

Crowley Independent School District
Deer Creek 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.

Deer Creek Elementary's accountability goal is to achieve a "B Rating" as a campus for the 2021-2022 school year. By STAAR 2022, our campus will have an 83/53/27 in all areas of math, reading, and science. Each district formative assessment has goals set for the campus to reach the B rating by the end of the school year.

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.

By May 2022, 4th grade African American students' STAAR math performance will increase by 12% (an increase of 8 students who meet or exceed standards).

Identify individual students and develop a campus team to create a comprehensive plan to ensure families have access to necessary school provided materials and resources to access other items, thus building relationships with families.

Using MAP, QC, and district assessment data, track individual skills and standards for improvement to specifically use targeted strategies from team development to implement in Tier 1 instruction, math intervention, and during after school tutorials.

After MOY data, we adjust and will explore and implement targeted strategies in collaborative PLCs and extend instructional time to meet the needs of our students.

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.

Deer Creek Elementary's accountability goal is to achieve a "B Rating" as a campus for the 2021-2022 school year. By STAAR 2022, our campus will have an 83/53/27 in all areas of math, reading, and science. Each district formative assessment has goals set for the campus to reach the B rating by the end of the school year.

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?

By May 2022, 53% of all 3rd, 4th, and 5th grade students will meet or exceed standards in math measured by STAAR performance.

3.5A represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations 4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity 5.4B represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity *Power standard: Computations and Algebraic Relationships

Students will explain and justify their answers with peers to deepen understanding utilizing methods like turn and talk using the district problem solving mat. Students will explain and justify their answers with peers to deepen understanding. Teachers will differentiate word problems within guided math groups. Students will track their mastery through data folders to measure progress towards their growth goals with a purpose of understanding strengths and areas of opportunity, and formulate a plan focusing on computation and application of operations for multi-step problems.

3.6C determine the area of rectangles with whole number side lengths in problems using, multiplication related to the number of rows times the number of unit squares in each row 3.7B determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems 4.5D Solve problems related to perimeter and area of rectangles where dimensions are whole numbers 5.4H represent and solve problems related to perimeter and/or area and related to volume * Power Standard: Geometry and Measurement

Students will work with concrete models and real world problems to connect the concept of area and perimeter and create a conceptual understanding of area and perimeter. Students will continue to work with real world models and solve problems involving area and perimeter, utilize the problem solving mat to create a deeper understanding of the skill. Students will track their mastery to measure progress towards their growth goal with a purpose of understanding strengths and areas of opportunity, and formulate a plan focusing on computation and application of solving problems involving area and perimeter.

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

Essential Actions

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

Implementation Level: Beginning Implementation

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

Implementation Level: Beginning Implementation

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

Implementation Level: Not Yet Started

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

Implementation Level: Beginning Implementation

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?: We have exceeded our goals in Math. Our campus is continuing to work towards our goals in Reading, Special Education special population, and white special population.

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

Implementation Level: Beginning Implementation

Rationale: Campus leadership team will be a cohesive group committed to campus needs and goals. Team will meet weekly to collaborate, review data and continue to grow in effective leadership practices to best serve the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The leadership team will meet weekly as a group, as well as individually.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The principal will have weekly check and connects with each leadership team member to build capacity and further develop and grow leaders.

Desired Annual Outcome: Campus leadership team will be a cohesive group committed to campus needs and goals. Team will meet weekly to collaborate, review data and continue to grow in effective leadership practices to best serve the campus.

District Commitment Theory of Action: The district provides opportunities for ongoing support and coaching of the campus leader. The district supports principals by protecting their time dedicated for school instructional leadership.

Desired 90-day Outcome: The CLT will set weekly meetings; roles and expectations addressed through weekly individual check and connects. CLT will be well established and campus goals/needs will be clear, understood and the focus of collaboration.

