

Crowley Independent School District
Sue Crouch 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 all students in grades third through fifth will score at or above 42% at the Meets level as measured by the STAAR math assessment.
- By May, 2022 all students in grades third through fifth will score at or above 39% at the Meets level as measured by the STAAR reading assessment.
- By May, 2022 all students in grades third through fifth will score at or above 42% at the Meets level as measured by the STAAR science assessment.

Our campus 2022 STAAR performance goal will positively impact other Domains to increase the 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.

Student growth goal for Sue Crouch is to ensure that 75% of students meet or exceed their academic performance in math and reading on 2022 STAAR. This will support all other domains and increase the overall campus 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.

The campus STAAR Performance in Domain 3 includes the following needs:

- Student Achievement on 2021 STAAR was 15% in Math

Two students groups did not meet federal targets on 2021 STAAR:

- African American scored 16% at the Meets level in math.
- Economically Disadvantage student group scored 13% at the Meets level in math.

Domain 3 stretch goals include increasing math meets performance for African American to 31% and Economically Disadvantage to 36%.

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?

For the 2021-2022 school year Sue Crouch area of focus is mathematics. Through analyzing previous year's performance math was identified as an area of focus. Student growth goal for Sue Crouch is to ensure that 75% of students meet or exceed their academic performance in math and reading on 2022 STAAR. This will support all other domains and increase the overall campus accountability rating.

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

As a campus we have targeted goals that includes increasing math meets performance for African American to 31% and Economically Disadvantage to 36%.

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: Not Yet Started

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

Implementation Level: Beginning Implementation

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

Implementation Level: Not Yet Started

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?: As a campus we have not achieved our performance goals. Through analyzing our student data we notice that students are making gains from BOY assessments to MOY but are not meeting our projected growth goals on district assessments. I believe we are not meeting the projected marks because majority of instructional time is spent spiraling previous taught TEKS while leaving less time spent on grade level TEKS.

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

Implementation Level: Beginning Implementation

Rationale: Campus leadership is in their second year of working together. This team is in the process of implementing iNetwork pillars which include: whole school culture, observation, feedback and data practices. Through implementing the four pillars we will collaborate to set clear expectations of specific leadership roles and support across the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus instructional leaders have clear written and transparent roles and responsibilities. Core leadership tasks are scheduled on weekly calendars. Campus instructional leaders use consistent written protocols and processes to lead grade level teams or other areas of responsibilities. Campus leaders consistently use data and other evidence to track progress towards intended outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus expectations and priorities will be communicated through bi weekly staff meetings as well as weekly grade level professional learning communities. Our Sue Crouch families and community members will receive information through a monthly principal newsletters and weekly classroom newsletters.

Desired Annual Outcome: Campus leadership team will be a cohesive group that believes in a unified mission and has clear expectations of individual roles and how they contribute to the success of Sue Crouch.

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 opportunities for ongoing support and coaching of the campus leader.

Desired 90-day Outcome: The leadership team is consistent with weekly meetings and roles are established and developed. Agendas will target campus needs observed through weekly walkthroughs.

District Actions: We have a partnership with Big Rocks as well as the district Zone director. Our calendar is checked weekly and coaching is provided to the leadership team. Ongoing support with the campus leader. Principal supervisor moves barriers for school success.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We continue to have biweekly staff meetings. Leadership teams meet with teachers one on one to provide observation feedback in order to provide high quality instruction daily.

Step 1 Details	Reviews
<p>Action Step 1: Leadership Team Meetings Evidence Used to Determine Progress: Agenda, Calendars Person(s) Responsible: Principal Resources Needed: Educational articles, agenda, campus calendar, data Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Calendaring Evidence Used to Determine Progress: Calendar Person(s) Responsible: Principal Resources Needed: Calendar, data, meeting dates, T-Tess timeline Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus Leadership Team Roles and Responsibilities Evidence Used to Determine Progress: Distributed leadership campus form, coaching data, observations, feedback meeting forms, leadership team meetings, calendars Person(s) Responsible: Principal Resources Needed: District expectations of roles, data Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The amount of new initiatives to implement campus wide and staffing difficulties may contribute to challenges.

What specific action steps address these challenges?: Create systems and intentional opportunities for growth for teachers. Monitoring effectiveness and providing targeted coaching support to those staff members. Help to create systems that allows the leadership team to be effective and to utilize all staff members in the building.

