

Crowley Independent School District
S.H. Crowley 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.

The S.H. Crowley accountability goal for the 2021-2022 school year is focused on Math and our projections are based on reaching a "B" rating.

Math Goals include the following:

1. By May 2022, 83% (56/67) of our students in grade 3 will attain proficiency as related to the 2022 STAAR Math Test.
2. By May 2022, 83% (44/53) of our students in grade 4 will attain proficiency as related to the 2022 STAAR Math Test.
3. By May 2022, 83% (50/60) of our students in grade 5 will attain proficiency as related to the 2022 STAAR Math Test.

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.

Domain 2A - School Progress: Academic Growth

We will measure student growth from a prior year test in the same subject and language. To improve, we will make sure that every student knows their growth goal and works to meet it. We will focus on our students who we need to move/grow in their individual areas.

Our projections are based on reaching a "B" rating on 2022 STAAR Math and included the following:

***2022 STAAR**

MATH

G	App	Meet	Master
3	83%	53%	23%
67	56	36	15
4	83%	53%	23%
53	44	28	12
5	83%	53%	23%
60	50	32	14

*Projections based on reaching a "B" rating.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

We will measure student growth from a prior year test in the same subject and language. To improve, we will make sure that every student knows their growth goal and works to meet it. We will focus on our students who we need to move/grow in their individual areas. Our projections are based on reaching a "B" rating on 2022 STAAR Math and will include a goal for grades 3, 4, and 5. Meeting our goals will assure a "B" in Math and will support our overall campus Accountability Rating goal of "B".

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?

During the 2021-2022 school year, we are focusing on improving performance for all students at each grade level through targeted interventions scheduled daily. These interventions will be implemented by classroom teachers, Interventionists and Instructional Support Specialists. We have identified specific targets for grades 3, 4 and 5. A group of low performing students in grade 3 will be scheduled for computer lab time to complete Amplify lessons to support reading. All students in grades 3, 4 and 5 will be given opportunities

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: Fully Implemented

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

Implementation Level: Partial Implementation

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

Implementation Level: Fully Implemented

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

Implementation Level: Partial Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Essential Action : Data-driven instruction.

Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Fully Implemented

Rationale: Campus leadership team is in their second year of working together. This team is in the process of implementing iNetwork expectations, designing protocols, and timelines to collaborate and understand clear expectations of specific leadership roles and support across the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars. 2. Campus instructional leaders use consistent written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. 3. Campus leaders regularly use data and other evidence to track progress towards intended outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated through staff meetings and communication for families through Skyward. Buy-in will be created as data from focused development and implementation is understood and embraced by stakeholders.

Desired Annual Outcome: 1. Weekly calendars show scheduled time for lead team planning, observations/feedback of classroom instruction, PLCs, and key data meetings. 2. Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings. 3. Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring.

District Commitment Theory of Action: 1. The district provides opportunities for ongoing support and coaching of the campus leaders. 2. The district commits to working with instructional leadership team through professional development and activities with their respective roles to establish strong leaders. 3. The district recognizes the unique needs of the campus and provides flexibility and opportunities for ongoing support for leaders.

Desired 90-day Outcome: Within 90 days, our outcome will be achieved through planning, conversations and collaboration as a leadership team. We will work together to improve and refine our practices.

District Actions: We will request support needed from district when we have a need that we can not meet as a campus.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We achieved our 90 day outcome through planning, conversations and collaboration as a leadership team. We continue to work together to improve and refine our practices.

Step 1 Details	Reviews
<p>Action Step 1: Campus instructional leaders use consistent written protocols and processes to lead grade-level teams, or other areas of responsibility.</p> <p>Evidence Used to Determine Progress: PLC script for planning was written through the use of our curriculum framework and iNetwork PLC template.</p> <p>Person(s) Responsible: ISSs and campus administrators</p> <p>Resources Needed: INetwork weekly TEKS analysis, Know/Show Charts, Learning Objectives</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: No 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 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus instructional leaders are responsible for reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. 2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. 3. Teachers have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated through staff meetings and communication for families through Skyward. Buy-in will be created as data from focused development and implementation is understood and embraced by stakeholders.

Desired Annual Outcome: 1. Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and the impact of instruction. 2. Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. 3. PLCs include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery; agendas are developed utilizing a common protocol.

