Crowley Independent School District

Parkway 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, 3rd - 5th grade students will receive 25% Masters, 45% Meets, and 70% Approaches on the Math STAAR Test. The goals will be attained through effective and rigorous Tier 1 instruction, interventions, and small group instruction. The following goals need to be applied to ensure success:

SHORT TERM - (1st-2nd Six Weeks)

- The learners will focus on recalling basic addition, subtraction, multiplication, and/or division facts with automaticity.
- The learners will represent their thinking with area models, number lines, and partial sums/computations.
- The learners will use objects, pictorial models, and number lines to represent fractions in a variety of ways.
- The learners will decompose fractions in various ways, including as a sum of unit fractions.

INTERMEDIATE - (3rd-4th Six Weeks)

- The learners will apply knowledge of basic addition, subtraction, multiplication, and/or division facts to fluently add, subtract, multiply, or divide multi-digit numbers.
- The learners will use a variety of strategies (concrete objects, pictorial models, etc.) to compare fractions and generate equivalent fractions.
- The learners will use concrete objects and pictorial models to represent multiplication and division of fractions.

LONG TERM - (5th-6th Six Weeks)

- The learners will fluently add, subtract, multiply, and divide multi-dgit numbers in order to solve problems.
- The learners se concrete objects and pictorial models to solve fraction problem situations, including addition, subtraction, multiplication & division of fractions.

Domain 2A or 2B

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

Our campus is to focusing on Domain 2B. It is our goal to ensure that our Eco. Disadvantaged students are performing at high levels across the board (Domain 1) by May 2022. The campus is looking to accomplish significant gains among our African American students in Reading, Math, and Science by 20% in Meets and 15% in the Masters categories.

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 goals for each domain was determined by looking at the two subopopulations that have been targeted groups over the last 5 years with the lowest percentage based on the Accountability Rating on STAAR. The two subpopulations were our Eco. Disadvantaged (Domain 2B) and our African American students in all tested areas. We are being intentional about providing support to students where the biggest achievement gaps exist and providing enrichment to students on or above-grade level to prevent regression from taking place.

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?

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: Planning for Implementation

Essential Action : Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started

Essential Action : Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started

Essential Action : Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started

Essential Action : Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation

Essential Action : Data-driven instruction.
Implementation Level: Not Yet Started

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Planning for Implementation

Rationale: Each individual member of the Instructional Leadership Team (ILT) use weekly calendars but the descriptions are very broad (i.e. - classroom visits). The team is in the process of creating schedules to accommodate the teachers with the most needs by doing walkthroughs, coaching sessions, co-teach, modeling, and progress monitoring. The ILT should spend most of our time in classrooms and coaching teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through establishing clear, written, and transparent roles and responsibilities for the ILT. The routines and calendars should match the needs of students and teachers. Our weekly leadership team meetings should focus of walkthroughs, teacher and student progress, and formative data.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our priorities will be communicated through weekly newsletters, letters, and teachers' technology platforms such as Dojo and Remind. Our staff will provide input and collaboration into decisions being made through PLCs, Best Practices, and Coffee Talk with Parents. The leadership team will meet weekly to look at data, calibration walkthroughs, and discuss instructional and behavioral plans of action going forward. Our 21st Century After-School Program will continue to host family events which is a great opportunity for the ILT to communicate with stakeholders.

Desired Annual Outcome: The desired annual outcome is to build capacity among teachers and students to bring a sense of confidence to their teaching and learning. The ILT will have clearly defined roles which will be focused on spending at least 80% of their time in classrooms, coaching sessions w/teachers, disaggregating data, and putting a strong cohesive plan in place to ensure academic success for all students. Effective professional development is essential to the growth of the ILT and teachers on campus.

District Commitment Theory of Action: Central Administration provides ongoing PD to the ILT on the implementation of new district initiatives and instructional development of strategies to build leadership capacity on campus. The district provides strategies

Desired 90-day Outcome: The principal will build capacity among the ILT in order to maximize classroom visits, coaching sessions, and planning/reteach opportunities. All calendars of the ILT are aligned to ensure that teachers are being consistently observed, strategies for Areas of Reinforcement and Refinement are being addressed, and all students and teachers are successful.

District Actions: The executive principal will do calibrated walkthroughs with the administrators on campus and provide feedback. The executive principal will provide feedback to the principal on campus wonderings to help collaborate on the learning environment.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The instructional plan that we have in place is working effective because we are seeing teacher and student growth.