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: Beginning Implementation

Rationale: Through the implementation of whole school culture we are working to ensure an effective learning environment that promotes academic success for all students. We will maintain targeted support for behavioral expectations and management systems which include student support, family and community involvement and intentional responses proactive.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership teams conducts weekly culture walks to gather data and track the efficiency of best practices according to the "Get Better Faster" by Paul Bambrick Santoyo.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff is intentional about the home and school connection and how it helps to promote our positive school culture. Communications are sent out to families through Class Dojo, newsletters and planned conferences. Feedback is given weekly to teachers through weekly walkthroughs and by the use of the campus management rubric.

Desired Annual Outcome: Through the implementation of whole school culture we will create an effective learning environment that promotes the academic success of students. We will have a positive school culture that aligns our vision, mission, goal and values.

District Commitment Theory of Action: The district provides data systems to track pertinent school culture data. The district provides campuses with best practice resources and tools for engaging families.

Desired 90-day Outcome: Teachers, staff and students come to school daily and build a school culture that communicates positive narrations from morning arrival to the end of the school day.

District Actions: The district provides our campus with resources for best practices. The district promotes practices that aligns with positive school culture.

Did you achieve your 90 day outcome?: No

Why or why not?: As a campus we are still working towards achieve 90-100% on task behavior from all students. As a leadership team we are consistently conducting our culture walks in order to provide our teachers with targeted feedback for support and coaching.

Step 1 Details	Reviews
<p>Action Step 1: Weekly Campus Culture Walks</p> <p>Evidence Used to Determine Progress: Management walk spreadsheet, real time coaching, data</p> <p>Person(s) Responsible: Campus leadership team, Big Rocks consultant</p> <p>Resources Needed: Culture walk spreadsheet, data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Daily - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Collecting and Analyzing Data</p> <p>Evidence Used to Determine Progress: Data, calendaring</p> <p>Person(s) Responsible: Campus Leadership team</p> <p>Resources Needed: Data, culture walk spreadsheet</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Real Time Coaching and Feedback</p> <p>Evidence Used to Determine Progress: Culture walk data, student data</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Resources Needed: Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Daily - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some 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?: Attaining complete "buy in" from all staff members. Keeping momentum for the implementation of the whole school campus culture.

What specific action steps address these challenges?: Maintaining a relationship mindset.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Our targeted student performance goals were not met this cycle. Student growth has been identified in the prioritized focus areas of reading and math and we are continuously working to reach our summative performance goal. This cycle we noticed through interim assessments students are lacking foundational skills in both the math and reading content areas. Our focus has been targeting specified TEKS to build foundational skills in order to build upon.

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

Implementation Level: Beginning Implementation

Rationale: Campus leadership is in their second year of working together. This team is in the process of implementing iNetwork pillars which include: whole school culture, observation, feedback and data practices. Through implementing the four pillars we will collaborate to set clear expectations of specific leadership roles and support across the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus instructional leaders have clear written and transparent roles and responsibilities. Core leadership tasks are scheduled on weekly calendars. Campus instructional leaders use consistent written protocols and processes to lead grade level teams or other areas of responsibilities. Campus leaders consistently use data and other evidence to track progress towards intended outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus expectations and priorities will be communicated through bi weekly staff meetings as well as weekly grade level professional learning communities. Our Sue Crouch families and community members will receive information through a monthly principal newsletters and weekly classroom newsletters.

Desired Annual Outcome: Campus leadership team will be a cohesive group that believes in a unified mission and has clear expectations of individual roles and how they contribute to the success of Sue Crouch.

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 opportunities for ongoing support and coaching of the campus leader.

Desired 90-day Outcome: The leadership team roles and responsibilities are established and developed. Agendas will target campus needs observed through weekly walkthroughs by principal and assistant principal. Campus administration will conduct observation and feedback meetings according to high need teachers walkthrough data.

District Actions: We have a partnership with Big Rocks as well as the district Zone director. Our calendar is checked weekly and coaching is provided to the leadership team. Ongoing support with the campus leader. Principal supervisor moves barriers for school success.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus leadership team continues to meet weekly to discuss teacher walkthrough, observation and campus data. Campus administrative team has begun implementing observation and feedback walks. Each member understands the processes and is constantly working toward attaining top tier instruction from all professionals.

Step 1 Details	Reviews
<p>Action Step 1: Leadership Team Meetings</p> <p>Evidence Used to Determine Progress: Agenda, Calendars</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Educational articles, agenda, campus calendar, data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus administration will provide more researched based stats and strategies during the weekly meetings to provide additional growth in targeted areas for leadership team.</p>
Step 2 Details	Reviews
<p>Action Step 2: Calendaring</p> <p>Evidence Used to Determine Progress: Calendar</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Calendar, data, meeting dates, T-Tess timeline</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Designating time to provide T-Tess training and conducting observations for mid year hires.</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus Leadership Team Roles and Responsibilities</p> <p>Evidence Used to Determine Progress: Distributed leadership campus form, coaching data, observations, feedback meeting forms, leadership team meetings, calendars</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: District expectations of roles, data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: A barrier that we have recently experienced is a lack of staffing in some grade levels. Therefore both specialist are occupied with providing high quality tier 1 instruction versus being able to adhere to their roles and responsibilities as specialist.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher fatigue with the amount of walkthroughs and follow up data driven meetings.

