

**Crowley Independent School District**  
**David L. Walker Elementary - TIP**  
**2021-2022 Targeted Improvement Plan**

**Superintendent:**  
**DCSI/Grant Coordinator:**

**Principal:**  
**ESC Case Manager:**  
**ESC Region:**

# Assurances

## DCSI/Grant Coordinator

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

**Signature:**

## Principal Supervisor

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

**Signature:**

## Principal

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

**Signature:**

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# Data Analysis

## Domain 1

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

By May 2022, our 3rd, 4th, and 5th-grade students will attain 25 percent masters, 41 percent meets, and 78 percent approaches.

By May 2022 all students in grades three through five will score at or above 53 percent at the level of the meets as measured by STAAR math assessment.

By May 2022 all students in grades three through five will score at or above 55 percent at the level of the meets as measured by STAAR reading assessment.

By May 2022 all students in grades three through five will score at or above 42 percent at the level of the meets as measured by STAAR science assessment.

Our campus 2022 STAAR STAAR performance goal will positively impact other domains to increase the accountability rating.

## Domain 2A or 2B

**Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.**

The student growth goal for David L. Walker is to ensure that 75% of students meet or exceed their academic performance in math and reading on 2022 STAAR. This will support all other domains and increase the overall campus accountability rating.

## Domain 3

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

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

- Student Achievement on 2021 STAAR was 15% Meets in Math

Two students groups failed to meet federal targets on 2021 STAAR:

- African American students score 6% at the level of the meet in math
- Economically disadvantaged student group scored at 11% at the level of meets in math.

Domain 3 stretch goals include increasing Meets performance for all subgroups to 46%.

## 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?**

African American students are a focus for student performance in math. African American students scored 16 percent. The goal is to ensure 75 percent of DLW students meet or exceed their academic performance in math and reading on 2022 STAAR. This goal will support all other domains to attain a B status for the 2022 school year.

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

The target this year is African American and Economic Disadvantage. Each of these subgroups will score at or above 53 percent at the level of the meets. This increase will improve DLW accountability from an F to a B.

# 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: Planning for Implementation**

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

**Implementation Level: Beginning Implementation**

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

**Implementation Level: Fully Implemented**

**Essential Action : Effective classroom routines and instructional strategies.**

**Implementation Level: Fully Implemented**

**Essential Action : Data-driven instruction.**

**Implementation Level: Fully Implemented**



# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** yes, through intervention, data reflection, being intentional with data reflection, after-school tutoring, Saturday school, and student goal setting.

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

**Implementation Level:** Beginning Implementation

**Rationale:** DLW leadership team is in their first year of working together. It is essential that we implement protocols, systems, timelines, and instructional goals to develop future leaders across the district.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders engage in collaborative walks, leadership tasks and schedule weekly meetings with the administrative team. Campus leaders use data to help lead teachers in data discussions and decisions. Instructional leaders lead weekly PLC meetings and ensure teachers understand the objectives and standards.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The priorities will be communicated with staff through staff meetings, weekly newsletters, principal and teacher check-ins. We will communicate with parents by having monthly data talks with parents, meeting with our PTO, and conversations with our community partners.

**Desired Annual Outcome:** The campus leadership team will be a unified team that will join together to move DLW to one of the top-ranked schools in Tarrant county.

**District Commitment Theory of Action:** The district places its most effective school leaders in its highest-need schools. The district provides opportunities for ongoing support and coaching of the campus leader. The district supports principals by protecting their time dedicated to school instructional leadership

**Desired 90-day Outcome:** By November, I would like the A-team to meet with teachers about their data. The team is now consistent with their coaching, PLC's and feedback meetings. Relationships have formed, and challenging conversations are starting to be shared with respect. The team has assessed our goals and starting to change based on the data.

**District Actions:** Walks are checked weekly. Rigor is defined based on the rubric. Feedback meetings with teachers are being conducted. Feedback is starting to be implemented and evaluated. Coach Callie provides regular coaching and gives upgrades to rigor and culture.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** We have set dates for PLC, team-building meetings, data meetings, and team meetings, We have uninterrupted times together.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> A team meetings</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and calendar. To do list to complete</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> To do list Agenda Data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Calendaring</p> <p><b>Evidence Used to Determine Progress:</b> Calender checks Data walks and culture walk data meeting dates TTESS data feedback meeting</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Calendar Data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3: Roles and Responsibilities</b></p> <p><b>Evidence Used to Determine Progress:</b> The leadership team form  Coaching data  Observation forms  feedback meeting  calendars</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Forms  Data  Calendar  District Roles  Expectations</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Some of the challenges are an overwhelming amount of work for teachers. New initiatives from the district.

