

**Crowley Independent School District**  
**Summer Creek Middle School - TIP**  
**2021-2022 Targeted Improvement Plan**

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

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

# Assurances

## DCSI/Grant Coordinator

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

**Signature:**

## Principal Supervisor

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

**Signature:**

## Principal

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

**Signature:**

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# Data Analysis

## Domain 1

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

In order to achieve a B rating, our campus must meet the following targets in Math on STAAR in 2022.

6th Math- 80% approaches, 50% meets, and 22% masters

7th Math- 50% approaches, 15% meets, and 6% masters

8th Math- 82% approaches, 45% meets, and 10% masters

Algebra 1- 94% approaches, 65% meets, and 35% masters

## 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 focus will be on Domain 2A and academic progress. We know due to the pandemic that a lot of our students are behind, many of them were behind prior to the pandemic and fell further behind as a result. Our goal is for each of our students to make progress in the area of math, the place where we saw students struggle the most in the past 2 years. Our goal is for 90% of the students to meet or exceed progress in Math.

## 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.**

53% of Economically Disadvantaged students will make approaches or better on the 2022 STAAR exam, across all tests. Achieving this would result in an overall accountability rating of a B.

Economically disadvantaged students who were near progress measures on Winter Benchmark (from CoPilot) are in intervention groups, reading & math labs, etc. This is giving them specific intervention (Tier II and III instruction) in math or reading.

## 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?**

We have implemented a thorough instructional plan (Tier I) and intervention plan (Tier II and III) that includes our African American and Economically Disadvantaged populations. This includes intervention after school and Saturdays, intervention during advisory, and small group pullouts.

**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: Not Yet Started**

**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: Beginning Implementation**

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

**Implementation Level: Partial Implementation**



# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** We did not meet all targets on the goal tree for Math after cycle 1. We know areas that students are struggling and how we can improve T1 instruction as well as intervention to continue to make progress toward goals.

### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Quality instruction ensures that teachers know if students have accomplished the objective that has been outlined for them for the day and that the objective outlined is aligned in rigor and task with the TEK.

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

**How will you build capacity in this Essential Action?** PDSA cycle in conjunction with the TXNSI network that focuses on collecting data on quality exit tickets and alignment of the objective. Data will be collected, discussion and professional development will occur in PLC and then adjustments will be made and data will be collected again in 4 week cycles.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Start with instructional leaders and analysis on current checks for understanding. The team will study the importance of alignment of objectives and quality instruction with assistance from TXNSI and then discussion will occur in PLC's and data collected by the administrative team. The campus instructional team already knows alignment and checks for understanding are a big focus and we will build the data collection cycle off of that.

**Desired Annual Outcome:** Increase in quality of checks for understanding and exit tickets so that teachers have an accurate picture of where students are currently and where they need to work to accomplish objectives.

**District Commitment Theory of Action:** Collaborate with principal supervisory and related central administration.

**Desired 90-day Outcome:** None

**District Actions:** None

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

**Why or why not?:** Training for focused Note Taking and walkthroughs occurred, need to continue to work examples and follow up training in monthly instructional focus meetings.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> All teachers will be trained in the AVID strategy of the Five Phases of Focused notes in order to increase rigor, retention of information, and student responsibility of learning.</p> <p><b>Evidence Used to Determine Progress:</b> Campus Admin will look for evidence of Focused Notes a minimum of 1x per week in Lesson Plans. Campus Administration will give feedback on the completion of the 5 phases with walkthrough data.</p> <p><b>Person(s) Responsible:</b> Campus Administration, AVID Coordinator, AVID trainer, Campus Teachers</p> <p><b>Resources Needed:</b> Funding for AVID training- paid for by district AVID budget</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Title I Components:</b> 2.5, 2.6 - <b>Start Date:</b> August 5, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> None</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Need to follow up walkthroughs and supplemental review training to ensure all understand all 5 phases of note taking process.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Teachers will work in collaborative PLC's using micro-teach and a collaborative protocol to ensure high levels of engagement rigor occurring in every classroom.</p> <p><b>Evidence Used to Determine Progress:</b> PLC protocol notes, Instructional Leadership Meeting Discussions, PLC walkthroughs</p> <p><b>Person(s) Responsible:</b> Campus Administration, Instructional Support Specialists (Math and Reading) and Department Heads (SS and Science)</p> <p><b>Resources Needed:</b> Allocated common planning time (PLC), Time of Instructional Leadership to discuss and plan for improvement.</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.5, 2.6 - <b>Start Date:</b> August 5, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 22, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue working this, PLC's making progress but it is taking time.</p>