Step 1 Details	Reviews
Action Step 1: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students. **Evidence Used to Determine Progress:** Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data. **Person(s) Responsible:** Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders **Resources Needed:** Data tracking sheets, spreadsheets with student data, and time to meet during the day **Addresses an Identified Challenge:** Yes - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** We are going to be more intentional about the amount of time spent in the classroom and walkthroughs being done on a weekly basis from the entire ILT.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges that may be encountered in achieving the desired campus or student outcomes for this cycle is not adhering to calendars and getting off task. Ensure that there are clear expectations and goals among our ILT, teachers, and students. There should be a collaborative environment to ensure that there is buy-in and a shared vision across the campus. Teachers feel like that don't have enough time to meet tasks being asked of them. Having students to consistently track their data and be able to effectively articulate their next steps.

What specific action steps address these challenges?: The specific action steps that need to be addressed for the challenges are: 1) Written roles and responsibilities for each team member, 2) Effective PD provided for the ILT and teachers to ensure students are receiving high-level instruction, 3) Weekly meetings to focus on student progress and data, and 4) Assess daily and track data weekly to ensure that students' needs are being addressed, and 5) Implement systems as assess them swiftly to make sure that they are working .

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: Most teachers use district generated lesson plans that have already been written/provided through the Curriculum and Instruction department because it saves them time. The ILT will continue to provide ongoing training and best practices to maximize instructional time for teachers to properly plan and prepare quality Tier 1 instruction, rigorous and engaging activities that produce quality, and authentic products that check for student understanding and mastery of TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The ILT will provide professional development and ongoing support for teachers. There will be opportunities for teachers to do long-range planning to ensure that teachers are clear on instructional expectations. The planning will allow activities to align with state standards by providing rigorous and relevant content through lived experiences.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The priorities will be communicated to stakeholders through weekly newsletters, Best Practices, staff meetings, and AVID U. The buy-in will be created through transparency and collaboration among stakeholders.

Desired Annual Outcome: The Instructional Leadership Team (ILT) will provide ongoing training and exemplars; The ISSs and teachers will work during PLCs and team meetings to collaboratively breakdown the well-written lesson plans by the district to provide engaging, relevant, and rigorous activities that will enhance and lead to meaningful, higher-level instruction/questioning while gauging the students' understanding through formative assessments, guided activities, small groups, and exit tickets.

District Commitment Theory of Action: Central Administration provides ongoing PD to the Leadership Team on the implementation of DDI district protocols and the instructional development of strategies to build teacher capacity on campus. The district provides high-quality common assessments for all tested grades and subjects, and the district then commits to providing engaging instructional training to the ILT and teachers based on surveys, feedback, and data. The district will continue to support the needs of the campus through funding.

Desired 90-day Outcome: The ILT will continue to provide training and ongoing support to teachers daily. The ILT will use high-quality instructional and research-based practices to support teachers and students. Teachers will promote critical-thinking skills, differentiated, and scaffolded support for students. The ILT will meet weekly to discuss the quality of the activities in the lesson plans and see evidence of student engagement and understanding during team and individual walkthroughs.

District Actions: The district will design trainings with highly reputable leader focusing on engaging activities with rigor and higher-order thinking questions and will roll-out this training for teachers to incorporate in their lesson plans and daily instruction.

Did you achieve your 90 day outcome?: No

Why or why not?: There has not been enough time to provide the adequate PD needed for teachers.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges that we have encountered in achieving our desired campus/student outcomes for this cycle is not enough time. The teachers feel that time for professional development is spent on district-level initiatives leaving little time for teachers to implement best practices to establish effective instruction and strong classroom culture on the campus level.

What specific action steps address these challenges?: The specific action steps that need to be addressed for the challenges are: 1) Taking at least 1 day a six weeks for long-range planning, 2) Planning effective PD from the ILT during Best Practices (after school), 3) Encouraging teachers to team plan to gather ideas and reduce challenges, and 4) Make sure teachers are doing pre-work before PLCs to allow more time for planning and PD.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Although progress is being made, it's not significant enough to move students toward desired academic success.