District Actions: The district will recognize the importance of protecting time for principals to focus on instructional leadership. The principal supervisor and the district will provide ongoing support and PD to coach campus leader.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Weekly Check and Connects, meetings on calendar, principal PLCs/cluster meetings

Step 1 Details	Reviews
<p>Action Step 1: Implementation of weekly leadership meeting.</p> <p>Evidence Used to Determine Progress: Every Monday- ongoing, CLT agendas</p> <p>Person(s) Responsible: Administrators, ISSs</p> <p>Resources Needed: CLT agendas</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: ISS and administrator training in rigor planning and lesson internalization</p> <p>Evidence Used to Determine Progress: Solution Tree training in July, September, and October.</p> <p>Person(s) Responsible: Curriculum and Instruction Department</p> <p>Resources Needed: PD materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Prioritize calendaring to develop leadership team, culture of campus, and impact tier 1 instruction.</p> <p>Evidence Used to Determine Progress: weekly principal, ISS, and assistant principal calendar</p> <p>Person(s) Responsible: Administrators, ISSs</p> <p>Resources Needed: calendars</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</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?: New campus leadership team; administrators, ISSs, and grade level leaders.

What specific action steps address these challenges?: Develop relationships with CLT through weekly meetings as well as individual meetings. Set clear expectations for roles and responsibilities and review weekly the progress toward goals.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Rationale: More in depth feedback is needed to provide teachers with support with lesson planning, PLC collaboration, and CKLA implementation to improve the quality of tier 1 instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity with creating teacher buy-in to change instructional strategies based upon feedback cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These will be communicated in coaching conversations, PLCs, and at staff meetings.

Desired Annual Outcome: Teachers and ISSs will use recurring PLC meetings to collaborate, internalize CKLA units/lessons, and rigor plan to develop and support tier 1 instruction.

District Commitment Theory of Action: The district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: CKLA implemented on campus, weekly PLCs with internalization, ongoing CRIMSI cohort work completed by coaches and teachers

Step 1 Details	Reviews
<p>Action Step 1: Implementation of weekly PLC meeting to follow district fall semester outline using rigor planning and CKLA internalization.</p> <p>Evidence Used to Determine Progress: Weekly prework and agendas</p> <p>Person(s) Responsible: ISSs, teachers, administrators</p> <p>Resources Needed: Prework emailed to staff weekly, agendas and powerpoints</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: CKLA teachers will participate in TEA PD</p> <p>Evidence Used to Determine Progress: Monthly PD and exit tickets</p> <p>Person(s) Responsible: Teachers and coaches (ISS and principal)</p> <p>Resources Needed: CRIMSI access</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Weekly feedback through walkthroughs, coaching meetings, and real time coaching.</p> <p>Evidence Used to Determine Progress: walkthrough forms, data collection of CKLA walks, feedback documentation for admin</p> <p>Person(s) Responsible: Admin, ISSs</p> <p>Resources Needed: walkthrough forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

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 team will be a cohesive group committed to campus needs and goals. Team will meet weekly to collaborate, review data and continue to grow in effective leadership practices to best serve the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The leadership team will meet weekly as a group, as well as individually.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The principal will have weekly check and connects with each leadership team member to build capacity and further develop and grow leaders.

Desired Annual Outcome: Campus leadership team will be a cohesive group committed to campus needs and goals. Team will meet weekly to collaborate, review data and continue to grow in effective leadership practices to best serve the campus.

District Commitment Theory of Action: The district provides opportunities for ongoing support and coaching of the campus leader. The district supports principals by protecting their time dedicated for school instructional leadership.

Desired 90-day Outcome: The principal meets 1:1 with the leadership team weekly to discuss coaching updates, data, and Intervention Plan progress. Both the principal and assistant principal attend monthly cluster meetings to build their leadership skills. The principal and new assistant principal attend new administrator meetings monthly to support the first year. The Reading ISS attends the iNetwork weekly meetings.