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

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

**Cycle 1 - (Sept – Nov)**

**2. Essential Action 5.3: Data-driven instruction.**

**Implementation Level:** Partial Implementation

**Rationale:** In order for students and staff to be motivated to make progress, we must set goals and monitor progress toward those. Students and teachers should have collaborative data meetings in order to determine and monitor goals together.

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

**How will you build capacity in this Essential Action?** Teachers will learn and model using district-developed, Lead4Ward and School City data meeting resources to plan for goals and have a place to monitor those. Goal measures will be pulled out of CoPilot by a department administrator who will be trained in pulling these resources. The campus will plan incentive trip for students that meet those goals.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This goal-setting process will be established by the instructional leadership team including the department head and the Instructional Support Specialists. This will then be rolled out to teachers and modeled during PLC's.

**Desired Annual Outcome:** 90% of students will meet or exceed progress on the 2022 STAAR test in math and reading.

**District Commitment Theory of Action:** District Goals- Thriving students, empowered staff

**Desired 90-day Outcome:** None

**District Actions:** None

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

**Why or why not?:** Need to continue to work on these action steps to ensure implementation with fidelity continues.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> All Math and Reading teachers will know and track student progress goals on the Virtual Data wall and plan specific TEK targeted intervention after each assessment based on this data.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agenda and notes, Virtual Data Wall assessments entered, Evidence of Progress on Data Wall</p> <p><b>Person(s) Responsible:</b> Math and Reading ISS, Math and Reading Teachers, Math and Reading Campus Admin</p> <p><b>Resources Needed:</b> Virtual Data wall, PLC time</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.5, 2.6 - <b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> October 8, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to work on this with upcoming assessments. Cyclical process.</p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus Math and Reading Interventionists use MAPS data as well as previous year STAAR performance to determine students that need additional intervention to meet or exceed progress.</p> <p><b>Evidence Used to Determine Progress:</b> Interventionist will give teacher made assessment targeted toward specific TEKS, MAPS MOY Data</p> <p><b>Person(s) Responsible:</b> Campus Interventionists, Math and Reading ISS, Campus Administration</p> <p><b>Resources Needed:</b> Interventionist, MAPS</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.4, 2.5, 2.6 - <b>Start Date:</b> September 17, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to work to adjust groups as students make progress and move on to a new group of students for targeted intervention.</p>

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

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

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** Yes- made significant progress. Still room for growth in action areas but we know what we need to do to achieve.

### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Quality instruction ensures that teachers know if students have accomplished the objective that has been outlined for them for the day and that the objective outlined is aligned in rigor and task with the TEK.

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

**How will you build capacity in this Essential Action?** PDSA cycle in conjunction with the TXNSI network that focuses on collecting data on quality exit tickets and alignment of the objective. Data will be collected, discussion and professional development will occur in PLC and then adjustments will be made and data will be collected again in 4 week cycles.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Start with instructional leaders and analysis on current checks for understanding. The team will study the importance of alignment of objectives and quality instruction with assistance from TXNSI and then discussion will occur in PLC's and data collected by the administrative team. The campus instructional team already knows alignment and checks for understanding are a big focus and we will build the data collection cycle off of that.

**Desired Annual Outcome:** Increase in quality of checks for understanding and exit tickets so that teachers have an accurate picture of where students are currently and where they need to work to accomplish objectives.

