

Crowley Independent School District
North Crowley High School - TIP
2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

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

Signature:

Principal Supervisor

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

Signature:

Principal

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

Signature:

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Data Analysis

Domain 1

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

By May 2022, (67%) of students will meet the passing standard in English 2 on the EOC English Assessment and 91% of the students will meet passing standard in U.S History EOC. In order to reach the goal of a B we must move the following students listed below.

English 2

Tier 1 (Within 1-2 Q's of Meets)-46

Tier 2 (Within 3-5 Q's of Meets)-50

Tier 3 (Within 6-10 Q's of Meets)-71

Social Studies

Tier 1 (Within 1-2 Q's of Meets)-47

Tier 2 (Within 3-5 Q's of Meets)-82

Tier 3 (Within 6-10 Q's of Meets)-30

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.

Our focus will be Domain 2A, student progress based on our past STAAR and current Common Formative Assessment and Benchmark Data. There will be an intentional focus on our students progress in the meets category.

English 2

Tier 1 (Within 1-2 Q's of Meets)-46

Tier 2 (Within 3-5 Q's of Meets)-50

Tier 3 (Within 6-10 Q's of Meets)-71

Social Studies

Tier 1 (Within 1-2 Q's of Meets)-47

Tier 2 (Within 3-5 Q's of Meets)-82

Tier 3 (Within 6-10 Q's of Meets)-30

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.

32% or more of our students African American students will accomplish meets or better on the 2022 STAAR exam, across all math and reading tests. Achieving this would result in an overall accountability rating of a B.

This targeted group of students who were near progress measures on Winter Benchmark (from CoPilot) are in intervention receiving interventions in the areas of math and ELAR.

Student Groups:

African American Students in Math and Reading are the focus areas for NCHS. We have identified these areas because of their potential impact in every grade level, every test, for every student.

We have implemented an intentional instructional plan (Tier I) and intervention plan (Tier II). This includes tutoring after school, tutoring during Panther Time, and small group TOSA pullouts.

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?

Our African American students in ELA 2 will be the focus for this school year based on previous data points. The goal is to move our students to from 29% to 32%

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

The targeted group of students are our African American. The information utilized to determine the intervention groups will be pulled from copilot to ensure the appropriate students are targeted.

CCMR

CCMR: What goals has your campus set for CCMR?

Our data reflects that our students have had the greatest success of meeting CCMR through TSI testing. Therefore, we have implemented a working schedule as a means to increase the opportunities our students have for TSI testing. With the increase in opportunity to test we have already begun to see an increase in the number of met students on CCMR. We were at 59% met on last year and we are on track to meet or exceed 61% met for the 2022 school year.

Federal Graduation Rate

Federal Graduation Rate: What goals has your campus set for Federal Graduation Rate?

Essential Actions

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

Implementation Level: Beginning Implementation

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

Implementation Level: Not Yet Started

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

Implementation Level: Not Yet Started

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

Implementation Level: Not Yet Started

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Essential Action : Data-driven instruction.

Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

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: It is important to build capacity in my team to continue to build success in all areas of the building

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Ensure every campus leader knows their roles responsibilities.
2. Discuss SMART goals for each area of responsibility.
3. Scheduled BOY MOY EOY conferences to discuss progress and next steps in roles responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All staff members received a document listing the roles and responsibilities of the campus leaders. This helps them to identify points of contact to receive support.

Desired Annual Outcome: Each campus leader to meet their growth goal

District Commitment Theory of Action: This essential action aligns with the one of the district goals, empowered staff.

Desired 90-day Outcome: BOY action plan based on campus roles and responsibilities. Book Study 4 Disciplines of Execution
MOY Book Study Completion

District Actions: Offer Leadership Professional Development

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

What specific action steps address these challenges?: None at this time

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: When looking at our 2021 data and our current walkthrough information, we determined there was a need for a focus on professional learning communities, lesson cycle, and data discussions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We are in a continuous cycle of improvement in our professional development for Professional Learning Communities, Lesson Cycle and, Data Discussions.