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

Implementation Level: Planning for Implementation

Rationale: Each individual member of the Instructional Leadership Team (ILT) use weekly calendars but the descriptions are very broad (i.e. - classroom visits). The team is in the process of creating schedules to accommodate the teachers with the most needs by doing walkthroughs, coaching sessions, co-teach, modeling, and progress monitoring. The ILT should spend most of our time in classrooms and coaching teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through establishing clear, written, and transparent roles and responsibilities for the ILT. The routines and calendars should match the needs of students and teachers. Our weekly leadership team meetings should focus of walkthroughs, teacher and student progress, and formative data.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our priorities will be communicated through weekly newsletters, letters, and teachers' technology platforms such as Dojo and Remind. Our staff will provide input and collaboration into decisions being made through PLCs, Best Practices, and Coffee Talk with Parents. The leadership team will meet weekly to look at data, calibration walkthroughs, and discuss instructional and behavioral plans of action going forward. Our 21st Century After-School Program will continue to host family events which is a great opportunity for the ILT to communicate with stakeholders.

Desired Annual Outcome: The desired annual outcome is to build capacity among teachers and students to bring a sense of confidence to their teaching and learning. The ILT will have clearly defined roles which will be focused on spending at least 80% of their time in classrooms, coaching sessions w/teachers, disaggregating data, and putting a strong cohesive plan in place to ensure academic success for all students. Effective professional development is essential to the growth of the ILT and teachers on campus.

District Commitment Theory of Action: Central Administration provides ongoing PD to the ILT on the implementation of new district initiatives and instructional development of strategies to build leadership capacity on campus. The district provides strategies

Desired 90-day Outcome: Foster a collaborative environment and calendar commitments that will allow the ILT to build capacity among teachers to ensure the academic growth and success of all students.

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: The math and reading specialists are spending about 80% of their time teaching in classrooms due to teacher shortage. Central Administration is coming up with a plan to assist our campus in PD and PLCs. The specialists are coaching and co-teaching with other teachers to build capacity in both content and pedagogy.

Step 1 Details	Reviews
Action Step 1: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students. **Evidence Used to Determine Progress:** Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data. **Person(s) Responsible:** Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders **Resources Needed:** Data tracking sheets, spreadsheets with student data, and time to meet during the day **Addresses an Identified Challenge:** Yes - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** The campus is looking to hire new teachers and receive support from Central Administration for PD and PLCs.
Step 2 Details	**Reviews**
Action Step 2: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students. **Evidence Used to Determine Progress:** Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data. **Person(s) Responsible:** Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders **Resources Needed:** Data tracking sheets, spreadsheets with student data, and time to meet during the day **Addresses an Identified Challenge:** Yes - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** The ILT will continue to meet weekly to plan for continuous monitoring of data tracking sheets and disaggregate data with teachers focusing on the needs of each individual student.

Step 3 Details	Reviews

Action Step 3: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students.
 	
    Evidence Used to Determine Progress: Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data.
 	
    Person(s) Responsible: Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders
 	
    Resources Needed: Data tracking sheets, spreadsheets with student data, and time to meet during the day
 	
    Addresses an Identified Challenge: Yes
 	
  - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: There are several teacher vacancy positions on our campus which takes time away from the ILT to focus on their defined roles and adhere to calendar commitments.

What specific action steps address these challenges?: We will use data and surveys to drive and gauge the effectiveness of the goals and commitments for our campus to help ensure a positive, effective, and collaborative learning environment.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: Most teachers use district generated lesson plans that have already been written/provided through the Curriculum and Instruction department because it saves them time. The ILT will continue to provide ongoing training and best practices to maximize instructional time for teachers to properly plan and prepare quality Tier 1 instruction, rigorous and engaging activities that produce quality, and authentic products that check for student understanding and mastery of TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The ILT will provide professional development and ongoing support for teachers. There will be opportunities for teachers to do long-range planning to ensure that teachers are clear on instructional expectations. The planning will allow activities to align with state standards by providing rigorous and relevant content through lived experiences.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The priorities will be communicated to stakeholders through weekly newsletters, Best Practices, staff meetings, and AVID U. The buy-in will be created through transparency and collaboration among stakeholders.

Desired Annual Outcome: The Instructional Leadership Team (ILT) will provide ongoing training and exemplars; The ISSs and teachers will work during PLCs and team meetings to collaboratively breakdown the well-written lesson plans by the district to provide engaging, relevant, and rigorous activities that will enhance and lead to meaningful, higher-level instruction/questioning while gauging the students' understanding through formative assessments, guided activities, small groups, and exit tickets.