**What specific action steps address these challenges?:** Coaching and putting systems in place for teachers. Communicating with staff about the requirements of new programs. Working as a team to decrease the amount of work out on teachers.

**Cycle 1 - (Sept – Nov)**

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

**Implementation Level:** Beginning Implementation

**Rationale:** To ensure an effective learning environment that promotes a positive school culture will require our team to be intentional about behavior expectations, management, and partnership with parents. Parents and teachers are aware of the campus goals and what practices should be put in place to achieve these expectations.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** To develop a positive school culture, culture walks are completed daily, and data is gathered, discussed, and presented weekly to staff.

The results are compiled weekly to track success. Our campus is dedicated to following best practices 100 percent of the time.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Staff will be intentional about communicating to parents about students' data in the fall, spring, and summer.

**Desired Annual Outcome:** The desired outcome is to create an effective learning environment where students feel safe and supportive. Stakeholders understand the mission and vision and can communicate the campus vision to others in the community.

**District Commitment Theory of Action:** The district provides campuses with best practice resources and tools for engaging families.

The district provides campuses with access to external student support services.

**Desired 90-day Outcome:** Teachers, staff, and students come to work daily and build a culture that communicates, Positivity to the students and the staff. The counselor implements SEL to decrease discipline referrals and support students' mental health.

**District Actions:** The district implements practices that promote positive school culture.

The district makes sure the campus maintains a safe environment

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Warrior talks with families three times per year, consistent communication with parents via youtube and social media, back to school night, highlighting students for SEL achievement, Faculty SEL day, greeting students daily before entering doors of the school, high attendance for staff

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Weekly Culture Walks</p> <p><b>Evidence Used to Determine Progress:</b> None</p> <p><b>Person(s) Responsible:</b> None</p> <p><b>Resources Needed:</b> None</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Analyzing Data</p> <p><b>Evidence Used to Determine Progress:</b> None</p> <p><b>Person(s) Responsible:</b> None</p> <p><b>Resources Needed:</b> None</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Coaching and Feedback</p> <p><b>Evidence Used to Determine Progress:</b> None</p> <p><b>Person(s) Responsible:</b> None</p> <p><b>Resources Needed:</b> None</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** 1. Maintaining a zest and zeal for the school year since the school year started early

**What specific action steps address these challenges?:** Highlighting positive data concerns and maintaining a relationship mindset.

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** Yes, we met all of our benchmark goals and we have hosted three-parent conference nights. We have participated in six planning sessions with teachers, sent teachers to PD, and will continually coach and develop teachers.

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

**Implementation Level:** Beginning Implementation

**Rationale:** DLW leadership team is in their first year of working together. It is essential that we implement protocols, systems, timelines, and instructional goals to develop future leaders across the district.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders engage in collaborative walks, leadership tasks and schedule weekly meetings with the administrative team. Campus leaders use data to help lead teachers in data discussions and decisions. Instructional leaders lead weekly PLC meetings and ensure teachers understand the objectives and standards.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The priorities will be communicated with staff through staff meetings, weekly newsletters, principal and teacher check-ins. We will communicate with parents by having monthly data talks with parents, meeting with our PTO, and conversations with our community partners.

**Desired Annual Outcome:** The campus leadership team will be a unified team that will join together to move DLW to one of the top-ranked schools in Tarrant county.

**District Commitment Theory of Action:** The district places its most effective school leaders in its highest-need schools.

The district provides opportunities for ongoing support and coaching of the campus leader.

The district supports principals by protecting their time dedicated to school instructional leadership

**Desired 90-day Outcome:** The outcome is to make sure we build Schoolwide community-building activities that link students, parents, and teachers. The outcome is to help foster new school traditions; and promote helpfulness, inclusiveness, and responsibility.

