

Crowley Independent School District
Sycamore Elementary - TIP
2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Dr. Michael McFarland

Principal: Rebekah Hunt
ESC Case Manager: Laura McKean
ESC Region: 11

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: Rebekah Hunt

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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.

The state target for campus Student Success Status is a Component Score of 47, supported by a 44% Meets target for Reading and 46% Meets target for Math. Sycamore failed to meet these three state targets in 2021.

The campus 2021 STAAR Performance includes the following needs:

- Component raw score was 31
- Reading Meets performance 31%
- Math Meets performance 26%
- Science Meets performance 12%

Our campus goals for 2021-2022 are reflected below:

2022 Math Goal			
	Approaches	Meets	Masters
3rd	85%	56%	30%
4th	72%	45%	28%
5th	64%	28%	19%
2022 Reading Goal			
	Approaches	Meets	Masters
3rd	77%	32%	17%
4th	65%	48%	29%
5th	48%	27%	17%
2022 Science Goal			
	Approaches	Meets	Masters
5th	46%	15%	8%

Our campus Domain 1 2022 STAAR Performance stretch goal is a raw score of 50, including 46% of students performing at or above Meets in all tested areas. Increasing Domain 1 will positively impact all other domains and subdomains, to achieve an Accountability Rating of B.

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.

Sycamore's strategic focus area is Domain 2A. Student growth in 2019 was 60, and Component score in 2021 was 31.

Sycamore's 2A stretch goal is to ensure 90% of students meet or exceed their growth targets. This will support all other domains and promote the campus to achieve an Accountability Rating of B.

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 growth in 2019 (not measured in 2021) was a component score of 60, scaled score 58 (Rating equivalent of F)
- Student Achievement on 2021 STAAR was 31% Meets in Reading and 26% in Math

All but one subgroup failed to meet federal targets on 2021 STAAR:

- White students underperformed targets by 25% in Reading and 32% in Math
- Asian students underperformed targets by 24% in Reading and 38% in Math
- African American students underperformed Hispanic peers by 20% in Reading and 23% in Math

Domain 3 stretch goals include increasing Reading and Math Meets performance for all subgroups to 46% and increasing Reading and Math Growth from 60 (2019) to 90.

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?

Campus 2021 STAAR Results included the following:

- Science Meets 12%
- Math Meets 26%
- Reading Meets 31%
- Writing Meets 20%

While Science will be a targeted improvement area for the campus, Math and Reading will be the primary focus areas for student performance. Successful growth and achievement in 4th and 5th grade Reading and Math will positively impact Domain 2A and Domain 3, supporting the campus achievement of an Accountability Rating of B.

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

Draft for Action: It is determined that inferencing, problem-solving, and vocabulary are key skills to impact student growth across all subject areas.

- Increase African American students performing at Meets in Reading from **15% to 40%**.
- Increase Economically Disadvantaged students performing at Meets in Reading from **29% to 46%**.
- Increase African American students performing at Meets in Math from **9% to 40%**.
- Increase Hispanic students performing at Meets in Math from **32% to 49%**.
- Increase Economically Disadvantaged students performing at Meets in Math from **23% to 46%**.
- Increase African American students performing at Meets in Science from **0% to 35%**.

Essential Actions

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

Implementation Level: Partial 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: Partial Implementation

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

Implementation Level: Partial Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Essential Action : Data-driven instruction.

Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Not yet, but significant progress is being made. Achieved Reading Meets and Masters goals. Focus area is Math, ELAR Approaches, and SLAR.

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

Implementation Level: Partial Implementation

Rationale: Based upon 2021 Spring and Fall surveys, CPOC input, and anecdotal feedback from parents and staff, rebuilding a positive school culture after the 2020 disruptions is a top priority for the campus. A positive, learning-centered culture is a key lever to effective instruction, as it impacts student safety, staff retention, instructional delivery, and student academic performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity through professional development, regular communication of action alignment to vision and goals, and observation/feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be explicitly communicated during back-to-school staff meetings and parent meeting with the principal. They will also be supported during regular parent newsletters and daily on morning announcements.

Desired Annual Outcome: 100% of classrooms will engage in Morning Meeting daily, as measured by walkthrough data.

May parent and staff climate surveys will reflect at least 85% satisfaction in regards to safety, feeling valued, campus communication, family engagement opportunities, student academic support, and feeling that campus actions align to mission and vision.

Attendance will increase to 95.5%.

District Commitment Theory of Action: The district provides campus climate survey to track pertinent school culture data.

District policies and practices align with and promote positive school culture.

The district ensures that campus buildings are well maintained, safe, and conducive to learning.

Desired 90-day Outcome: At least 90% of classes observed in common areas will meet campus expectations per Guidelines for Success. At least 90% of classes observed from Dec 1-Dec 17 from 7:45-8:05AM will be effectively engaged in Morning Meeting.