District Commitment Theory of Action: Central Administration provides ongoing PD to the Leadership Team on the implementation of DDI district protocols and the instructional development of strategies to build teacher capacity on campus. The district provides high-quality common assessments for all tested grades and subjects, and the district then commits to providing engaging instructional training to the ILT and teachers based on surveys, feedback, and data. The district will continue to support the needs of the campus through funding.

Desired 90-day Outcome: All teachers are planning, preparing, and delivering high quality instruction and creating lesson plans that reflect individual needs of students and growth.

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: Teachers are planning with each individual student in mind, but the Tier 1 instruction and interventions/enrichments don't always indicate that the pedagogy is aligning with what has been planned.

Step 1 Details	Reviews

Action Step 1: Perform instructional walkthroughs and review lesson plans weekly and provide immediate feedback.
    Evidence Used to Determine Progress: Improvement in Tier 1 instruction and pedagogy
    Person(s) Responsible: Principal, Assistant Principal, and Math/Reading Specialists
    Resources Needed: CISD Complete Walkthrough Form and Lesson Plan Submission Tracker
    Addresses an Identified Challenge: Yes
 	
 - **Start Date:** None - **Frequency:** Weekly - **Evidence Collection Date:** None
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher not implementing with fidelity the training on quality lesson planning, Tier 1 instruction, and pedagogy that has been delivered in PDs and PLCs.

What specific action steps address these challenges?: Continuous progress monitoring from walkthroughs, real time coaching, collaboration, requested PDs and the implementation once trained, and long range and vertical alignment planning with ILT.

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: Planning for Implementation

Rationale: Each individual member of the Instructional Leadership Team (ILT) use weekly calendars but the descriptions are very broad (i.e. - classroom visits). The team is in the process of creating schedules to accommodate the teachers with the most needs by doing walkthroughs, coaching sessions, co-teach, modeling, and progress monitoring. The ILT should spend most of our time in classrooms and coaching teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through establishing clear, written, and transparent roles and responsibilities for the ILT. The routines and calendars should match the needs of students and teachers. Our weekly leadership team meetings should focus of walkthroughs, teacher and student progress, and formative data.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our priorities will be communicated through weekly newsletters, letters, and teachers' technology platforms such as Dojo and Remind. Our staff will provide input and collaboration into decisions being made through PLCs, Best Practices, and Coffee Talk with Parents. The leadership team will meet weekly to look at data, calibration walkthroughs, and discuss instructional and behavioral plans of action going forward. Our 21st Century After-School Program will continue to host family events which is a great opportunity for the ILT to communicate with stakeholders.

Desired Annual Outcome: The desired annual outcome is to build capacity among teachers and students to bring a sense of confidence to their teaching and learning. The ILT will have clearly defined roles which will be focused on spending at least 80% of their time in classrooms, coaching sessions w/teachers, disaggregating data, and putting a strong cohesive plan in place to ensure academic success for all students. Effective professional development is essential to the growth of the ILT and teachers on campus.

District Commitment Theory of Action: Central Administration provides ongoing PD to the ILT on the implementation of new district initiatives and instructional development of strategies to build leadership capacity on campus. The district provides strategies

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

Step 1 Details	Reviews
Action Step 1: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students. **Evidence Used to Determine Progress:** Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data. **Person(s) Responsible:** Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders **Resources Needed:** Data tracking sheets, spreadsheets with student data, and time to meet during the day **Addresses an Identified Challenge:** Yes - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students. **Evidence Used to Determine Progress:** Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data. **Person(s) Responsible:** Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders **Resources Needed:** Data tracking sheets, spreadsheets with student data, and time to meet during the day **Addresses an Identified Challenge:** Yes - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students.
 	
    Evidence Used to Determine Progress: Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data.
 	
    Person(s) Responsible: Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders
 	
    Resources Needed: Data tracking sheets, spreadsheets with student data, and time to meet during the day
 	
    Addresses an Identified Challenge: Yes
 	
  - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: The campus instructional leaders need to meet weekly to focus on student progress and formative data to ensure that a viable plan of action is in place to build capacity among teachers and students.
 	
    Evidence Used to Determine Progress: Administrators, specialists, team leaders, teachers, and students are tracking data and able to articulate progress. The teachers have an effective plan and systems in place to move students and track data.
 	