**District Commitment Theory of Action:** Collaborate with principal supervisory and related central administration.

**Desired 90-day Outcome:** None

**District Actions:** None

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

**Why or why not?:** We need to continue to work on these strategies to continuously make gains on T1 instruction.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will work in collaborative PLC's using micro-teach and a collaborative protocol to ensure high levels of engagement rigor occurring in every classroom.</p> <p><b>Evidence Used to Determine Progress:</b> PLC protocol notes, Instructional Leadership Meeting Discussions, PLC walkthroughs</p> <p><b>Person(s) Responsible:</b> Allocated common planning time (PLC), Time of Instructional Leadership to discuss and plan for improvement.</p> <p><b>Resources Needed:</b> Allocated common planning time (PLC), Time of Instructional Leadership to discuss and plan for improvement.</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.4, 2.5, 2.6 - <b>Start Date:</b> November 1, 2021 - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> December 17, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continued improvement and teachers beginning to embrace the micro teach to improve instruction across departments.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus Administration and Instructional Leadership team members will do targeted weekly walkthroughs with specific coaching requirements to increase teacher capacity. Specifically targeting 1st year teachers and those not meeting Proficient TTESS expectations.</p> <p><b>Evidence Used to Determine Progress:</b> Walkthrough Data, Coaching Conversation notes</p> <p><b>Person(s) Responsible:</b> Campus Administration, ISS</p> <p><b>Resources Needed:</b> Strive to submit walkthroughs, coaching protocol, campus admin and ISS blocked time</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.4, 2.5, 2.6 - <b>Start Date:</b> September 17, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 17, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Walkthroughs occurring on a regular basis, need to improve accountability to the coaching cycle.</p>

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

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

**Cycle 2 - (Dec – Feb)**

**2. Essential Action 5.3: Data-driven instruction.**

**Implementation Level:** Partial Implementation

**Rationale:** In order for students and staff to be motivated to make progress, we must set goals and monitor progress toward those. Students and teachers should have collaborative data meetings in order to determine and monitor goals together.

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

**How will you build capacity in this Essential Action?** Teachers will learn and model using district-developed, Lead4Ward and School City data meeting resources to plan for goals and have a place to monitor those. Goal measures will be pulled out of CoPilot by a department administrator who will be trained in pulling these resources. The campus will plan incentive trip for students that meet those goals.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This goal-setting process will be established by the instructional leadership team including the department head and the Instructional Support Specialists. This will then be rolled out to teachers and modeled during PLC's.

**Desired Annual Outcome:** 90% of students will meet or exceed progress on the 2022 STAAR test in math and reading.

**District Commitment Theory of Action:** District Goals- Thriving students, empowered staff

**Desired 90-day Outcome:** None

**District Actions:** None

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

**Why or why not?:** Teachers and interventionists are making progress with students by using data to track targeted intervention and T1 instruction.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> All Math and Reading teachers will know and track student progress goals on the Virtual Data wall and plan specific TEK targeted intervention after each assessment based on this data.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agenda and notes, Virtual Data Wall assessments entered, Evidence of Progress on Data Wall</p> <p><b>Person(s) Responsible:</b> Math and Reading ISS, Math and Reading Teachers, Math and Reading Campus Admin</p> <p><b>Resources Needed:</b> Virtual Data wall, PLC time</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.4, 2.5, 2.6 - <b>Start Date:</b> September 17, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> December 17, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Teachers allotted time to enter and discuss progress data for their students in during PLC's and professional development.</p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus Math and Reading Interventionists use MAPS data as well as previous year STAAR performance to determine students that need additional intervention to meet or exceed progress.</p> <p><b>Evidence Used to Determine Progress:</b> Interventionist will give teacher made assessment targeted toward specific TEKS, MAPS MOY Data</p> <p><b>Person(s) Responsible:</b> Campus Interventionists, Math and Reading ISS, Campus Administration</p> <p><b>Resources Needed:</b> Interventionist, MAPS data</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.4, 2.5, 2.6 - <b>Start Date:</b> September 17, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> December 17, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Interventions occurring, will use MOY MAPS data done in January to look at the progress of each student.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Students will participate in a minimum of 45 minutes of individualized targeted instruction using DreamBox for Math and Waggle/Zinc for ELAR.</p> <p><b>Evidence Used to Determine Progress:</b> Participation Reports, Advisory Walkthroughs</p> <p><b>Person(s) Responsible:</b> Campus Administration, Math and Reading ISS</p> <p><b>Resources Needed:</b> Online learning platforms, advisory time</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.4, 2.5, 2.6 - <b>Start Date:</b> September 17, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 17, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Not all teachers implementing with fidelity, need to work on incentives and accountability for teachers.</p>

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

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



### Cycle 3 - (Mar – May)

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

#### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Quality instruction ensures that teachers know if students have accomplished the objective that has been outlined for them for the day and that the objective outlined is aligned in rigor and task with the TEK.