District Commitment Theory of Action: 1. The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems. 2. The district has effective systems for identifying and supporting struggling learners. 3. The district policies and practices support effective instruction in schools.

Desired 90-day Outcome: Our campus instructional leaders will review data to track and monitor the progress of all students. Evidence-based feedback was shared with teachers. During PLCs, teachers will use an instructional action planning process to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Teachers will use PLC time built into the master schedule to meet weekly for in-depth conversations. about student data, instructional strategies, and adjustments to instructional delivery. Academic leaders will provide campus information to district leaders through Campus Performance Review (CPR).

District Actions: District leaders will provide training and support for curriculum and assessments. They will hear campus leadership presentation of CPR and will address needs or concerns.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Our campus instructional leaders have reviewed data to track and monitor the progress of all students and provide evidence-based feedback to teachers. During PLCs, teachers use a corrective instruction action planning process to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Teachers have protected PLC time built into the master schedule to meet weekly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Some of their planning and work has been scheduled after school. Our academic leaders provided campus information to district leaders through our scheduled Campus Performance Reviews.

Step 1 Details	Reviews
<p>Action Step 1: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Evidence Used to Determine Progress: PLC script and notes through completion of Learning Objectives, Know/Show Charts and conversation.</p> <p>Person(s) Responsible: Teachers; ISSs; campus administrators</p> <p>Resources Needed: Curriculum framework; TEKS; iNetwork PLC template for planning</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: No 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?: Our student data goals were not achieved in grade 5 Math based on our Campus Goal Tree which focused on Math. We believe this is due to not having a teacher for Math until December 2021 when one grade 5 teacher returned to work and was reassigned from teaching science to teaching Math. In January 2022, at the request of the district, our Math Instructional Support Specialist began co-teaching with the Math teacher. We expect improvements in Math scores from most students in grade 5.

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

Implementation Level: Fully Implemented

Rationale: Campus leadership team is in their second year of working together. This team is in the process of implementing iNetwork expectations, designing protocols, and timelines to collaborate and understand clear expectations of specific leadership roles and support across the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars. 2. Campus instructional leaders use consistent written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. 3. Campus leaders regularly use data and other evidence to track progress towards intended outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated through staff meetings and communication for families through Skyward. Buy-in will be created as data from focused development and implementation is understood and embraced by stakeholders.

Desired Annual Outcome: 1. Weekly calendars show scheduled time for lead team planning, observations/feedback of classroom instruction, PLCs, and key data meetings. 2. Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings. 3. Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring.

District Commitment Theory of Action: 1. The district provides opportunities for ongoing support and coaching of the campus leaders. 2. The district commits to working with instructional leadership team through professional development and activities with their respective roles to establish strong leaders. 3. The district recognizes the unique needs of the campus and provides flexibility and opportunities for ongoing support for leaders.

Desired 90-day Outcome: Leaders will continue strongly in their respective roles. Priorities will be communicated from leaders to staff through meetings, both in-person and Zoom. Leaders will use agendas and tracking tools for their feedback cycles, PLCs, and data meetings.

District Actions: District leaders will provide ongoing support and coaching when needed. District leaders will work with campus leaders through professional development.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The 90 day outcome was achieved based on Action Step 1.

Step 1 Details	Reviews
<p>Action Step 1: Campus leaders regularly use data and other evidence to track progress towards intended outcomes.</p> <p>Evidence Used to Determine Progress: Data from Classroom Management Hierarchy observations; PLCs notes and templates; RtI; Intervention attendance forms; annectdotal notes from teachers conduting intervention groups.</p> <p>Person(s) Responsible: Teacher; ISSs, campus administrators</p> <p>Resources Needed: Data from Quick Checks and district assessments; Curriculum Framework</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 18, 2022</p>	<p>Progress toward Action Steps: No 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)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus instructional leaders are responsible for reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. 2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. 3. Teachers have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated through staff meetings and communication for families through Skyward. Buy-in will be created as data from focused development and implementation is understood and embraced by stakeholders.

Desired Annual Outcome: 1. Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and the impact of instruction. 2. Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. 3. PLCs include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery; agendas are developed utilizing a common protocol.

District Commitment Theory of Action: 1. The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems. 2. The district has effective systems for identifying and supporting struggling learners. 3. The district policies and practices support effective instruction in schools.