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: Classes in common areas do demonstrate ownership of the campus expectations with 91% consistency. Morning meetings were not effectively communicated by the principal as a campus-wide, accountable expectation.

Step 1 Details	Reviews
<p>Action Step 1: Campus focus group ("Culture Crew") will meet 2 PD days in summer 2021 to focus on (3.1/5.1) clarifying campus values, routines, procedures, and expectations for all staff and students.</p> <p>Evidence Used to Determine Progress: Sign-In sheet, BOY Agenda</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Funding for compensation Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: June 21, 2021 - Frequency: One Time - Evidence Collection Date: July 26, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: August BOY training will include values, norms, and a physical staff walk-through of campus procedures in common areas.</p> <p>Evidence Used to Determine Progress: BOY PD Agenda</p> <p>Person(s) Responsible: Admin, Culture Crew</p> <p>Resources Needed: PD days</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: August 12, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: BOY parent communication will include campus values, procedures and expectations, goal-setting, and access to differentiated learning resources.</p> <p>Evidence Used to Determine Progress: Parent Meeting agenda, slides</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Zoom</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: September 3, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Principal was off-campus Aug 4-13. Parent information was sent via Blackboard rather than via Zoom, but included values and action steps.</p>

Step 4 Details	Reviews
<p>Action Step 4: New staff will meet quarterly for professional development on CHAMPS, attention signals, and other routines and effective procedures to maximize instructional time and safety.</p> <p>Evidence Used to Determine Progress: Outlook invite, sign-in</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: MINT Advisor position was vacated and then refilled in Dec. Admin met with new staff in fall.</p>
Step 5 Details	Reviews
<p>Action Step 5: Training schedule will include at least 4 SEL professional development opportunities to provide teachers with skills for leading "Morning Meetings" with classes and tools for building relationships with students.</p> <p>Evidence Used to Determine Progress: PD Schedule, Sign-In sheets</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Quarterly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: August 4, Nov 8 & 15, Dec 6</p>
Step 6 Details	Reviews
<p>Action Step 6: Campus staff calendar will include weekly character focus trait and link to resources to support Morning Meetings. Focus trait will be included on weekly staff newsletter.</p> <p>Evidence Used to Determine Progress: Character Calendar, Outlook link, morning announcements script</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Completed. Will continue to include on newsletter and morning announcements throughout Spring. Stretch this to share character trait calendar with parents.</p>

Step 7 Details	Reviews
<p>Action Step 7: Master schedule will be revised to include a weekly SEL class in the Specials rotation for K-5.</p> <p>Evidence Used to Determine Progress: Specials Schedule</p> <p>Person(s) Responsible: AP</p> <p>Resources Needed: Staff to lead SEL class</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: October 18, 2021 - Frequency: Ongoing - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: SEL class for grades 3-5 is replaced with STEM+ one week per marking period, in alignment with district goals. However, SEL rotation is fully implemented, using Boys Town curriculum and in response to current student/campus needs.</p>
Step 8 Details	Reviews
<p>Action Step 8: AVID strategies professional development and will be provided to teachers at least 8 times throughout the year.</p> <p>Evidence Used to Determine Progress: PD calendar, sign-in sheets</p> <p>Person(s) Responsible: AP & AVID Coordinator</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: BOY PD, Nov 5, Dec 6. Spring PD schedule includes at least monthly AVID strategies training for all staff.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: New teachers' developing skills and teacher vacancies may present a challenge to achieving desired outcomes.

What specific action steps address these challenges?: Structured opportunities for coaching and collaboration, with a focus on first-year teachers

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Effective classroom routines and instructional strategies directly impact the effectiveness of daily instruction. Campus observation data from spring 2021 and a higher than expected number of teachers new to Sycamore for the fall of 2021 make clear the need for explicit, structured, proactive and responsive professional development regarding classroom routines, campus expectations, and instructional strategies.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in effective classroom routines and instructional practices through intentional professional development, coaching, and observation/feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities are communicated in beginning of year professional development and parent meetings with the principal. Students will receive communication from teachers and on morning announcements. Buy-in will be created through the parent conferences and student goal-setting meetings.

Desired Annual Outcome: 100% of classes will implement high-yield instructional strategies daily (including AVID, Fundamental Five, and/or TLAC), as measured by weekly classroom observations.

100% of students will engage in physical, written, or verbal response to learning every 5-7 minutes during instructional blocks, as measured by regular classroom observations.

100% of classrooms will engage in Morning Meeting daily, as measured by monthly walkthrough data.

At least 46% of students in grades 3-5 will achieve Meets or above on STAAR 2022.

District Commitment Theory of Action: District policies and practices support effective instruction in schools.

Desired 90-day Outcome: At least 90% of classes observed Dec 1-Dec 17 will include active engagement of all students in physical, written or verbal response every 5-7 minutes.

100% of lesson plans observed Dec 1 - Dec 17 will include daily incorporation of high-yield strategy.

At least 90% of classes observed from Dec 1-Dec 17 from 7:45-8:05AM will be effectively engaged in Morning Meeting.