District Actions: The administrative staff uses district created walkthrough forms to support Intervention and classroom development of teachers. Both the principal and assistant principals attend cluster meetings monthly. The Reading ISS attends iNetwork meetings. The leadership team receives coaching support from central office staff.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Implementation of weekly leadership meeting.</p> <p>Evidence Used to Determine Progress: Every Monday- ongoing, CLT agendas</p> <p>Person(s) Responsible: Administrators, ISSs</p> <p>Resources Needed: CLT agendas</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: ISS and administrator training in rigor planning and lesson internalization</p> <p>Evidence Used to Determine Progress: Solution Tree training in July, September, and October.</p> <p>Person(s) Responsible: Curriculum and Instruction Department</p> <p>Resources Needed: PD materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
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Step 4 Details	Reviews
<p>Action Step 4: Prioritize calendaring to develop leadership team, culture of campus, and impact tier 1 instruction.</p> <p>Evidence Used to Determine Progress: weekly principal, ISS, and assistant principal calendar</p> <p>Person(s) Responsible: Administrators, ISSs</p> <p>Resources Needed: calendars</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</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 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Rationale: More in depth feedback is needed to provide teachers with support with lesson planning, PLC collaboration, and CKLA implementation to improve the quality of tier 1 instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity with creating teacher buy-in to change instructional strategies based upon feedback cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These will be communicated in coaching conversations, PLCs, and at staff meetings.

Desired Annual Outcome: Teachers and ISSs will use recurring PLC meetings to collaborate, internalize CKLA units/lessons, and rigor plan to develop and support tier 1 instruction.

District Commitment Theory of Action: The district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

Desired 90-day Outcome: The principal, Reading ISS, and teachers meet weekly in PLC to complete lesson/unit internalization. All CKLA staff complete modules through Amplify. The principal and ISS have collaborated with another campus to provide further CKLA support through our pilot program. Teachers receive weekly CKLA specific walkthrough information about the curriculum, student engagement with the lessons, and use of materials.

District Actions: Central office staff conducts weekly walks with the principal and reading ISS. This provides essential feedback to the curriculum and helps identify professional learning opportunities for our teaching staff.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Implementation of weekly PLC meeting to follow district fall semester outline using rigor planning and CKLA internalization.</p> <p>Evidence Used to Determine Progress: Weekly prework and agendas</p> <p>Person(s) Responsible: ISSs, teachers, administrators</p> <p>Resources Needed: Prework emailed to staff weekly, agendas and powerpoints</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Implementation of weekly PLC meeting to follow district fall semester outline using rigor planning and CKLA internalization.</p> <p>Evidence Used to Determine Progress: Weekly prework and agendas</p> <p>Person(s) Responsible: ISSs, teachers, administrators</p> <p>Resources Needed: Prework emailed to staff weekly, agendas and powerpoints</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: CKLA teachers will participate in TEA PD</p> <p>Evidence Used to Determine Progress: Monthly PD and exit tickets</p> <p>Person(s) Responsible: Teachers and coaches (ISS and principal)</p> <p>Resources Needed: CRIMSI access</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Weekly feedback through walkthroughs, coaching meetings, and real time coaching.</p> <p>Evidence Used to Determine Progress: walkthrough forms, data collection of CKLA walks, feedback documentation for admin</p> <p>Person(s) Responsible: Admin, ISSs</p> <p>Resources Needed: walkthrough forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</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 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Rationale: Campus leadership team will be a cohesive group committed to campus needs and goals. Team will meet weekly to collaborate, review data and continue to grow in effective leadership practices to best serve the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The leadership team will meet weekly as a group, as well as individually.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The principal will have weekly check and connects with each leadership team member to build capacity and further develop and grow leaders.

Desired Annual Outcome: Campus leadership team will be a cohesive group committed to campus needs and goals. Team will meet weekly to collaborate, review data and continue to grow in effective leadership practices to best serve the campus.

District Commitment Theory of Action: The district provides opportunities for ongoing support and coaching of the campus leader. The district supports principals by protecting their time dedicated for school instructional leadership.

Desired 90-day Outcome: The principal meets 1:1 with the leadership team weekly to discuss coaching updates, data, and STAAR Plan progress. Both the principal and assistant principal attend monthly cluster meetings to build their leadership skills. The principal and new assistant principal attend new administrator meetings monthly to support the first year. The Reading ISS attends the iNetwork weekly meetings. Leadership teams designs a global plan for the campus year two, setting goals and benchmarks for the students and staff.