Desired 90-day Outcome: ISSs and campus administrators will provide coaching and support after analysis of student data. PLCs will provide time to unpack TEKS and create teacher and student exemplars to expected level of rigor.

District Actions: District leaders will be available to provide support for campus leadership and teachers when needed.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The 90 day outcome was achieved based on Action Step 1.

Step 1 Details	Reviews
<p>Action Step 1: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery.</p> <p>Evidence Used to Determine Progress: iNetwork rigor planning completed by teachers and ISSs; PLCs template information; classroom data</p> <p>Person(s) Responsible: Teachers; ISSs; campus administrators</p> <p>Resources Needed: Curriculum Framework; PLC planning documents</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 18, 2022</p>	<p>Progress toward Action Steps: No 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 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: Fully Implemented

Rationale: Campus leadership team is in their second year of working together. This team is in the process of implementing iNetwork expectations, designing protocols, and timelines to collaborate and understand clear expectations of specific leadership roles and support across the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars. 2. Campus instructional leaders use consistent written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. 3. Campus leaders regularly use data and other evidence to track progress towards intended outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated through staff meetings and communication for families through Skyward. Buy-in will be created as data from focused development and implementation is understood and embraced by stakeholders.

Desired Annual Outcome: 1. Weekly calendars show scheduled time for lead team planning, observations/feedback of classroom instruction, PLCs, and key data meetings. 2. Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings. 3. Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring.

District Commitment Theory of Action: 1. The district provides opportunities for ongoing support and coaching of the campus leaders. 2. The district commits to working with instructional leadership team through professional development and activities with their respective roles to establish strong leaders. 3. The district recognizes the unique needs of the campus and provides flexibility and opportunities for ongoing support for leaders.

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: The campus instructional leaders are responsible for reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. 2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. 3. Teachers have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Priorities will be communicated through staff meetings and communication for families through Skyward. Buy-in will be created as data from focused development and implementation is understood and embraced by stakeholders.

Desired Annual Outcome: 1. Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and the impact of instruction. 2. Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. 3. PLCs include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery; agendas are developed utilizing a common protocol.

District Commitment Theory of Action: 1. The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems. 2. The district has effective systems for identifying and supporting struggling learners. 3. The district policies and practices support effective instruction in schools.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Title I Components

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Strategies: (Resource for Strategies Listed: <http://nova.saisd.net/storage/uploads/FederalPrograms/Ten20Components20web20copy.pdf>)

- Create a vision for school-wide reform, including revision of the campus mission and vision.
- Use data to create a campus profile.
- Identify data sources to substantiate planning recommendations for Professional Learning Communities.
- Analyze data to drive Intervention in grades K through 5th.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

"The purpose of our Campus Improvement Plan (CIP) is to align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change." The CIP is linked to and begins with information collected through the Comprehensive Needs Assessment (CNA).

The CIP is based on the following:

- Comprehensive needs assessment of the entire school
- Developed with involvement of parents and other community members
- Developed in coordination and integration of other program and services
- Includes a description of strategies the school will be implementing to address needs within the school
- Is made available in a language and format that parents can understand
- Is regularly monitored and revised based on student needs

For the 2021-2022 school year, our campus plan is embedded in our Targeted Improvement Plan (TIP) which addresses questions that are addressed in a CIP.

- What are our needs and where do we focus our efforts?
- What strategies and activities will help us meet the needs?
- Were we successful in addressing our needs and focus areas?

Plans for improving our campus have been categorized in two areas:

1. Develop campus instructional leaders with clear roles and responsibilities. Campus leadership team is in their second year of working together. This team is in the process of implementing iNetwork expectations, designing protocols, and timelines to collaborate and understand clear expectations of specific leadership roles and support across the campus.

2. Data-driven instruction. The campus instructional leaders are responsible for reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Source: www.esc11.net/Page/4376

2.2: Regular monitoring and revision

The following Cycle schedule will be implemented to regularly monitor and revise our campus plan.

Cycle 1 will be September 2021 through November 2021.

Cycle 2 will be December 2021 through February 2022.

Cycle 3 will be March 2022 through May 2022.

Cycle 4 will be June 2022 through August 2022.

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

Copies of our campus plan will be made available to parents and the community. There will be a link to our plan embedded in our S.H. Crowley Elementary website. There will also be a paper copy kept in our office for anyone who would like to see the plan.