**District Actions:** None

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Yes, we have hosted three-parent conference nights. We have participated in six planning sessions with teachers, sent teachers to PD, and will continually coach and develop teachers.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> A team meetings</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and calendar. To do list to complete</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> To do list Agenda Data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to be consistent with our meetings</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Calendaring</p> <p><b>Evidence Used to Determine Progress:</b> Calender checks Data walks and culture walk data meeting dates TTESS data feedback meeting</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Calendar Data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Time to complete all of the other essential items on my agenda/.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> A team meetings</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and calendar. To do list to complete</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> To do list Agenda Data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Calendaring</p> <p><b>Evidence Used to Determine Progress:</b> Calender checks Data walks and culture walk data meeting dates TTESS data feedback meeting</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Calendar Data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Roles and Responsibilities</p> <p><b>Evidence Used to Determine Progress:</b> The leadership team form Coaching data Observation forms feedback meeting calendars</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Forms Data Calendar District Roles Expectations</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p>- <b>Start Date:</b> July 12, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** The lack of staff is a barrier. It is hard to find quality staff due to the better pay in other districts and other jobs.

**What specific action steps address these challenges?:** Speak to HR and continue to make our staff feel good about being at school



**Cycle 2 - (Dec – Feb)**

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

**Implementation Level:** Beginning Implementation

**Rationale:** To ensure an effective learning environment that promotes a positive school culture will require our team to be intentional about behavior expectations, management, and partnership with parents. Parents and teachers are aware of the campus goals and what practices should be put in place to achieve these expectations.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** To develop a positive school culture, culture walks are completed daily, and data is gathered, discussed, and presented weekly to staff.

The results are compiled weekly to track success. Our campus is dedicated to following best practices 100 percent of the time.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Staff will be intentional about communicating to parents about students' data in the fall, spring, and summer.

**Desired Annual Outcome:** The desired outcome is to create an effective learning environment where students feel safe and supportive. Stakeholders understand the mission and vision and can communicate the campus vision to others in the community.

**District Commitment Theory of Action:** The district provides campuses with best practice resources and tools for engaging families.

The district provides campuses with access to external student support services.

**Desired 90-day Outcome:** The outcome is to make sure 100 percent of DLW teachers have learning environments that increase students' attention and focus, promote meaningful learning experiences, encourage higher levels of student performance, and motivate students to practice higher-level critical thinking skills.

**District Actions:** None

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Yes, we hosted warrior talks where we spoke about student data, provided SEL support, and created an atmosphere where learning is important.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Weekly Culture Walks</p> <p><b>Evidence Used to Determine Progress:</b> None</p> <p><b>Person(s) Responsible:</b> None</p> <p><b>Resources Needed:</b> None</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Analyzing Data  <b>Evidence Used to Determine Progress:</b> None  <b>Person(s) Responsible:</b> None  <b>Resources Needed:</b> None  <b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Significant Progress  <b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Coaching and Feedback  <b>Evidence Used to Determine Progress:</b> None  <b>Person(s) Responsible:</b> None  <b>Resources Needed:</b> None  <b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Significant Progress  <b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Weekly Culture Walks  <b>Evidence Used to Determine Progress:</b> None  <b>Person(s) Responsible:</b> None  <b>Resources Needed:</b> None  <b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Significant Progress  <b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Analyzing Data  <b>Evidence Used to Determine Progress:</b> None  <b>Person(s) Responsible:</b> None  <b>Resources Needed:</b> None  <b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Significant Progress  <b>Necessary Adjustments/Next Steps:</b></p>

Step 6 Details	Reviews
<p><b>Action Step 6:</b> Coaching and Feedback</p> <p><b>Evidence Used to Determine Progress:</b> None</p> <p><b>Person(s) Responsible:</b> None</p> <p><b>Resources Needed:</b> None</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p>- <b>Start Date:</b> None - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Time to complete all of the coaching, rigor planning, videos, and feedback.

**What specific action steps address these challenges?:**

1. Plan the day
2. Schedule events
3. create a task list

### 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:** DLW leadership team is in their first year of working together. It is essential that we implement protocols, systems, timelines, and instructional goals to develop future leaders across the district.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders engage in collaborative walks, leadership tasks and schedule weekly meetings with the administrative team. Campus leaders use data to help lead teachers in data discussions and decisions. Instructional leaders lead weekly PLC meetings and ensure teachers understand the objectives and standards.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The priorities will be communicated with staff through staff meetings, weekly newsletters, principal and teacher check-ins. We will communicate with parents by having monthly data talks with parents, meeting with our PTO, and conversations with our community partners.