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: 91% of observed classrooms were engaged in morning meeting as measured by December walkthrough data. Less than 100% of classes were engaged with high-yield instructional strategies based upon December walkthrough observations.

Step 1 Details	Reviews
<p>Action Step 1: Long-range planning days will be provided for all core K=5 teachers during July-August 2021 and will be scheduled throughout the 2021-2022 school year for Math, Reading, and Science.</p> <p>Evidence Used to Determine Progress: Instructional calendar, Agendas</p> <p>Person(s) Responsible: Instructional specialists & Admin</p> <p>Resources Needed: Subs & Funding for off-contract compensation</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: Ongoing - Evidence Collection Date: April 8, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Sub deficit requires an adjustment. Spring LRP will be included in weekly PLC rigor planning and after school opportunities.</p>
Step 2 Details	Reviews
<p>Action Step 2: Culture Crew will meet in summer 2021 to redefine campus expectations and identify structured routines. Posted campus Guidelines for Success will be developed, published, and posted in common areas. Back-to-school PD will include campus expectations and routines.</p> <p>Evidence Used to Determine Progress: Agendas, sign-in sheets, observation of posted & updated Guidelines for Success</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Funding for printing; BOY campus PD days; and staff compensation for off-contract PD days</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: One Time - Evidence Collection Date: October 15, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: AVID training in summer 2021 for launch in 2021-2022, involving at least 9 teacher representatives. AP will coach AVID Site Coordinator. AVID strategies professional development will be provided to teachers at least 8 times throughout the year. High-yield strategies will be implemented in the classroom daily.</p> <p>Evidence Used to Determine Progress: Agendas, AVID certificates, AVID Sign-in sheets, observation feedback</p> <p>Person(s) Responsible: AP, AVID Site Coordinator</p> <p>Resources Needed: Funding</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 1, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Strategic and focused one-on-one coaching will be provided by instructional specialists in the fall 2021 for new and struggling teachers, and made available to other teachers as needed. This will include modeling, co-teaching, PLC, long-range planning, and the weekly coaching cycle.</p> <p>Evidence Used to Determine Progress: Calendars, sign-in sheets, agendas</p> <p>Person(s) Responsible: Instructional specialists & Admin</p> <p>Resources Needed: Time on campus, staff to support student interventions so that ISS can focus on coaching</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: Master schedule will include weekly PLC meeting times for grade levels and/or departments. PLC will include rigor planning elements and coaching and collaboration on high-yield instructional strategies, using the district protocol as a guide for success.</p> <p>Evidence Used to Determine Progress: Campus instructional calendar, agendas, master schedule</p> <p>Person(s) Responsible: ISS & Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 9, 2021 - Frequency: Weekly - Evidence Collection Date: May 24, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: Administrative team will conduct at least 50 observations (including TTESS formal observations) monthly Sept-Mar and provide feedback to teachers within 2 days of each walkthrough.</p> <p>Evidence Used to Determine Progress: Eduphoria observation reports</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough tools</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: March 31, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 7 Details	Reviews
<p>Action Step 7: Bi-monthly professional development will be held with new teachers, including Newbie Network and MINT program, with a focus on classroom routines, culture, and instructional strategies.</p> <p>Evidence Used to Determine Progress: Calendar, sign-in sheets, agenda</p> <p>Person(s) Responsible: Admin, MINT Advisor</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Personnel challenges impeded some fall meetings; they took place monthly. New MINT Coach assigned for spring.</p>
Step 8 Details	Reviews
<p>Action Step 8: To support PLC, SLO, and data-driven instruction, campus databases will be maintained to include learning goals and progress monitoring on specific, targeted SEs and skills. An intervention tracker will be used to record weekly interventions received by targeted students, including focus skill(s), duration, and frequency.</p> <p>Evidence Used to Determine Progress: Database sample, regular updates</p> <p>Person(s) Responsible: Instructional and Intervention Specialists</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 9 Details	Reviews
<p>Action Step 9: All 3rd-5th grade students will engage in goal-setting and frequent feedback for each tested area. PLC will support teachers in structuring goal-setting for and monitoring progress of students.</p> <p>Evidence Used to Determine Progress: Student AVID binders, PLC Agenda</p> <p>Person(s) Responsible: Admin and ISS</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 13, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 10 Details	Reviews
<p>Action Step 10: The campus will provide structured opportunities for parent conferences in Fall 2021 and Spring 2022, with a focus on specific student learning goals and strategies for support.</p> <p>Evidence Used to Determine Progress: Calendar, Sign-In sheets</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: Feedback after observations and coaching plans where appropriate

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Partial Implementation

Rationale: Based upon 2021 Spring and Fall surveys, CPOC input, and anecdotal feedback from parents and staff, rebuilding a positive school culture after the 2020 disruptions is a top priority for the campus. A positive, learning-centered culture is a key lever to effective instruction, as it impacts student safety, staff retention, instructional delivery, and student academic performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity through professional development, regular communication of action alignment to vision and goals, and observation/feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be explicitly communicated during back-to-school staff meetings and parent meeting with the principal. They will also be supported during regular parent newsletters and daily on morning announcements.