What specific action steps address these challenges?: Creating and praising small wins for staff more frequently.

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: Beginning Implementation

Rationale: Through the implementation of whole school culture we are working to ensure an effective learning environment that promotes academic success for all students. We will maintain targeted support for behavioral expectations and management systems which include student support, family and community involvement and intentional responses proactive.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership teams conducts weekly culture walks to gather data and track the efficiency of best practices according to the "Get Better Faster" by Paul Bambrick Santoyo.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff is intentional about the home and school connection and how it helps to promote our positive school culture. Communications are sent out to families through Class Dojo, newsletters and planned conferences. Feedback is given weekly to teachers through weekly walkthroughs and by the use of the campus management rubric.

Desired Annual Outcome: Through the implementation of whole school culture we will create an effective learning environment that promotes the academic success of students. We will have a positive school culture that aligns our vision, mission, goal and values.

District Commitment Theory of Action: The district provides data systems to track pertinent school culture data. The district provides campuses with best practice resources and tools for engaging families.

Desired 90-day Outcome: Teachers, staff and students come to school daily and build a school culture that communicates positive narrations from morning arrival to the end of the school day. This environment will promote consistent parent involvement and a sense of ownership with home school community.

District Actions: The district provides our campus with resources for best practices. The district promotes practices that aligns with positive school culture through Big Rocks.

Did you achieve your 90 day outcome?: No

Why or why not?: As a campus there has been progress with student behaviors overall but there are still areas where we can improve and make gains. Providing teachers with additional support and strategies that is targeted to what is observed during campus walks. Campus parental involvement is less than 50% and we would like to see that number increase.

Step 1 Details	Reviews
<p>Action Step 1: Weekly Campus Culture Walks</p> <p>Evidence Used to Determine Progress: Management walk spreadsheet, real time coaching, data</p> <p>Person(s) Responsible: Campus leadership team, Big Rocks consultant</p> <p>Resources Needed: Culture walk spreadsheet, data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Daily - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: A barrier that we have recently experienced is a lack of staffing in some grade levels. Therefore both specialist are occupied with providing high quality tier 1 instruction versus being able to adhere to their roles and responsibilities as specialist.</p>

Step 2 Details	Reviews
<p>Action Step 2: Collecting and Analyzing Data</p> <p>Evidence Used to Determine Progress: Data, calendaring</p> <p>Person(s) Responsible: Campus Leadership team</p> <p>Resources Needed: Data, culture walk spreadsheet</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus administration will continue to conduct daily culture walks. In the spring we will conduct more frequent walks on struggling teachers.</p>
Step 3 Details	Reviews
<p>Action Step 3: Real Time Coaching and Feedback</p> <p>Evidence Used to Determine Progress: Culture walk data, student data</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Resources Needed: Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 12, 2021 - Frequency: Daily - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus administration will continue to conduct real time coaching daily.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Attaining complete "buy in" from all staff members. Keeping momentum for the implementation of the whole school campus culture throughout the school year.

What specific action steps address these challenges?: Campus administration and leadership team being visible and engaging in the whole school culture.

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: Campus leadership is in their second year of working together. This team is in the process of implementing iNetwork pillars which include: whole school culture, observation, feedback and data practices. Through implementing the four pillars we will collaborate to set clear expectations of specific leadership roles and support across the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus instructional leaders have clear written and transparent roles and responsibilities. Core leadership tasks are scheduled on weekly calendars. Campus instructional leaders use consistent written protocols and processes to lead grade level teams or other areas of responsibilities. Campus leaders consistently use data and other evidence to track progress towards intended outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus expectations and priorities will be communicated through bi weekly staff meetings as well as weekly grade level professional learning communities. Our Sue Crouch families and community members will receive information through a monthly principal newsletters and weekly classroom newsletters.

Desired Annual Outcome: Campus leadership team will be a cohesive group that believes in a unified mission and has clear expectations of individual roles and how they contribute to the success of Sue Crouch.

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 opportunities for ongoing support and coaching of the campus leader.