Below are the expectations for PLCs:

-Lesson design and delivery (SE breakdown, checks for understanding, exit ticket)

- Data Discussion

-Goal Setting

-Embedded Professional development

Constant and consistent opportunity to learn targeted information through professional development Wednesdays.

Oct. 5 Learning Target: Know Show Chart

Oct. 6 Learning Target: Building Confidence to improve Metacognition

Oct. 27 Learning Target: Leading Student Discourse

Nov. 5 Learning Target: I will utilize my process standards to facilitate a social network of learning.

Feb. 11 Learning Target: The Opportunity Myth

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Learning Communities , Panther News, and Midweek updates

Desired Annual Outcome: 4 point gain in each tested area.

District Commitment Theory of Action: This essential action aligns with the two of the district goals, thriving students and empowered staff.

Desired 90-day Outcome: Teachers to implement one to two strategies from the professional development.

District Actions: Continue to offer meaningful professional development to assist with the data driven goal.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

What specific action steps address these challenges?: None at this time

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: It is important to build capacity in my team to continue to build success in all areas of the building

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Ensure every campus leader knows their roles responsibilities.

2. Discuss SMART goals for each area of responsibility.

3. Scheduled BOY MOY EOY conferences to discuss progress and next steps in roles responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All staff members received a document listing the roles and responsibilities of the campus leaders. This helps them to identify points of contact to receive support.

Desired Annual Outcome: Each campus leader to meet their growth goal

District Commitment Theory of Action: This essential action aligns with the one of the district goals, empowered staff.

Desired 90-day Outcome: Effective Professional Learning Communities led by administrators and department heads.

District Actions: Continue to provide rich leadership professional development.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

What specific action steps address these challenges?: None at this time.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: When looking at our 2021 data and our current walkthrough information, we determined there was a need for a focus on professional learning communities, lesson cycle, and data discussions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We are in a continuous cycle of improvement in our professional development for Professional Learning Communities, Lesson Cycle and, Data Discussions.

Below are the expectations for PLCs:

-Lesson design and delivery (SE breakdown, checks for understanding, exit ticket)

- Data Discussion

-Goal Setting

-Embedded Professional development

Constant and consistent opportunity to learn targeted information through professional development Wednesdays.

Oct. 5 Learning Target: Know Show Chart

Oct. 6 Learning Target: Building Confidence to improve Metacognition

Oct. 27 Learning Target: Leading Student Discourse

Nov. 5 Learning Target: I will utilize my process standards to facilitate a social network of learning.

Feb. 11 Learning Target: The Opportunity Myth

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Learning Communities , Panther News, and Midweek updates

Desired Annual Outcome: 4 point gain in each tested area.

District Commitment Theory of Action: This essential action aligns with the two of the district goals, thriving students and empowered staff.

Desired 90-day Outcome: Teachers use one to two strategies in their lesson cycle. Have progressive professional learning communities.

District Actions: Continue to provide professional development to enhance teachers in the lesson cycle.

Did you achieve your 90 day outcome?: None

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)

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: It is important to build capacity in my team to continue to build success in all areas of the building

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Ensure every campus leader knows their roles responsibilities.
2. Discuss SMART goals for each area of responsibility.
3. Scheduled BOY MOY EOY conferences to discuss progress and next steps in roles responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All staff members received a document listing the roles and responsibilities of the campus leaders. This helps them to identify points of contact to receive support.

Desired Annual Outcome: Each campus leader to meet their growth goal

District Commitment Theory of Action: This essential action aligns with the one of the district goals, empowered staff.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: When looking at our 2021 data and our current walkthrough information, we determined there was a need for a focus on professional learning communities, lesson cycle, and data discussions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We are in a continuous cycle of improvement in our professional development for Professional Learning Communities, Lesson Cycle and, Data Discussions.

Below are the expectations for PLCs:

-Lesson design and delivery (SE breakdown, checks for understanding, exit ticket)

- Data Discussion

-Goal Setting

-Embedded Professional development

Constant and consistent opportunity to learn targeted information through professional development Wednesdays.

Oct. 5 Learning Target: Know Show Chart

Oct. 6 Learning Target: Building Confidence to improve Metacognition

Oct. 27 Learning Target: Leading Student Discourse

Nov. 5 Learning Target: I will utilize my process standards to facilitate a social network of learning.

