

Crowley Independent School District
Dallas Park 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.

Dallas Park Elementary's performance goal is focused on improving reading skills across all grade levels as we know that these skills are necessary across all subjects and will therefore positively impact our overall Accountability Rating.

Domain 2A or 2B

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

We will focus on 2A--Academic Growth. It is our goal that every student make at least one year's growth in reading. Considering the significant learning loss experienced due to the pandemic, it will be critical that each and every student gain one year's worth of academic knowledge each year that they are in school.

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.

By focusing on the All Students and African-American student groups our overall Accountability Rating will be impacted. Our goal is for All Students to meet the federal target of 44% from 41% in 2019 and 32% African-American from 28% in 2019.

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?

Dallas Park Elementary's performance goal is focused on improving reading skills across all grade levels as we know that these skills are necessary across all subjects and will therefore positively impact our overall Accountability Rating. Groups of focus are the All Students and African American students as academic achievement performance has been 3%-4% below the federal target for the last three years.

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

The academic achievement performance of All Students and African American students has remained below federal targets between 3%-4% for the last three years. Focusing on these student groups will have a positive impact on our overall accountability rating and set students on an upward trajectory for future success.

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: Beginning Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Essential Action : Data-driven instruction.

Implementation Level: Beginning Implementation

Cycles

Cycle 1 - (Sept – Nov)

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

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Rationale: Our district motto is "Tier 1 High Quality Instruction" with an emphasis on bite sized, aligned, and measurable daily learning targets. The expectation is for teachers to create exit tickets that are aligned to learning targets.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will utilize professional learning communities meeting to craft high quality learning targets and meaningful exit tickets. We will conduct professional learning development on formative assessments. The professional development session will be conducted by Sandy Snow and Associates. We will conduct Rigor Training with all teachers during the fall semester.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share research with teachers during PLC that speak to students performing at a higher rate of success when the learning objective is clearly communicated and understood.

Desired Annual Outcome: In 100% of classrooms, the teachers will frame the lesson with measurable daily learning targets and high-quality, rigorous exit tickets.

District Commitment Theory of Action: District policies support the effective use of standards-aligned , high quality instructional materials and assessments.

Desired 90-day Outcome: 100% of teachers will be able to create daily bite-sized learning targets and meaningful exit tickets.

District Actions: C & I has provided professional development for teachers on creating learning targets and exit tickets.

Did you achieve your 90 day outcome?: No

Why or why not?: Our goal was 100% of teachers framing the lesson with measurable daily learning targets and high-quality exit tickets. However several teachers have been identified as needing additional support provided by campus instructional support specialist.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Challenges: Teachers will need to unpack TEKS into manageable, bite-sized learning targets that can be taught in one lesson; formative assessment is aligned to learning target.

What specific action steps address these challenges?: Campus will provide Rigor and Formative Assessment Training.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Due to inconsistency in the past school years students have larger learning gaps. Therefore we need an effective progress monitoring system for identifying and supporting struggling learners. There is a need for students to learn how to set SMART goals and track their progress. These goals will be visible, continuously reviewed by teacher and student, and celebrated in classrooms.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through a cycle of continuous improvement teachers will analyze student performance through use of data reflection guides and quick checks. This reflection will increase content knowledge of how to impact student learning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During on campus professional development opportunities teachers will engage in discussions regarding Hattie's Effects. In addition, scheduled RTI meetings, SST meetings as necessary, and weekly PLC meetings will be conducted to monitor student progress toward goals.

Desired Annual Outcome: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting.

District Commitment Theory of Action: The district has effective systems for identifying and supporting struggling learners.

Desired 90-day Outcome: Teachers will set goals with students and create a classroom data wall that will be a visual support to students as they work towards accomplishing their personal academic goal.

District Actions: Implementation of RtI system in Frontline.

Did you achieve your 90 day outcome?: Yes

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Challenges: Significant number of students experiencing learning loss therefore many will require tier 2 or tier 3 interventions; number of staff needed to provide intervention.