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: Beginning Implementation

Rationale: Through the implementation of whole school culture we are working to ensure an effective learning environment that promotes academic success for all students. We will maintain targeted support for behavioral expectations and management systems which include student support, family and community involvement and intentional responses proactive.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership teams conducts weekly culture walks to gather data and track the efficiency of best practices according to the "Get Better Faster" by Paul Bambrick Santoyo.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff is intentional about the home and school connection and how it helps to promote our positive school culture. Communications are sent out to families through Class Dojo, newsletters and planned conferences. Feedback is given weekly to teachers through weekly walkthroughs and by the use of the campus management rubric.

Desired Annual Outcome: Through the implementation of whole school culture we will create an effective learning environment that promotes the academic success of students. We will have a positive school culture that aligns our vision, mission, goal and values.

District Commitment Theory of Action: The district provides data systems to track pertinent school culture data. The district provides campuses with best practice resources and tools for engaging families.

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

Our campus completed our comprehensive needs assessment in the fall which consisted of a Data Investigation conducted by our campus leadership team. From this, problem statements and root causes were identified, which assisted our campus in identifying targeted strategies for the 2021-2022 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed as a collaborative effort with our campus leadership team, Campus Performance Objective Committee, and teachers.

2.2: Regular monitoring and revision

There will be periodic formative review of strategy implementation throughout the year.

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

Our Campus Improvement Plan will be available to parents from our campus website and will be reviewed by our CPOC as part of a continuous improvement process.

2.4: Opportunities for all children to meet State standards

We will continue targeted skills-based intervention to ensure students who have skills deficits are making the expected growth. Additionally, after-school in-person and Saturday enrichment will be available for all current 3rd, 4th, and 5th based on district and campus interim assessments.

2.5: Increased learning time and well-rounded education

All classrooms in grades 3rd-5th has an hour of intervention to support growth measures for students in the area of reading and math. Students receive push in and pull out support during the designated times from classroom teachers, specialist and interventionist.

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

Regular data meetings with teachers will be held as a part of our targeted improvement process. During these meetings, analysis of data will address how all students are progressing towards making a year's plus growth. Weekly rigor planning meetings are held to target high leverage SE's and alignment of best practices.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our campus held a Title I informational meeting in the Fall. During this time, the campus leadership team, led by our principal, share information regarding curriculum and ways parents can support student achievement as well as our information regarding virtual learning and stakeholder expectations.

3.2: Offer flexible number of parent involvement meetings

With collaboration efforts from our campus leadership team our campus provides innovative opportunities for parents to engage in parental involvement activities. There has been opportunities for parents to come and engage in students academic progress through our "Knights Roundtable" conferences. Our PTA has over 40 members and works collaboratively with the campus to create engaging opportunities for families.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Hudson	Assistant Principal		
Jessica Walsh	Parent		
Kim Thompson	Counselor		
Rachel Hawthorne	Reading Interventionist		
Shanel Robinson	Principal		

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	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	78	54	98	District Created Benchmark	60	41	Released STAAR	65	27	68	
			All	All	Reading	Meets	STAAR	46	25	98	District Created Benchmark	29	14	Released STAAR	34	8	39	
			All	All	Reading	Masters	STAAR	25	11	98	District Created Benchmark	10	6	Released STAAR	15	5	20	
			All	All	Mathematics	Approaches	STAAR	86	38	98	District Created Benchmark	69	30	Released STAAR	74	16	79	
			All	All	Mathematics	Meets	STAAR	57	15	98	District Created Benchmark	32	12	Released STAAR	37	9	42	
			All	All	Mathematics	Masters	STAAR	33	4	98	District Created Benchmark	16	5	Released STAAR	18	3	23	
			All	All	Science	Approaches	STAAR	76	47	100	District Created Benchmark	50	42	Released STAAR	75	45	79	
			All	All	Science	Meets	STAAR	50	16	100	District Created Benchmark	35	0	Released STAAR	40	0	42	
			All	All	Science	Masters	STAAR	26	5	100	District Created Benchmark	15	0	Released STAAR	18	0	23	
			All	All	Writing	Approaches	STAAR		0	0	Other	0	0	Other	0	0		
			All	All	Writing	Meets	STAAR		0	0	Other	0	0	Other	0	0		
			All	All	Writing	Masters	STAAR		0	0	Other	0	0	Other	0	0		
2. Domain 3	Focus 1	Academic Achievement	All	African American	Mathematics	NA	STAAR	45	16	98	District Created Benchmark	20	8	Released STAAR	25	8	31	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	46	13	98	District Created Benchmark	25	6	Released STAAR	30	6	36	

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>

Addendum to the 2021-22 District/Campus Improvement Plans

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.