    Person(s) Responsible: Principal, Asst. Principal, Instructional Support Specialists, and Team Leaders
 	
    Resources Needed: Data tracking sheets, spreadsheets with student data, and time to meet during the day
 	
    Addresses an Identified Challenge: Yes
 	
  - **Start Date:** November 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** None
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

> **Implementation Level:** Planning for Implementation
>
> **Rationale:** Most teachers use district generated lesson plans that have already been written/provided through the Curriculum and Instruction department because it saves them time. The ILT will continue to provide ongoing training and best practices to maximize instructional time for teachers to properly plan and prepare quality Tier 1 instruction, rigorous and engaging activities that produce quality, and authentic products that check for student understanding and mastery of TEKS.
>
> **Who will you partner with?:** Other
>
> **How will you build capacity in this Essential Action?** The ILT will provide professional development and ongoing support for teachers. There will be opportunities for teachers to do long-range planning to ensure that teachers are clear on instructional expectations. The planning will allow activities to align with state standards by providing rigorous and relevant content through lived experiences.
>
> **How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The priorities will be communicated to stakeholders through weekly newsletters, Best Practices, staff meetings, and AVID U. The buy-in will be created through transparency and collaboration among stakeholders.
>
> **Desired Annual Outcome:** The Instructional Leadership Team (ILT) will provide ongoing training and exemplars; The ISSs and teachers will work during PLCs and team meetings to collaboratively breakdown the well-written lesson plans by the district to provide engaging, relevant, and rigorous activities that will enhance and lead to meaningful, higher-level instruction/questioning while gauging the students' understanding through formative assessments, guided activities, small groups, and exit tickets.
>
> **District Commitment Theory of Action:** Central Administration provides ongoing PD to the Leadership Team on the implementation of DDI district protocols and the instructional development of strategies to build teacher capacity on campus. The district provides high-quality common assessments for all tested grades and subjects, and the district then commits to providing engaging instructional training to the ILT and teachers based on surveys, feedback, and data. The district will continue to support the needs of the campus through funding.
>
> **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
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>
> **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

- Achievement gaps continue to exist between our various student groups in all subjects. **Root Cause**: The lack of interventions implemented with fidelity to address the specific needs of student populations.

- Based on the percentage of Gifted and Talented & Special Education students, there is an under-identification of special populations of learners. **Root Cause**: Lack of equitable testing being done among all student populations.

- Expand student leadership opportunities across the campus for all grade levels. **Root Cause**: Lack of committees and/councils for students.

- The teachers are overwhelmed with being able to effectively roll-out new material from PD. **Root Cause**: Lack of time for additional planning for implementation.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our site-based decision making committee (CPOC) will meet at least twice per semester and provide input and monitor progress towards goals.

The campus improvement plan was created based upon our comprehensive needs assessment. Campus administration evaluated the strengths and weaknesses to formulate problem statements, root causes, and strategies to target designated areas.

2.2: Regular monitoring and revision

Formative reviews will be conducted in October, January, April, and a Summative review will be conducted in July. The administration will review the strategies and areas of progress quarterly with the campus staff and CPOC.

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

Our Campus Improvement Plan will be available for the community and parents to view via our campus website and during CPOC meetings.

2.4: Opportunities for all children to meet State standards

We implement a guaranteed and viable curriculum for all students using research-based planning, instructional, and assessment practices. Our campus provides targeted intervention for all students through tiered instruction. Teachers meet weekly to discuss best practices and student data to ensure students stay on track and/or receive needed intervention.

2.5: Increased learning time and well-rounded education

We developed a school-wide master schedule that includes a staggered intervention block so all students can receive intervention and enrichment at school both face to face and virtually. All classroom teachers have a designated 30 minute, daily intervention block to provide support in the areas of reading and math.

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

We implement a rapid and responsive intervention system to monitor the progress of all students throughout the year and provide targeted and individualized interventions. Professional Learning Communities with a focus on data analysis are held with teachers on a continual basis. Teachers and administration discuss individual student progress, skill deficit areas, and best practices to provide intervention to students in targeted small groups. This year will focus more heavily on how to best close the gaps created due to Covid-19 impact in the spring of 2020 and now the impact it has on all students for the fall and spring of 2021.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Annual Title I Meeting was held on October 6th and 7th to discuss the purpose of Title I and our Parent and Family Engagement Policy. A paper copy of the Parent and Family Engagement Policy was also disseminated to all families and returned back to campus. We have several tentative parent meetings and programs for parents to engage in throughout the year.