**Desired Annual Outcome:** The campus leadership team will be a unified team that will join together to move DLW to one of the top-ranked schools in Tarrant county.

**District Commitment Theory of Action:** The district places its most effective school leaders in its highest-need schools.

The district provides opportunities for ongoing support and coaching of the campus leader.

The district supports principals by protecting their time dedicated to school instructional leadership

**Desired 90-day Outcome:** None

**District Actions:** None

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

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

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

**What specific action steps address these challenges?:** None

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Beginning Implementation

**Rationale:** To ensure an effective learning environment that promotes a positive school culture will require our team to be intentional about behavior expectations, management, and partnership with parents. Parents and teachers are aware of the campus goals and what practices should be put in place to achieve these expectations.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** To develop a positive school culture, culture walks are completed daily, and data is gathered, discussed, and presented weekly to staff.

The results are compiled weekly to track success. Our campus is dedicated to following best practices 100 percent of the time.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Staff will be intentional about communicating to parents about students' data in the fall, spring, and summer.

**Desired Annual Outcome:** The desired outcome is to create an effective learning environment where students feel safe and supportive. Stakeholders understand the mission and vision and can communicate the campus vision to others in the community.

**District Commitment Theory of Action:** The district provides campuses with best practice resources and tools for engaging families.

The district provides campuses with access to external student support services.

**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

Through a comprehensive assessment of our school data, we determined the root causes and set priorities for future action.

We have determined that our target group is 3rd-grade reading and 5th-grade math with a focus on our African American students in reading and math.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Our leadership team, teachers, and leadership coaches analyzed the data and formed the following plan.

Set Priority Needs- 5th-grade math

Identify Possible Solutions- strong teachers, more resources, intervention built in the schedule, and tutoring after school

Select Solution Strategies-Coaching to build teachers' toolboxes. Using research-based products, redesigning the master schedule. Organizing tutoring with a focus on reading and math.

### 2.2: Regular monitoring and revision

We must monitor quick checks, CFA's, exit tickets, and walkthrough data. We provide helpful feedback about performance to both students and teachers. We consistently and swiftly make adjustments based on the data.

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

We put a communication plan in place at the beginning of the year. We used the following ideas to ensure we were communicating with the Walker community.

- Discuss contact methods with each parent at the beginning of the school year. Use their preferences to create personal and classroom parent communication plans.
- Share positive comments you have about your students with their parents. When they have questions later in the school year, they'll feel more comfortable coming to you.
- Make conference a goal-making discussion rather than an assessment or lecture.
- Be proactive with letting parents know about any concerns you have about their child. That way, you can all work together to find a solution.
- Document your communication efforts to keep track of what language works best for each family

### 2.4: Opportunities for all children to meet State standards

We are preparing Walker students to meet the state standard by doing the following things

1. Saturday School
2. Parent and teacher goal setting meetings
3. Weekly data meetings over the quick checks and re-teaching based on the data
4. Intervention hour for high need students
5. After school tutoring
6. Walkthroughs and feedback based on instructio
7. School encouragement (pep-rally, school store, and celebration parties)
8. Model to experience what the test will look like in a session surrounded by the learning objective.
9. Take a short practice test at the end of every class (exit ticket) and analyze the data
10. Having parents come to discuss students quick checks, maps, and CFA data results

## **2.5: Increased learning time and well-rounded education**

We have increased the learning time by starting instruction in July. We test all of our students to see where their individualized needs are and form instruction around their needs.

We have also maximized student learning time and minimized downtime by implementing the following strategies.

1. Better Planning and Preparation.
2. Buffer the Distractions.
3. Create Efficient Procedures.
4. Eliminate “Free Time”
5. Ensure Quick Transitions.
6. Give Clear and Concise Directions.
7. Have a Backup Plan.