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

**How will you build capacity in this Essential Action?** PDSA cycle in conjunction with the TXNSI network that focuses on collecting data on quality exit tickets and alignment of the objective. Data will be collected, discussion and professional development will occur in PLC and then adjustments will be made and data will be collected again in 4 week cycles.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Start with instructional leaders and analysis on current checks for understanding. The team will study the importance of alignment of objectives and quality instruction with assistance from TXNSI and then discussion will occur in PLC's and data collected by the administrative team. The campus instructional team already knows alignment and checks for understanding are a big focus and we will build the data collection cycle off of that.

**Desired Annual Outcome:** Increase in quality of checks for understanding and exit tickets so that teachers have an accurate picture of where students are currently and where they need to work to accomplish objectives.

**District Commitment Theory of Action:** Collaborate with principal supervisory and related central administration.

**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
<p><b>Action Step 1:</b> Teachers will work in collaborative PLC's using micro-teach and a collaborative protocol to ensure high levels of engagement rigor occurring in every classroom.</p> <p><b>Evidence Used to Determine Progress:</b> PLC protocol notes, Instructional Leadership Meeting Discussions, PLC walkthroughs</p> <p><b>Person(s) Responsible:</b> Allocated common planning time (PLC), Time of Instructional Leadership to discuss and plan for improvement.</p> <p><b>Resources Needed:</b> Allocated common planning time (PLC), Time of Instructional Leadership to discuss and plan for improvement.</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Title I Components:</b> 2.4, 2.5, 2.6 - <b>Start Date:</b> November 1, 2021 - <b>Frequency:</b> None - <b>Evidence Collection Date:</b> December 17, 2021</p>	<p><b>Progress toward Action Steps:</b></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?:** None

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

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Rationale:** In order for students and staff to be motivated to make progress, we must set goals and monitor progress toward those. Students and teachers should have collaborative data meetings in order to determine and monitor goals together.

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

**How will you build capacity in this Essential Action?** Teachers will learn and model using district-developed, Lead4Ward and School City data meeting resources to plan for goals and have a place to monitor those. Goal measures will be pulled out of CoPilot by a department administrator who will be trained in pulling these resources. The campus will plan incentive trip for students that meet those goals.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This goal-setting process will be established by the instructional leadership team including the department head and the Instructional Support Specialists. This will then be rolled out to teachers and modeled during PLC's.

**Desired Annual Outcome:** 90% of students will meet or exceed progress on the 2022 STAAR test in math and reading.

**District Commitment Theory of Action:** District Goals- Thriving students, empowered staff

**Desired 90-day Outcome:** None

**District Actions:** None

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

**Why or why not?:** None

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

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

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

**Cycle 4 - (Jun – Aug)**

# Title I Components

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Data shows us that we have students that are one or more grade levels behind in Math. In 2020, 25% of our Black, Latinx and Low Income students were on track to meet standard on the 8th Grade Math STAAR. As a campus, we must conduct effective targeted interventions in math to ensure all of our students, especially groups of underperforming students, are on track to meet standard in 8th-grade math. We must start these interventions at the 8th-grade level, but also in 6th and 7th to help them be on track to master 8th-grade content and be prepared for Algebra 1.

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

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

The SCMS campus plan was developed after a needs assessment which included representation from members of each department, campus leadership, students, and other staff. Additionally feedback, resources, and data from the TXNSI initiative that our campus participates in have been included in the development of this plan.

### 2.2: Regular monitoring and revision

The plan will be evaluated and discussed in leadership meetings at the beginning of each data cycle to determine areas of progress as well as areas that need to be reevaluated or adjusted.