2.4: Opportunities for all children to meet State standards

To align with VISION 2025, Crowley ISD's strategic plan for the future, we provide opportunities for all children by focusing on the following Goals:

Goal 1: Thriving Students

All Crowley ISD students will be equipped to thrive today and in the future.

- Ensure a safe, secure and nurturing school environment.
- Provide a variety of learning and real-world experiences that enhance academic achievement.
- Nurture social and emotional development in all students.
- Ensure equitable access to district curriculum, aligned instructional processes, resources and experiences for all learners.

- Cultivate future-ready students.

Goal 2: Engaged Community

Crowley ISD will partner with families and the community to meet the needs of all students.

- Create opportunities for students, families and community members to engage and learn together.
- Engage in and sustain meaningful partnerships with community members and organizations to enhance the learner's experience.
- Engage in consistent, current and interactive communication that meets the needs of our diverse community.
- Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.
- Identify campus liaisons to create and maintain relationships with families, community members and organizations.
- Ensure financial responsibility and transparency to meet student needs.

Goal 3: Empowered Staff

Crowley ISD will empower all staff to provide a quality education for all students.

- Evaluate and enhance current professional development.
- Implement a comprehensive, tiered program of learning opportunities for all staff.
- Equitably distribute and effectively use resources across the district.

In complying with the **Title 1 Component Strategies**, we will address the following to provide opportunities for all children to meet State standards.

- Campus instructional leaders use consistent written protocols and processes to lead grade-level teams, or other areas of responsibility.
- Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
- Campus leaders regularly use data and other evidence to track progress towards intended outcomes.
- Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery.

2.5: Increased learning time and well-rounded education

"In addition to developing academic skills, much of the public expects schools to furnish students with experiences that nurture aptitude in critical thinking, problem solving, teamwork, etc. Further, schools are also expected to include arts, music, and other enrichments within their curriculum. Research has consistently demonstrated the value of spending time in enrichment activities and courses for developing these broader set of skills and interests."

A S.H. Crowley Elementary, we value students being well-prepared for life through creativity, persistence and the ability to communicate and collaborate. Students participate in Physical Education classes three to four times per week which, according to a study by research kinesiologist "found that students showed improved cognitive ability after participating in moderate exercise." A meta-analysis which included 44 studies which sought to "identify correlations between physical activity among children and their cognitive performance concluded that there is a significant relationship."

Teacher provide bell to bell instruction which provides all students with constructive learning activities at all times. We have focused on preventing idle time by providing activities for early finisher and efficient transitions from one activity to another.

(Source: <https://www.timeandlearning.org/research/well-rounded-education>)

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

To address the needs of all students, including those in the at-risk category, we implement the practices suggested in the article, "Teaching at-risk students: 3 Ways to help foster motivation".

These include the following:

1. Prioritize relationship-building. This is accomplished through how we communicate, the support we give and the engagement we provide to and for students.
2. Incorporate a democratic classroom model. This teaches students that their opinion matters and that their voices are worth hearing.
3. Consider the tenets of the enabling component model. This method of teaching aims to bring together sources of student and learning support and may included counseling, intervention programs, and community resources.

(Source: <https://www.umassglobal.edu/news-and-events/blog/teaching-at-risk-students>)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy



S. H. Crowley Elementary Elementary School-Parent Compact

2021-2022

Our compact is (1) a commitment to sharing responsibility for student learning and (2) an action plan for a family-school community partnership to help children in S.H. Crowley get a high-quality education.

Research shows that successful, collaborative work between parents, families, teachers, schools, and community is essential to increase student achievement. Our compact expresses the desire of the entire school community to encourage and assist

students as they strive to attain the state standards because we believe that a team can accomplish together what each

partner could not accomplish alone. We ask that you agree to be an S.H. Crowley partner by signing and returning this agreement.

STUDENT AGREEMENT

Student Name: _____

As a student, I want to be responsible and be succeed in school. I will be responsible for:

ü Attending school every day and being on time to class.

ü Completing daily work and homework assignments and returning my work to my teacher.

ü Following the school and classroom rules.

ü Learner’s Creed—Today I will H.O.W.L.: Have respect and do my best, Own my behavior, Work better together with others, Look, listen and learn, because I have Coyote Pride Unified.