Desired Annual Outcome: 100% of classrooms will engage in Morning Meeting daily, as measured by walkthrough data.

May parent and staff climate surveys will reflect at least 85% satisfaction in regards to safety, feeling valued, campus communication, family engagement opportunities, student academic support, and feeling that campus actions align to mission and vision.

Attendance will increase to 95.5%.

District Commitment Theory of Action: The district provides campus climate survey to track pertinent school culture data.

District policies and practices align with and promote positive school culture.

The district ensures that campus buildings are well maintained, safe, and conducive to learning.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Campus focus group ("Culture Crew") will meet 2 PD days in summer 2021 to focus on (3.1/5.1) clarifying campus values, routines, procedures, and expectations for all staff and students.</p> <p>Evidence Used to Determine Progress: Sign-In sheet, BOY Agenda</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Funding for compensation Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: June 21, 2021 - Frequency: One Time - Evidence Collection Date: July 26, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: August BOY training will include values, norms, and a physical staff walk-through of campus procedures in common areas.</p> <p>Evidence Used to Determine Progress: BOY PD Agenda</p> <p>Person(s) Responsible: Admin, Culture Crew</p> <p>Resources Needed: PD days</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: August 12, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: August BOY training will include values, norms, and a physical staff walk-through of campus procedures in common areas.</p> <p>Evidence Used to Determine Progress: BOY PD Agenda</p> <p>Person(s) Responsible: Admin, Culture Crew</p> <p>Resources Needed: PD days</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: August 12, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: BOY parent communication will include campus values, procedures and expectations, goal-setting, and access to differentiated learning resources.</p> <p>Evidence Used to Determine Progress: Parent Meeting agenda, slides</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Zoom</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: September 3, 2021</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: BOY parent communication will include campus values, procedures and expectations, goal-setting, and access to differentiated learning resources.</p> <p>Evidence Used to Determine Progress: Parent Meeting agenda, slides</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Zoom</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: September 3, 2021</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: New staff will meet quarterly for professional development on CHAMPS, attention signals, and other routines and effective procedures to maximize instructional time and safety.</p> <p>Evidence Used to Determine Progress: Outlook invite, sign-in</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Step 7 Details	Reviews
<p>Action Step 7: Training schedule will include at least 4 SEL professional development opportunities to provide teachers with skills for leading "Morning Meetings" with classes and tools for building relationships with students.</p> <p>Evidence Used to Determine Progress: PD Schedule, Sign-In sheets</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Quarterly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 8 Details	Reviews
<p>Action Step 8: Campus staff calendar will include weekly character focus trait and link to resources to support Morning Meetings. Focus trait will be included on weekly staff newsletter.</p> <p>Evidence Used to Determine Progress: Character Calendar, Outlook link, morning announcements script</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 9 Details	Reviews
<p>Action Step 9: Campus staff calendar will include weekly character focus trait and link to resources to support Morning Meetings. Focus trait will be included on weekly staff newsletter.</p> <p>Evidence Used to Determine Progress: Character Calendar, Outlook link, morning announcements script</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 10 Details	Reviews
<p>Action Step 10: Master schedule will be revised to include a weekly SEL class in the Specials rotation for K-5.</p> <p>Evidence Used to Determine Progress: Specials Schedule</p> <p>Person(s) Responsible: AP</p> <p>Resources Needed: Staff to lead SEL class</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: October 18, 2021 - Frequency: Ongoing - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 11 Details	Reviews
<p>Action Step 11: AVID strategies professional development and will be provided to teachers at least 8 times throughout the year.</p> <p>Evidence Used to Determine Progress: PD calendar, sign-in sheets</p> <p>Person(s) Responsible: AP & AVID Coordinator</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 12 Details	Reviews