Feb. 11 Learning Target: The Opportunity Myth

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Learning Communities , Panther News, and Midweek updates

Desired Annual Outcome: 4 point gain in each tested area.

District Commitment Theory of Action: This essential action aligns with the two of the district goals, thriving students and empowered staff.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Title I Components

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

North Crowley High School currently serves 2080 students on the 10-12 campus. Over the past 21 years, North Crowley High School has become more diverse with regards to ethnicity and socioeconomic and readily available resources in the home. In response to the ever-changing needs of our student population we have now partnered with Community in Schools, Girls Inc., Panther Emporium, Whataburger, Chick -Fil-A, Studio Dental and local churches in order to provide the needed support and resources.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Met with campus committee, leadership team, and staff to discuss campus needs assessment and develop an action plan.

2.2: Regular monitoring and revision

STAAR training with powerpoint Nov 30, 2021

STAAR training Oath

Proposed EOC Schedule.

Seating Charts

Score Code Form

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

All documents are available to parents in multiple languages. There are social media and campus newsletters to communicate campus activities and announcements. NCHS has a parent, student and staff compact that is communicated in English and in Spanish.

2.4: Opportunities for all children to meet State standards

Teachers will utilize AVID strategies, Jane Schaffer Strategies, Problem Solving Solutions Map, DBQs, and PLCs to analyze information

We will utilize the RTI Process with instructional strategies and resources with an emphasis on Tier 2 and 3.

We will utilize targeted intervention period school wide to ensure remediation and extension of STAAR, CCMR, and SAT/ACT concepts.

Fall schoolwide academic activities event.

2.5: Increased learning time and well-rounded education

Students will participate in Panther Time interventions. These are targeted classrooms set up to ensure student growth in concepts potentially missed in normal instruction

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

There is a focus on African American male students in advanced academics. Support is put in place through graduation coaches, advanced academic tutorials, and RTI.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We have added virtual activities to engage our families in school events (reverse parade, newsletter, social media, orientations, virtual meetings).

3.2: Offer flexible number of parent involvement meetings

We offer virtual meeting opportunities for parents to receive information concerning their students. We also record the meetings and send them out in the newsletter for later viewing by the parent.

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	65	55	94	District Created Benchmark	59	38	District Created Benchmark	62		65	
			All	All	Reading	Meets	STAAR	46	40	94	District Created Benchmark	43	22	District Created Benchmark	46		49	
			All	All	Reading	Masters	STAAR	8	4	94	District Created Benchmark	2	0	District Created Benchmark	5		8	
			All	All	Mathematics	Approaches	STAAR	77	57	94	District Created Benchmark	72	48	District Created Benchmark	75		78	
			All	All	Mathematics	Meets	STAAR	42	12	94	District Created Benchmark	41	35	District Created Benchmark	44		47	
			All	All	Mathematics	Masters	STAAR	21	3	94	District Created Benchmark	18	13	District Created Benchmark	21		24	
			All	All	Science	Approaches	STAAR	86	79	95	District Created Benchmark	81	64	District Created Benchmark	84		87	
			All	All	Science	Meets	STAAR	56	40	95	District Created Benchmark	52	34	District Created Benchmark	55		58	
			All	All	Science	Masters	STAAR	16	11	95	District Created Benchmark	12	10	District Created Benchmark	15		18	
			All	All	Social Studies	Approaches	STAAR	90	85	96	District Created Benchmark	85	65	District Created Benchmark	88		91	
			All	All	Social Studies	Meets	STAAR	67	55	96	District Created Benchmark	63	25	District Created Benchmark	66		69	
			All	All	Social Studies	Masters	STAAR	36	26	96	District Created Benchmark	31	4	District Created Benchmark	34		37	
2. Domain 3	Focus 1	Academic Achievement	All	African American	Mathematics	NA	STAAR	21	11	93	District Created Benchmark	26	59	District Created Benchmark	29		32	
	Focus 2	ELA	All	African American	Reading	NA	STAAR	32	40	94	District Created Benchmark		33	District Created Benchmark				

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.