Student Signature _____ **Date** _____

PARENT/FAMILY AGREEMENT

Parent Name: _____

As a parent, I want my child to succeed in meeting his/her responsibilities at school. I will be responsible for:

ü Sending my child to school on time every day prepared and ready to learn.

ü Establishing time for my child to complete homework assignments and reviewing the work.

ü Supporting the school in an effort to maintain proper discipline.

ü Participating in plans and decisions that support my child’s education.

ü Assisting with class needs, class activities, and school events whenever possible.

Parent Signature _____ **Date** _____

TEACHER

Teacher Name: _____

As a teacher, I want my students to succeed academically. I will be responsible for:

- ü Providing high-quality instruction in a way that motivates and encourages students.**
- ü Establishing a positive, safe, and effective learning environment for students.**
- ü Keeping students and parents informed of academic progress on a regular basis.**
- ü Communicating with families via phone calls, emails, and/or conferences as needed.**
- ü Being available to support class activities and school events whenever possible.**

Teacher Signature _____ **Date** _____

As the principal, I want to assure students, parents, families, teachers, and the community that I will support all efforts to ensure student success.

Deidra Castro, Principal _____ 2021-2022 School Year

3.2: Offer flexible number of parent involvement meetings

During the 2021-2022 school year, the following meeting opportunities have been offered to parents to allow for flexible times for parent involvement.

- Parent/Teacher Conferences--These conferences may be held in-person, by phone or by Zoom to accommodate parents' schedules and time.
- Programs--During the first semester, programs were provided to parents through video format and sent by link to parents. This has been provided for Meet the Teacher, Music Programs, and 5th grade registration for middle school.
- Campus Meetings will be held by Zoom when parents are invited to attend.

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	74	61	99	District Created Benchmark	73	52	District Created Benchmark	78		83	
			All	All	Reading	Meets	STAAR	38	29	99	District Created Benchmark	43	24	District Created Benchmark	48		53	
			All	All	Reading	Masters	STAAR	21	14	99	District Created Benchmark	13	8	District Created Benchmark	18		23	
			All	All	Mathematics	Approaches	STAAR	83	52	99	District Created Benchmark	73	50	District Created Benchmark	78		83	
			All	All	Mathematics	Meets	STAAR	43	25	99	District Created Benchmark	43	16	District Created Benchmark	48		53	
			All	All	Mathematics	Masters	STAAR	21	9	99	District Created Benchmark	13	6	District Created Benchmark	18		23	
			All	All	Science	Approaches	STAAR	62	61	99	District Created Benchmark	73	73	District Created Benchmark	78		83	
			All	All	Science	Meets	STAAR	32	25	99	District Created Benchmark	43	62	District Created Benchmark	48		53	
			All	All	Science	Masters	STAAR	11	7	99	District Created Benchmark	13	16	District Created Benchmark	18		23	
			All	All	Writing	Approaches	STAAR		0	0	Other	0	0	Other	0			
			All	All	Writing	Meets	STAAR		0	0	Other	0	0	Other	0			
All	All	Writing	Masters	STAAR		0	0	Other	0	0	Other	0						
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	33	21	99	District Created Benchmark	25	19	District Created Benchmark	30		35	
	Focus 2	Academic Achievement	All	White	Reading	NA		42	35	99	District Created Benchmark	40	31	District Created Benchmark	50		60	

Addendums

CAMPUS COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site- based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Comprehensive Needs Assessment	Title I Program Guide TEC 11.253 TEC 11.251 Board Policy BQB (Local/Legal)	Campus Principal	Targeted Improvement Plan – Title I Components
2. Instructional methods for all student groups not achieving their full potential	TEC 11.252(a)(3)(A)	Executive Director of Curriculum & Instruction	District Improvement Plan Strategies CISD Responsive Intervention Webpage
3. Violence Prevention and Intervention	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Chief of Student Services	District Improvement Plan Strategies CISD Bullying Prevention Webpage FFI (Local) FFH (Local)
4. Accelerated Education	TEC 11.252(3)(H)	Director of Gifted & Talented, AVID, and Advanced Academics	Gifted & Talented Education Webpage EHBB (Local)

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. Dropout Prevention	TEC 11.252	Director of Counseling Principal, Crowley Learning Center	CISD Response Intervention Webpage BQA (Legal) and BQB (Legal) Dropout Process Information
5. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <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.