<p>Action Step 12: Campus focus group ("Culture Crew") will meet 2 PD days in summer 2021 to focus on (3.1/5.1) clarifying campus values, routines, procedures, and expectations for all staff and students.</p> <p>Evidence Used to Determine Progress: Sign-In sheet, BOY Agenda</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Funding for compensation Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: June 21, 2021 - Frequency: One Time - Evidence Collection Date: July 26, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 13 Details	Reviews
<p>Action Step 13: August BOY training will include values, norms, and a physical staff walk-through of campus procedures in common areas.</p> <p>Evidence Used to Determine Progress: BOY PD Agenda</p> <p>Person(s) Responsible: Admin, Culture Crew</p> <p>Resources Needed: PD days</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: August 12, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 14 Details	Reviews
<p>Action Step 14: BOY parent communication will include campus values, procedures and expectations, goal-setting, and access to differentiated learning resources.</p> <p>Evidence Used to Determine Progress: Parent Meeting agenda, slides</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Zoom</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: One Time - Evidence Collection Date: September 3, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 15 Details	Reviews
<p>Action Step 15: New staff will meet quarterly for professional development on CHAMPS, attention signals, and other routines and effective procedures to maximize instructional time and safety.</p> <p>Evidence Used to Determine Progress: Outlook invite, sign-in</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 16 Details	Reviews
<p>Action Step 16: Training schedule will include at least 4 SEL professional development opportunities to provide teachers with skills for leading "Morning Meetings" with classes and tools for building relationships with students.</p> <p>Evidence Used to Determine Progress: PD Schedule, Sign-In sheets</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Quarterly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 17 Details	Reviews
<p>Action Step 17: Campus staff calendar will include weekly character focus trait and link to resources to support Morning Meetings. Focus trait will be included on weekly staff newsletter.</p> <p>Evidence Used to Determine Progress: Character Calendar, Outlook link, morning announcements script</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 18 Details	Reviews
<p>Action Step 18: Master schedule will be revised to include a weekly SEL class in the Specials rotation for K-5.</p> <p>Evidence Used to Determine Progress: Specials Schedule</p> <p>Person(s) Responsible: AP</p> <p>Resources Needed: Staff to lead SEL class</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: October 18, 2021 - Frequency: Ongoing - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 19 Details	Reviews
<p>Action Step 19: AVID strategies professional development and will be provided to teachers at least 8 times throughout the year.</p> <p>Evidence Used to Determine Progress: PD calendar, sign-in sheets</p> <p>Person(s) Responsible: AP & AVID Coordinator</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 20 Details	Reviews
<p>Action Step 20: AVID strategies professional development and will be provided to teachers at least 8 times throughout the year.</p> <p>Evidence Used to Determine Progress: PD calendar, sign-in sheets</p> <p>Person(s) Responsible: AP & AVID Coordinator</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 21 Details	Reviews
<p>Action Step 21: New staff will meet quarterly for professional development on CHAMPS, attention signals, and other routines and effective procedures to maximize instructional time and safety.</p> <p>Evidence Used to Determine Progress: Outlook invite, sign-in</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 22 Details	Reviews
<p>Action Step 22: AVID strategies professional development and will be provided to teachers at least 8 times throughout the year.</p> <p>Evidence Used to Determine Progress: PD calendar, sign-in sheets</p> <p>Person(s) Responsible: AP & AVID Coordinator</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Effective classroom routines and instructional strategies directly impact the effectiveness of daily instruction. Campus observation data from spring 2021 and a higher than expected number of teachers new to Sycamore for the fall of 2021 make clear the need for explicit, structured, proactive and responsive professional development regarding classroom routines, campus expectations, and instructional strategies.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in effective classroom routines and instructional practices through intentional professional development, coaching, and observation/feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities are communicated in beginning of year professional development and parent meetings with the principal. Students will receive communication from teachers and on morning announcements. Buy-in will be created through the parent conferences and student goal-setting meetings.