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

This campus plan is written in an understandable language and will be distributed to parents and made available on our website post board approval.

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

Our campus PLC's focus weekly on quality Tier 1 instruction, data disaggregation and analysis, and planning for improvement to ensure quality grade-level instruction and intervention are occurring in all content areas. We monitor data toward success in our district common assessments. We are also using data from the TXNSI initiative to ensure that goal setting and data monitoring are occurring in the areas of attendance and behavior. We know that time spent in class and engaged greatly influences achievement. For our

students that struggle with on-level standards, we will provide intervention in small groups with both campus-based professionals as well as outside intervention specialists. Instruction for all students will continue on grade level with intervention added when deemed necessary based on multiple data sources.

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

Students have a minimum of 45 minutes in each content area daily. The campus focus on limiting disruption of instruction to the maximum extent possible. Additional instruction time will be added on Saturdays and after school for those participating in the targeted intervention.

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

The campus will monitor attendance, discipline placements, and progress on assessments to determine at-risk students in need of additional intervention. We will implement mentoring programs, case management systems and targeted intervention groups to ensure the success of our at-risk population. Our goal is that no student falls through the cracks because we are providing resources and interventions that place a safety net to catch those that have additional needs.

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

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

The Parent Engagement Policy was discussed at our back-to-school parent meeting in October with both our virtual and in-person learning groups. This policy was emailed to all parents in October of 2021.

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

Due to the nature of in-person meetings and social distancing, our campus moved to virtual meetings with multiple opportunities for parents to join in depending on schedule as well as sending out and posting all recordings of meetings upon completion. We have seen a vast increase in parent participation because they are able to join in to zoom meetings from their phone from wherever they are. We have received very positive feedback from parents on virtual meetings and will continue to have those as needed throughout the remainder of the year.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danielle Knox	Math Instructional Support Specialist		1

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	76	58	92	District Created Benchmark	61	45	District Created Benchmark	64	59	67	
			All	All	Reading	Meets	STAAR	47	34	92	District Created Benchmark	36	16	District Created Benchmark	38	27	39	
			All	All	Reading	Masters	STAAR	26	16	92	District Created Benchmark	18	4	District Created Benchmark	20	13	21	
			All	All	Mathematics	Approaches	STAAR	71	54	92	District Created Benchmark	60	72	District Created Benchmark	64	65	68	
			All	All	Mathematics	Meets	STAAR	32	28	92	District Created Benchmark	30	46	District Created Benchmark	32	31	33	
			All	All	Mathematics	Masters	STAAR	10	12	92	District Created Benchmark	12	19	District Created Benchmark	13	8	14	
			All	All	Science	Approaches	STAAR	78	64	92	District Created Benchmark	69	68	District Created Benchmark	73	72	78	
			All	All	Science	Meets	STAAR	41	46	92	District Created Benchmark	46	48	District Created Benchmark	46	54	46	
			All	All	Science	Masters	STAAR	14	27	92	District Created Benchmark	27	34	District Created Benchmark	27	27	27	
			All	All	Writing	Approaches	STAAR	67	100	100	District Created Benchmark	100	100	District Created Benchmark	100	100		
			All	All	Writing	Meets	STAAR	37	100	100	District Created Benchmark	100	100	District Created Benchmark	100	100		
			All	All	Writing	Masters	STAAR	14	100	100	District Created Benchmark	100	100	District Created Benchmark	100	100		
			All	All	Social Studies	Approaches	STAAR	58	54	92	District Created Benchmark	56	73	District Created Benchmark	58	58	60	
			All	All	Social Studies	Meets	STAAR	26	26	92	District Created Benchmark	26	44	District Created Benchmark	27	24	28	
			All	All	Social Studies	Masters	STAAR	14	13	92	District Created Benchmark	13	22	District Created Benchmark	14	9	15	
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	24	21	92	District Created Benchmark	25	14	District Created Benchmark	30	16	36	
	Focus 2	Academic Achievement	All	African American	Mathematics	NA	STAAR	21	17	92	District Created Benchmark	23	12	District Created Benchmark	28	14	31	



# 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.