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

To identify individual differences, Walker staff looks at many different sources for information. Sources might include classroom observations, work samples, school records, standardized testing, and reports from other teachers. If students are identified as at risk, discussions with the special education teachers and a review of official records provide the classroom teacher with information related to the student. Accommodations will be made by the teacher. The TOSA will intervene by providing intervention outside of the classroom on their level. Inside the classroom, the student will be placed in a small group. The student will receive afterschool and Saturday school tutorials. We also utilize dream box and Lexia at home.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Our school will include all family members at all times. Our number one goal is to inform parents about their student's education. We do that by inviting parents in the school during the school day and after school.

### **3.2: Offer flexible number of parent involvement meetings**



We meet with our parents about data three times a year.

We have PTO, CPOC, and content meetings throughout the year.

Black history program for parents

Jobs and resources for parents

We have hosted a back-to-school meeting, warrior talk night, community in school meeting, reading Halloween night, math and science night, and daddy-daughter dance night.

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	58	35	99	District Created Benchmark	58	67	District Created Benchmark	70	72	78		
			All	All	Reading	Meets	STAAR	25	21	99	District Created Benchmark	25	31	District Created Benchmark	30	40	41		
			All	All	Reading	Masters	STAAR	11	6	99	District Created Benchmark	10	13	District Created Benchmark	15	14	25		
			All	All	Mathematics	Approaches	STAAR	64	32	97	District Created Benchmark	48	62	District Created Benchmark	60	83	78		
			All	All	Mathematics	Meets	STAAR	28	15	97	District Created Benchmark	30	36	District Created Benchmark	37	55	41		
			All	All	Mathematics	Masters	STAAR	13	6	97	District Created Benchmark	15	15	District Created Benchmark	20	27	25		
			All	All	Science	Approaches	STAAR	50	28	98	District Created Benchmark	65	88	District Created Benchmark	70	91	79		
			All	All	Science	Meets	STAAR	23	12	98	District Created Benchmark	35	64	District Created Benchmark	40	44	45		
			All	All	Science	Masters	STAAR	6	2	98	District Created Benchmark	15	22	District Created Benchmark	18	21	23		
			All	All	Writing	Approaches	STAAR						0				0		
			All	All	Writing	Meets	STAAR						0				0		
			All	All	Writing	Masters	STAAR						0				0		
2. Domain 3	Focus 1	Academic Achievement	All	African American	Mathematics	NA	STAAR	26	6	99	District Created Benchmark	42	55	Released STAAR	42	55	51		
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	34	11	98	District Created Benchmark	43	54	District Created Benchmark	48	52	52		

# 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 <a href="#">CISD Responsive Intervention Webpage</a>
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  <a href="#">CISD Bullying Prevention Webpage</a>  <a href="#">FFI (Local)</a>  <a href="#">FFH (Local)</a>
4. Accelerated Education	TEC 11.252(3)(H)	Director of Gifted & Talented, AVID, and Advanced Academics	<a href="#">Gifted &amp; Talented Education Webpage</a>  <a href="#">EHBB (Local)</a>

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. Dropout Prevention	TEC 11.252	Director of Counseling  Principal, Crowley Learning Center	<a href="#">CISD Response Intervention Webpage</a>  <a href="#">BQA (Legal) and BQB (Legal)</a>  <a href="#">Dropout Process Information</a>
5. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	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	<a href="#">CISD Professional Learning Department Webpage</a>
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	<a href="#">Attention2Attendance Program Information</a>

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><a href="#">CISD Parent &amp; Family Engagement Plan</a></p>
<p>9. Coordinated Health Program</p> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	<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><a href="#">CISD Health Webpage</a></p> <p><a href="#">Coordinated School Health Info</a></p>

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<p>10. Student Welfare: Crisis Intervention Programs &amp; Training</p> <ul style="list-style-type: none"> <li>● 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"> <li>○ Mental health promotion and positive youth development</li> <li>○ Early mental health intervention</li> <li>○ Substance abuse prevention</li> <li>○ Suicide prevention and suicide prevention including parent/guardian notification procedures</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<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><a href="#">CISD Guidance &amp; Counseling Webpage</a></p> <p><a href="#">Suicide Awareness &amp; Prevention</a></p> <p><a href="#">CISD Professional Learning Department Webpage</a></p> <p><a href="#">FFI (Local)</a></p> <p><a href="#">FFH (Local)</a></p>
<p>11. Campus Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> <li>● Evaluation – at least every two years</li> </ul>	<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 <sup>st</sup> 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.