Desired Annual Outcome: 100% of classes will implement high-yield instructional strategies daily (including AVID, Fundamental Five, and/or TLAC), as measured by weekly classroom observations.

100% of students will engage in physical, written, or verbal response to learning every 5-7 minutes during instructional blocks, as measured by regular classroom observations.

100% of classrooms will engage in Morning Meeting daily, as measured by monthly walkthrough data.

At least 46% of students in grades 3-5 will achieve Meets or above on STAAR 2022.

District Commitment Theory of Action: District policies and practices support effective instruction in schools.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Long-range planning days will be provided for all core K=5 teachers during July-August 2021 and will be scheduled throughout the 2021-2022 school year for Math, Reading, and Science.</p> <p>Evidence Used to Determine Progress: Instructional calendar, Agendas</p> <p>Person(s) Responsible: Instructional specialists & Admin</p> <p>Resources Needed: Subs & Funding for off-contract compensation</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: Ongoing - Evidence Collection Date: April 8, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: AVID training in summer 2021 for launch in 2021-2022, involving at least 9 teacher representatives. AP will coach AVID Site Coordinator. AVID strategies professional development will be provided to teachers at least 8 times throughout the year. High-yield strategies will be implemented in the classroom daily.</p> <p>Evidence Used to Determine Progress: Agendas, AVID certificates, AVID Sign-in sheets, observation feedback</p> <p>Person(s) Responsible: AP, AVID Site Coordinator</p> <p>Resources Needed: Funding</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 1, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Master schedule will include weekly PLC meeting times for grade levels and/or departments. PLC will include rigor planning elements and coaching and collaboration on high-yield instructional strategies, using the district protocol as a guide for success.</p> <p>Evidence Used to Determine Progress: Campus instructional calendar, agendas, master schedule</p> <p>Person(s) Responsible: ISS & Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 9, 2021 - Frequency: Weekly - Evidence Collection Date: May 24, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Administrative team will conduct at least 50 observations (including TTESS formal observations) monthly Sept-Mar and provide feedback to teachers within 2 days of each walkthrough.</p> <p>Evidence Used to Determine Progress: Eduphoria observation reports</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough tools</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: March 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Bi-monthly professional development will be held with new teachers, including Newbie Network and MINT program, with a focus on classroom routines, culture, and instructional strategies.</p> <p>Evidence Used to Determine Progress: Calendar, sign-in sheets, agenda</p> <p>Person(s) Responsible: Admin, MINT Advisor</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: To support PLC, SLO, and data-driven instruction, campus databases will be maintained to include learning goals and progress monitoring on specific, targeted SEs and skills. An intervention tracker will be used to record weekly interventions received by targeted students, including focus skill(s), duration, and frequency.</p> <p>Evidence Used to Determine Progress: Database sample, regular updates</p> <p>Person(s) Responsible: Instructional and Intervention Specialists</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 7 Details	Reviews
<p>Action Step 7: All 3rd-5th grade students will engage in goal-setting and frequent feedback for each tested area. PLC will support teachers in structuring goal-setting for and monitoring progress of students.</p> <p>Evidence Used to Determine Progress: Student AVID binders, PLC Agenda</p> <p>Person(s) Responsible: Admin and ISS</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 13, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 8 Details	Reviews
<p>Action Step 8: The campus will provide structured opportunities for parent conferences in Fall 2021 and Spring 2022, with a focus on specific student learning goals and strategies for support.</p> <p>Evidence Used to Determine Progress: Calendar, Sign-In sheets</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 9 Details	Reviews
<p>Action Step 9: Long-range planning days will be provided for all core K=5 teachers during July-August 2021 and will be scheduled throughout the 2021-2022 school year for Math, Reading, and Science.</p> <p>Evidence Used to Determine Progress: Instructional calendar, Agendas</p> <p>Person(s) Responsible: Instructional specialists & Admin</p> <p>Resources Needed: Subs & Funding for off-contract compensation</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: Ongoing - Evidence Collection Date: April 8, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 10 Details	Reviews
<p>Action Step 10: Culture Crew will meet in summer 2021 to redefine campus expectations and identify structured routines. Posted campus Guidelines for Success will be developed, published, and posted in common areas. Back-to-school PD will include campus expectations and routines.</p> <p>Evidence Used to Determine Progress: Agendas, sign-in sheets, observation of posted & updated Guidelines for Success</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Funding for printing; BOY campus PD days; and staff compensation for off-contract PD days</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: One Time - Evidence Collection Date: October 15, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 11 Details	Reviews
<p>Action Step 11: AVID training in summer 2021 for launch in 2021-2022, involving at least 9 teacher representatives. AP will coach AVID Site Coordinator. AVID strategies professional development will be provided to teachers at least 8 times throughout the year. High-yield strategies will be implemented in the classroom daily.</p> <p>Evidence Used to Determine Progress: Agendas, AVID certificates, AVID Sign-in sheets, observation feedback</p> <p>Person(s) Responsible: AP, AVID Site Coordinator</p> <p>Resources Needed: Funding</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 1, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 12 Details	Reviews