District Actions: The administrative staff uses district created walkthrough forms to support Intervention and classroom development of teachers. Both the principal and assistant principals attend cluster meetings monthly. The Reading ISS attends iNetwork meetings. The leadership team receives coaching support from central office staff.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Rationale: More in depth feedback is needed to provide teachers with support with lesson planning, PLC collaboration, and CKLA implementation to improve the quality of tier 1 instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity with creating teacher buy-in to change instructional strategies based upon feedback cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These will be communicated in coaching conversations, PLCs, and at staff meetings.

Desired Annual Outcome: Teachers and ISSs will use recurring PLC meetings to collaborate, internalize CKLA units/lessons, and rigor plan to develop and support tier 1 instruction.

District Commitment Theory of Action: The district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

Desired 90-day Outcome: The principal, Reading ISS, and teachers continue to meet weekly in PLC to complete lesson/unit internalization. There is also planning into the upcoming units for the next school year on how to continue to bridge the learning of the vertical units. All CKLA staff will complete the modules through Amplify. The principal and ISS continue to collaborate with another campus to provide further CKLA support through our pilot program. BOY and EOY data are compared for student growth and pilot program effectiveness.

District Actions: Central office staff conducts weekly walks with the principal and reading ISS. This provides essential feedback to the curriculum and helps identify professional learning opportunities for our teaching staff. Central office staff collaborates with principal on essential professional development for phase two of the pilot program.

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

Deer Creek Elementary is a Pre-Kindergarten through Fifth grade campus located in Crowley, Texas. Opening in 1976, DCE has a rich tradition of excellence rooted in community and family support. Deer Creek is home to multiple languages. Currently serving as the Regional Day School for the Deaf, American Sign Language (ASL) is taught on campus to serve our students and families of the hearing impaired. In addition, Deer Creek is a Two-Way Dual Language Program where students can receive instruction in both English and Spanish.

Currently serving approximately 738 students, the demographics of Deer Creek Elementary are as follows:

Male - 52%

Female - 48%

Hispanic - 49.54%

African American - 33.13%

White - 22.61 %

Asian - .04%

Economically Disadvantaged - 67.48%

Limited English Proficient - 22%

At-Risk - 44%

Special Education - 10.77%

Deer Creek Attendance (as of 10/2021): 97.17

At Deer Creek, we are committed to every child, every day. Strategic systems are designed to ensure success for all.

2021 STAAR PERFORMANCE:

3rd Reading	81%	48%	28%
3rd Math	73%	51%	26%
4th Reading	71%	39%	21%
4th Writing	66%	39%	15%

<i>3rd Reading</i>	81%	48%	28%
<i>4th Math</i>	65%	35%	19%

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Leadership:
Stephanie Gravley
Kali Saleh
Marlie Mobley
Jael Shackelford
Terrion Lockridge
Brenda Gonzalez
Laura Smith
Lawrence Baldwin
Roy Muro
Teachers/Staff:
Gerardo Moreno
Joy womack
Brittany Veyna
Hillary Fewell
Jill Alexander
Jasmin Johnson
Davielle LeBoeuf
Chris Cruz
Susan Brockway
Parent / Community:
Leadership:
Dolly Miranda- Starbucks
Ronald Shellhorn- Parker Hamilton
Brittany Herring- Walmart

2.2: Regular monitoring and revision

Continuous monitoring processes are in place at Deer Creek.

- PLC meetings weekly
- Extended PLC every two weeks for vertical alignment
- Parent, staff and student surveys
- Bi-weekly staff meetings
- Weekly newsletters
- Weekly Leadership Team Meetings
- Quarterly CPOC meetings
- Monthly Team Leader Meetings
- Campus Performance Review

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

The goal of Deer Creek is to be fully accessible to families.