3.2: Offer flexible number of parent involvement meetings

With collaboration from our 21st Century Program, our campus provides several opportunities for parent to engage in such as Meet the Teacher, Field Day, Family Week, Literacy Night, Science Night, and Open House. We also offer ESL adult classes in the evening through our 21st Century Program.

Title I Personnel

Name	Position	Program	FTE
Derrick Greene	Behavior Specialist	Title 1	1
Katrena Booth	Reading Instructional Support Specialist	Title 1	1
Michelle Luevano	Social Worker	ESSER	.5
Tanisha Robinson	Math Instructional Support Specialist	Title 1	1

Core Metrics	Sub Metrics			Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2022 Summative Goal	2022 Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters			All	All	Reading	Approaches	STAAR	63	67	95	District Created Benchmark	67		District Created Benchmark	70	51	73	
				All	All	Reading	Meets	STAAR	32	29	95	District Created Benchmark	29		District Created Benchmark	32	21	35	
				All	All	Reading	Masters	STAAR	16	15	95	District Created Benchmark	15		District Created Benchmark	18	7	21	
				All	All	Mathematics	Approaches	STAAR	66	65	95	District Created Benchmark	65		District Created Benchmark	68	52	71	
				All	All	Mathematics	Meets	STAAR	38	35	95	District Created Benchmark	35		District Created Benchmark	38	25	41	
				All	All	Mathematics	Masters	STAAR	22	20	95	District Created Benchmark	20		District Created Benchmark	23	14	26	
				All	All	Science	Approaches	STAAR		34	95	District Created Benchmark	34		District Created Benchmark	37	53	40	
				All	All	Science	Meets	STAAR		17	95	District Created Benchmark	17		District Created Benchmark	20	12	23	
				All	All	Science	Masters	STAAR		9	95	District Created Benchmark	9		District Created Benchmark	12	7	15	
				All	All	Writing	Approaches	STAAR	58	43	95	District Created Benchmark	0		District Created Benchmark	0	0		
				All	All	Writing	Meets	STAAR	29	27	95	District Created Benchmark	0		District Created Benchmark	0	0		
				All	All	Writing	Masters	STAAR	13	2	95	District Created Benchmark	0		District Created Benchmark	0	0		
2. Domain 3	Focus 1	Academic Growth Status		All	African American	Mathematics	NA	STAAR	51	57	95	District Created Benchmark	40		Released STAAR	50	67	70	
	Focus 2	Academic Growth Status		All	African American	Reading	NA	STAAR	63	67	95	District Created Benchmark	45		Released STAAR	55	52	70	

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 ● 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
8. Parental Involvement 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.	TEC 11.253(d)(9) Title I Program Guide	Coordinator of Stakeholder Involvement	CISD Parent & Family Engagement Plan

9. Coordinated Health Program
  ● 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
	TEC 11.253(d)
	Board Policy FFA(Local)
		Executive Director of Operations
		
		Chief of Student Services
		
		Coordinator of Health Services
		
		SHAC Committee
			District Improvement Plan Strategies
			
			CISD Health Webpage
			
			Coordinated School Health Info

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION

10. Student Welfare: Crisis Intervention Programs & Training
• District Program(s) selected from a list provided by TDSHS
in coordination with TEA and the ESCs on these topics:
  o Mental health promotion and positive youth development
  o Early mental health intervention
  o Substance abuse prevention
  o Suicide prevention and suicide prevention including parent/guardian notification procedures
  o Conflict resolution programs
  o Violence prevention and intervention programs
  o Unwanted physical or verbal aggression
  o Sexual harassment
  o Harassment and dating violence
• Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
	
	Board Policy FFB(Legal)
	
	Board Policy FFH(Legal)
	
	Board Policy DMA(Legal)
		Executive Director of Professional Development and Social Emotional Learning
		
		Director of Counseling
		
		Chief of Student Services
			CISD Guidance & Counseling Webpage
			
			Suicide Awareness & Prevention
			
			CISD Professional Learning Department Webpage
			
			FFI (Local)
			
			FFH (Local)

11. Campus Decision-Making and Planning Policies • Evaluation – at least every two years	TEC 11.251 TEC 11.252(d) TEC 11.253 Board Policy BQA(Local) Board Policy BQB(Local)	Principal Supervisors Campus Principals Campus Performance Objectives Committee (CPOC)	Targeted Improvement Plans - Committees

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.

☆ISD

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 21st 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.