<p>Action Step 12: Strategic and focused one-on-one coaching will be provided by instructional specialists in the fall 2021 for new and struggling teachers, and made available to other teachers as needed. This will include modeling, co-teaching, PLC, long-range planning, and the weekly coaching cycle.</p> <p>Evidence Used to Determine Progress: Calendars, sign-in sheets, agendas</p> <p>Person(s) Responsible: Instructional specialists & Admin</p> <p>Resources Needed: Time on campus, staff to support student interventions so that ISS can focus on coaching</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 13 Details	Reviews
<p>Action Step 13: Master schedule will include weekly PLC meeting times for grade levels and/or departments. PLC will include rigor planning elements and coaching and collaboration on high-yield instructional strategies, using the district protocol as a guide for success.</p> <p>Evidence Used to Determine Progress: Campus instructional calendar, agendas, master schedule</p> <p>Person(s) Responsible: ISS & Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 9, 2021 - Frequency: Weekly - Evidence Collection Date: May 24, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 14 Details	Reviews
<p>Action Step 14: Administrative team will conduct at least 50 observations (including TTESS formal observations) monthly Sept-Mar and provide feedback to teachers within 2 days of each walkthrough.</p> <p>Evidence Used to Determine Progress: Eduphoria observation reports</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough tools</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: March 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 15 Details	Reviews
<p>Action Step 15: Bi-monthly professional development will be held with new teachers, including Newbie Network and MINT program, with a focus on classroom routines, culture, and instructional strategies.</p> <p>Evidence Used to Determine Progress: Calendar, sign-in sheets, agenda</p> <p>Person(s) Responsible: Admin, MINT Advisor</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 16 Details	Reviews
<p>Action Step 16: To support PLC, SLO, and data-driven instruction, campus databases will be maintained to include learning goals and progress monitoring on specific, targeted SEs and skills. An intervention tracker will be used to record weekly interventions received by targeted students, including focus skill(s), duration, and frequency.</p> <p>Evidence Used to Determine Progress: Database sample, regular updates</p> <p>Person(s) Responsible: Instructional and Intervention Specialists</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 17 Details	Reviews
<p>Action Step 17: All 3rd-5th grade students will engage in goal-setting and frequent feedback for each tested area. PLC will support teachers in structuring goal-setting for and monitoring progress of students.</p> <p>Evidence Used to Determine Progress: Student AVID binders, PLC Agenda</p> <p>Person(s) Responsible: Admin and ISS</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 13, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 18 Details	Reviews
<p>Action Step 18: The campus will provide structured opportunities for parent conferences in Fall 2021 and Spring 2022, with a focus on specific student learning goals and strategies for support.</p> <p>Evidence Used to Determine Progress: Calendar, Sign-In sheets</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 19 Details	Reviews
<p>Action Step 19: Long-range planning days will be provided for all core K=5 teachers during July-August 2021 and will be scheduled throughout the 2021-2022 school year for Math, Reading, and Science.</p> <p>Evidence Used to Determine Progress: Instructional calendar, Agendas</p> <p>Person(s) Responsible: Instructional specialists & Admin</p> <p>Resources Needed: Subs & Funding for off-contract compensation</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 21, 2021 - Frequency: Ongoing - Evidence Collection Date: April 8, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 20 Details	Reviews
<p>Action Step 20: AVID training in summer 2021 for launch in 2021-2022, involving at least 9 teacher representatives. AP will coach AVID Site Coordinator. AVID strategies professional development will be provided to teachers at least 8 times throughout the year. High-yield strategies will be implemented in the classroom daily.</p> <p>Evidence Used to Determine Progress: Agendas, AVID certificates, AVID Sign-in sheets, observation feedback</p> <p>Person(s) Responsible: AP, AVID Site Coordinator</p> <p>Resources Needed: Funding</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: June 1, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 21 Details	Reviews
<p>Action Step 21: Administrative team will conduct at least 50 observations (including TTESS formal observations) monthly Sept-Mar and provide feedback to teachers within 2 days of each walkthrough.</p> <p>Evidence Used to Determine Progress: Eduphoria observation reports</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough tools</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: March 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 22 Details	Reviews
<p>Action Step 22: Bi-monthly professional development will be held with new teachers, including Newbie Network and MINT program, with a focus on classroom routines, culture, and instructional strategies.</p> <p>Evidence Used to Determine Progress: Calendar, sign-in sheets, agenda</p> <p>Person(s) Responsible: Admin, MINT Advisor</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: August 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 23 Details	Reviews
<p>Action Step 23: To support PLC, SLO, and data-driven instruction, campus databases will be maintained to include learning goals and progress monitoring on specific, targeted SEs and skills. An intervention tracker will be used to record weekly interventions received by targeted students, including focus skill(s), duration, and frequency.</p> <p>Evidence Used to Determine Progress: Database sample, regular updates</p> <p>Person(s) Responsible: Instructional and Intervention Specialists</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 24 Details	Reviews
<p>Action Step 24: All 3rd-5th grade students will engage in goal-setting and frequent feedback for each tested area. PLC will support teachers in structuring goal-setting for and monitoring progress of students.</p> <p>Evidence Used to Determine Progress: Student AVID binders, PLC Agenda</p> <p>Person(s) Responsible: Admin and ISS</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 13, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 25 Details	Reviews
<p>Action Step 25: The campus will provide structured opportunities for parent conferences in Fall 2021 and Spring 2022, with a focus on specific student learning goals and strategies for support.</p> <p>Evidence Used to Determine Progress: Calendar, Sign-In sheets</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