- Communication through Seesaw for a more streamlined process.
- Active Social Media accounts
- Blackboard communication
- Monthly family zoom check and connects
- Family surveys

2.4: Opportunities for all children to meet State standards

Deer Creek offers innovative scheduling for students and ongoing support/professional development for teachers and staff.

- Pilot CKLA Amplify with monolingual teachers
- Small group instruction

- Intervention/Enrichment Groupings
- LLI reading intervention
- Common Formative Assessments and Quick Checks
- PLC collaboration
- Think Up Reading and Math resources
- Tutors
- Implementation of guaranteed and viable curriculum

2.5: Increased learning time and well-rounded education

Deer Creek values instructional time and flexibility of scheduling to meet needs of diverse learners.

- Intervention and Enrichment blocks for virtual and in person learning
- After school tutoring in spring semester
- Targeted push-in and pull-out tutoring during school day.
- Teachers volunteer to meet with targeted groups of students on his/her conference period.

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

Deer Creek offers:

- Intentional Intervention and enrichment groups
- Tutoring
- Student data folders
- Teacher data walls
- PLC collaboration
- Quick Checks
- Parent/Teacher/Student Check-in

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Deer Creek

Title I School Policy & School-Parent Compact

2021-2022

Under the *Every Student Succeeds Act*, each Title I school jointly develops with parents a school-parent contract that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the State's high standards.

As a school, we will:

- Provide a high-quality effective learning environment that is safe and that enables the student to meet the State's student academic achievement standards.
- Provide ongoing two-way communication between teachers and parents through parent-teacher-staff conferences and frequent reports to parents.
- Provide reasonable access to staff through an open door policy.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).

Date _____ Teacher / Staff signature _____

As a parent, I will:

- Support my child's learning by ensuring that he/she attends school on time and on a regular basis.
- Support my child's learning by reading with him/her.
- Help set a positive tone for learning with my child.
- Strive to make positive use of my time with my child.
- Participate in decisions related to the education of my child through a mutually respectful relationship with school staff.
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).
- Provide a time for homework completion.
- Support my child's class / school (i.e. volunteering, attending school events, etc.).

Date _____ Parent _____

As a student, I will:

- Proudly follow the Deer Creek motto and character traits.
- Ask questions when I am not sure about a lesson or when I need help.
- Make good choices like paying attention in class, staying on task, following instructions, doing my best, working hard, and being respectful.
- Be the very best student at Deer Creek that I can be each and every day.

Date _____ Student _____

3.2: Offer flexible number of parent involvement meetings



Deer Creek will offer:

- Partner with The Parenting Center to provide four parent learning opportunities focused around the social emotional health of our children.
- At least four opportunities for school-wide events
- Monthly zoom check and connects
- PTA meetings
- Opportunities for family book study
- Committee for Equity and Inclusion

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	63	97	CBM	68	68	Released STAAR	73		83		
			All	All	Reading	Meets	STAAR	46	37	97	CBM	38	38	Released STAAR	43		53		
			All	All	Reading	Masters	STAAR	25	21	97	CBM	12	33	Released STAAR	17		27		
			All	All	Mathematics	Approaches	STAAR	70	63	96	CBM	68	68	Released STAAR	73		83		
			All	All	Mathematics	Meets	STAAR	46	40	96	CBM	38	48	Released STAAR	43		53		
			All	All	Mathematics	Masters	STAAR	22	21	96	CBM	12	33	Released STAAR	17		27		
			All	All	Science	Approaches	STAAR		72	96	CBM	68	75	Released STAAR	73		83		
			All	All	Science	Meets	STAAR		39	96	CBM	38	43	Released STAAR	53		53		
			All	All	Science	Masters	STAAR		19	96	CBM	12	25	Released STAAR	27		27		
			All	All	Writing	Approaches	STAAR	68					0						
			All	All	Writing	Meets	STAAR	42					0						
			All	All	Writing	Masters	STAAR	17					0						
2. Domain 3	Focus 1	Academic Achievement	All	White	Mathematics	NA	STAAR	45	54	95	CBM	59	54	Released STAAR	59		59		
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	33	35	100	CBM	36	47	Released STAAR	36		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.