is a teacher shortage and candidates available are not top notch.
•Problem statement 4: Teachers are approaching burnout due to having to cover colleagues due to sub shortage.
•Problem statement 5: Hargrave is missing a concrete mission and vision regarding the way we recruit and retain teachers.
•Problem statement 6: There is a lack of clear communication between the administration and the staff that allows for the active participation of the staff in the planning progress.
•Problem statement 7: Hargrave is missing a mentorship program that serves in the process of growing the faculty and create a community that leads to retention.

Strengths
•Strength 1: Administration understands teacher needs, absences and emergency situations.
•Strength 2: Teacher commitment to increasing student achievement.
•Strength 3: Support from ISS

PLC and Lesson Planning:
•Problem statement 1: Pacing of lesson plan design does not allow for teacher creativity.
•Problem statement 2: The accelerated pace of the upper grades pacing guide is to fast for some students.
•Problem statement 3: The current PLC format does not allow for the teachers to actually create a community beyond the work on data and assessments.

Strengths

•Strength 1: Organized and clearly stated PLC's and agendas.
•Strength 2: Collaborative lesson plan development.

Family and Community:
•Problem statement 1: Parents involvement on campus is limited due to COVID pandemic.
•Problem statement 2: Parents lack technology skills/awareness.

Strengths

•Strength 1: Hargrave started a PTA.
•Strength 2: Monthly after school activities that include family and the community.
•Strength 3: Community and library nights.
•Strength 4: Communication through technology

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Hargrave Campus Improvement Plan was developed with the collaboration of school stakeholders to examine our current needs through multiple data sources. As a collabortive group we determined our needs, goals, and action plans.

2.2: Regular monitoring and revision

Hargrave Elementary will continually update and revise our campus improvement plan as additional data and needs surface.

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

Communication with our parents and community members is sent weekly via our Campus Newsletter, classroom Class Dojo application, and through our district blackboard. We also have a campus Facebook account in which we encourage parents to comment and "like' what's happening at Hargrave Elementary School. We invite our parents and community to monthly planned after school activities.

2.4: Opportunities for all children to meet State standards

Hargrave implements a guaranteed and viable curriculum for all students using research-based planning, intentional engaging instructional practices, and weekly formative and summative assessments.

2.5: Increased learning time and well-rounded education

Our current master schedule allows for intervention during the first hour of school and extra PLCs are given to targeted teachers to increase pedogical delivery of skills. Our ACE morning clubs provide additonal learning opportunities for students with higher academic needs.

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

Interventions are held daily in each classroom to meet the needs of at risk students. We've created an academic bowl challenge with other schools in our cohort to challenge our at-risk students with core-content comprehension. Our 21st Century program provides additional academic and socio-emotional opportunities.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent & Family Engagement Policy was made available to the local community in both English and Spanish in both digital and printed form. We uploaded the information link in our weekly parent newsletter and informed the parents of its availability through our Blackboard call out system.

3.2: Offer flexible number of parent involvement meetings

Our campus offers a variety of parental invovement activities through the implementation of the below activities:

- Fall Festival/Math Night
- Polar Express/ Literacy Night
- Science Night with the Perot Museum
- Family Night Sweetheart Dance
- Story Book Parade

Google classrooms are used to share examples and explanations of classwork and we encorage our parents to utilize the Homework Hotline established by our district for additional homework assistance.

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Roxey Norflis	Principal
Administrator	Quentella Knox	Asst. Principal
Classroom Teacher	Nancy Hueske	Classroom Teacher
Classroom Teacher	Stacy HIll	Classroom Teacher
Parent	Maricela Ortega	Parent
Parent	Nikita Henderson	Parent

Student Data																	
								% of Assessments									
											Cycle 1			Cycle 2			2022 Accountability Goal
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	64	64	99	District Created Benchmark	35	70	Released STAAR	50		70	
			All	All	Reading	Meets	STAAR	30	40	99	District Created Benchmark	15	45	Released STAAR	27		44	
			All	All	Reading	Masters	STAAR	16	21	99	District Created Benchmark	5	30	Released STAAR	20		27	
			All	All	Mathematics	Approaches	STAAR	67	65	99	District Created Benchmark	40	77	Released STAAR	50		77	
			All	All	Mathematics	Meets	STAAR	34	31	99	District Created Benchmark	18	50	Released STAAR	23		50	
			All	All	Mathematics	Masters	STAAR	17	19	99	District Created Benchmark	5	32	Released STAAR	10		24	
			All	All	Science	Approaches	STAAR		52	100	District Created Benchmark	50	67	Released STAAR	60		79	
			All	All	Science	Meets	STAAR		20	100	District Created Benchmark	11	42	Released STAAR	25		45	
			All	All	Science	Masters	STAAR		6	100	District Created Benchmark	5	25	Released STAAR	15		23	
			All	All	Writing	Approaches	STAAR	53					0					
			All	All	Writing	Meets	STAAR	22					0					
			All	All	Writing	Masters	STAAR	4					0					
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	34	37	99	District Created Benchmark	40		Released STAAR	50		70	
	Focus 2	Academic Achievement	All	African American	Reading	NA	STAAR	31	39	97	District Created Benchmark	43	42	Released STAAR	50		60	

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 ● 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
8. Parental Involvement 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.	TEC 11.253(d)(9) Title I Program Guide	Coordinator of Stakeholder Involvement	CISD Parent & Family Engagement Plan
9. Coordinated Health Program ● 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	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Operations Chief of Student Services Coordinator of Health Services SHAC Committee	District Improvement Plan Strategies CISD Health Webpage Coordinated School Health Info

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION

10. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS
in coordination with TEA and the ESCs on these topics:
  ○ 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.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
	
	Board Policy FFB(Legal)
	
	Board Policy FFH(Legal)
	
	Board Policy DMA(Legal)
		Executive Director of Professional Development and Social Emotional Learning
		
		Director of Counseling
		
		Chief of Student Services
			[CISD Guidance & Counseling Webpage](#)
			
			[Suicide Awareness & Prevention](#)
			
			[CISD Professional Learning Department Webpage](#)
			
			[FFI (Local)](#)
			
			[FFH (Local)](#)

11. Campus Decision-Making and Planning Policies ● Evaluation – at least every two years	TEC 11.251 TEC 11.252(d) TEC 11.253 Board Policy BQA(Local) Board Policy BQB(Local)	Principal Supervisors Campus Principals Campus Performance Objectives Committee (CPOC)	Targeted Improvement Plans - Committees

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.

☆ISD

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 21st 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.