Rationale: Based upon 2021 Spring and Fall surveys, CPOC input, and anecdotal feedback from parents and staff, rebuilding a positive school culture after the 2020 disruptions is a top priority for the campus. A positive, learning-centered culture is a key lever to effective instruction, as it impacts student safety, staff retention, instructional delivery, and student academic performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity through professional development, regular communication of action alignment to vision and goals, and observation/feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be explicitly communicated during back-to-school staff meetings and parent meeting with the principal. They will also be supported during regular parent newsletters and daily on morning announcements.

Desired Annual Outcome: 100% of classrooms will engage in Morning Meeting daily, as measured by walkthrough data.

May parent and staff climate surveys will reflect at least 85% satisfaction in regards to safety, feeling valued, campus communication, family engagement opportunities, student academic support, and feeling that campus actions align to mission and vision.

Attendance will increase to 95.5%.

District Commitment Theory of Action: The district provides campus climate survey to track pertinent school culture data.

District policies and practices align with and promote positive school culture.

The district ensures that campus buildings are well maintained, safe, and conducive to learning.

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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Effective classroom routines and instructional strategies directly impact the effectiveness of daily instruction. Campus observation data from spring 2021 and a higher than expected number of teachers new to Sycamore for the fall of 2021 make clear the need for explicit, structured, proactive and responsive professional development regarding classroom routines, campus expectations, and instructional strategies.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in effective classroom routines and instructional practices through intentional professional development, coaching, and observation/feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities are communicated in beginning of year professional development and parent meetings with the principal. Students will receive communication from teachers and on morning announcements. Buy-in will be created through the parent conferences and student goal-setting meetings.

Desired Annual Outcome: 100% of classes will implement high-yield instructional strategies daily (including AVID, Fundamental Five, and/or TLAC), as measured by weekly classroom observations.

100% of students will engage in physical, written, or verbal response to learning every 5-7 minutes during instructional blocks, as measured by regular classroom observations.

100% of classrooms will engage in Morning Meeting daily, as measured by monthly walkthrough data.

At least 46% of students in grades 3-5 will achieve Meets or above on STAAR 2022.

District Commitment Theory of Action: District policies and practices support effective instruction in schools.

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

- Campus culture, traditions, and norms were disrupted over the last 2 years, and need to be re-established
- Established community volunteers--including student mentors and readers--have been disconnected or are unable to come to campus
- Reading gaps exist in phonics and phonemic awareness
- Significant math conceptual gaps exist as a result of COVID disruptions to learning
- Parent communication is needed to promote awareness of the short- and long-term impact of attendance
- Parent communication is needed to promote meaningful support of student-specific goals
- Quality, consistent staff are needed to ensure consistency in instruction
- Professional Development is needed to support teacher delivery of high-quality instructional content and resources

The campus 2021 STAAR Performance identified the following needs:

- Component raw score was 31
- Reading Meets performance 31%
- Math Meets performance 26%
- Science Meets performance 12%

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Targeted Improvement Plan is developed with the input of staff, parents, the community, and students.

2.2: Regular monitoring and revision

Plan will be monitored and updated quarterly by campus administration.

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

Plan will be published by the district and accessible through translation features.

2.4: Opportunities for all children to meet State standards

The campus will provide equitable opportunities for all students to meet state standards, including the staffing of ESL paraprofessional positions.

2.5: Increased learning time and well-rounded education

ESSER funds support afterschool enrichment experiences for students and bus transportation for these activities, to increase learning time and eliminate transportation as a barrier to participation. These experiences include classes such as Young Chefs (health and measurement), Origami (geometry skills), Writing, Math, and more.

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

Intervention and enrichment opportunities target at-risk and economically disadvantaged students. An internal system is used to monitor and ensure equity in the engagement of diverse learners. Campus resources also include the Community in Schools program and a Behavior Intervention Specialist, to proactively, responsively, and meaningfully support struggling students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed through CPOC and with the input of staff and stakeholders. It was distributed virtually to all campus students and parents.

3.2: Offer flexible number of parent involvement meetings

Meetings are provided at different times during the day and week, including goal-setting conferences during the day in October, evening conference times, and Spring conferences at times selected by the parent. Translators are provided at parent or teacher request.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elijah Sepuesca	ESL Paraprofessional	Reading Support	1
Lisa Goodman	Reading Instructional Support Specialist	Reading Program	1
Tammy Levy	Math Specialist	Math Program	1
Tenia Walton	ESL Paraprofessional	Reading Support	1

Student Data																	
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments									
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	72	57	100	District Created Benchmark	57	64	District Created Benchmark	60		63
			All	All	Reading	Meets	STAAR	43	31	100	District Created Benchmark	30	38	District Created Benchmark	33		36
			All	All	Reading	Masters	STAAR	23	15	100	District Created Benchmark	15	16	District Created Benchmark	18		21
			All	All	Mathematics	Approaches	STAAR	79	60	100	District Created Benchmark	68	62	District Created Benchmark	71		74
			All	All	Mathematics	Meets	STAAR	52	26	100	District Created Benchmark	37	30	District Created Benchmark	40		43
			All	All	Mathematics	Masters	STAAR	28	14	100	District Created Benchmark	21	14	District Created Benchmark	23		26
			All	All	Science	Approaches	STAAR		41	100	District Created Benchmark	40	47	District Created Benchmark	43		46
			All	All	Science	Meets	STAAR		12	100	District Created Benchmark	9	26	District Created Benchmark	12		15
			All	All	Science	Masters	STAAR		7	100	District Created Benchmark	3	5	District Created Benchmark	5		8
			All	All	Writing	Approaches	STAAR	57					0				
			All	All	Writing	Meets	STAAR	34					0				
			All	All	Writing	Masters	STAAR	8					0				
2. Domain 3	Focus 1	Academic Growth Status	All	All Students	Reading	NA	STAAR	58	0	100	District Created Benchmark	50	71	District Created Benchmark	60		66
	Focus 2	Academic Achievement	All	African American	Reading	NA	STAAR	32	15	100	District Created Benchmark	30	34	District Created Benchmark	33		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>

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.