What specific action steps address these challenges?: Create a zero period intervention schedule; provide after-school tutorials; utilize blended learning options to provide targeted intervention during instructional day.

Cycle 2 - (Dec – Feb)

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

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Rationale: Our district motto is "Tier 1 High Quality Instruction" with an emphasis on bite sized, aligned, and measurable daily learning targets. The expectation is for teachers to create exit tickets that are aligned to learning targets.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will utilize professional learning communities meeting to craft high quality learning targets and meaningful exit tickets. We will conduct professional learning development on formative assessments. The professional development session will be conducted by Sandy Snow and Associates. We will conduct Rigor Training with all teachers during the fall semester.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share research with teachers during PLC that speak to students performing at a higher rate of success when the learning objective is clearly communicated and understood.

Desired Annual Outcome: In 100% of classrooms, the teachers will frame the lesson with measurable daily learning targets and high-quality, rigorous exit tickets.

District Commitment Theory of Action: District policies support the effective use of standards-aligned , high quality instructional materials and assessments.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Due to inconsistency in the past school years students have larger learning gaps. Therefore we need an effective progress monitoring system for identifying and supporting struggling learners. There is a need for students to learn how to set SMART goals and track their progress. These goals will be visible, continuously reviewed by teacher and student, and celebrated in classrooms.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through a cycle of continuous improvement teachers will analyze student performance through use of data reflection guides and quick checks. This reflection will increase content knowledge of how to impact student learning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During on campus professional development opportunities teachers will engage in discussions regarding Hattie's Effects. In addition, scheduled RTI meetings, SST meetings as necessary, and weekly PLC meetings will be conducted to monitor student progress toward goals.

Desired Annual Outcome: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting.

District Commitment Theory of Action: The district has effective systems for identifying and supporting struggling learners.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Rationale: Our district motto is "Tier 1 High Quality Instruction" with an emphasis on bite sized, aligned, and measurable daily learning targets. The expectation is for teachers to create exit tickets that are aligned to learning targets.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will utilize professional learning communities meeting to craft high quality learning targets and meaningful exit tickets. We will conduct professional learning development on formative assessments. The professional development session will be conducted by Sandy Snow and Associates. We will conduct Rigor Training with all teachers during the fall semester.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share research with teachers during PLC that speak to students performing at a higher rate of success when the learning objective is clearly communicated and understood.

Desired Annual Outcome: In 100% of classrooms, the teachers will frame the lesson with measurable daily learning targets and high-quality, rigorous exit tickets.

District Commitment Theory of Action: District policies support the effective use of standards-aligned , high quality instructional materials and assessments.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Due to inconsistency in the past school years students have larger learning gaps. Therefore we need an effective progress monitoring system for identifying and supporting struggling learners. There is a need for students to learn how to set SMART goals and track their progress. These goals will be visible, continuously reviewed by teacher and student, and celebrated in classrooms.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through a cycle of continuous improvement teachers will analyze student performance through use of data reflection guides and quick checks. This reflection will increase content knowledge of how to impact student learning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During on campus professional development opportunities teachers will engage in discussions regarding Hattie's Effects. In addition, scheduled RTI meetings, SST meetings as necessary, and weekly PLC meetings will be conducted to monitor student progress toward goals.

Desired Annual Outcome: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting.

District Commitment Theory of Action: The district has effective systems for identifying and supporting struggling learners.

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

Based on student performance data and teacher observation/walk through our efforts on improvement will be on the following:

- Student growth to increase overall Domain 2A score
- High Quality Tier I instruction
- Data driven instruction
- Response to Intervention
- Progress monitoring
- Small group instruction
- Hands-on student engagement
- Montessori program development/implementation

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Dallas Park's CIP will be collaboratively developed with stakeholders. Parents will have an opportunity to provide input throughout the year through the following activities/meetings:

- CPOC Meetings
- Parent-teacher conferences
- Back-to-School Night
- Goals Night
- Annual parent conference day
- Parent surveys
- Newsletters, memos, and other forms of communications.

2.2: Regular monitoring and revision

Dallas Park will engage in the following monitoring practices:

- Weekly PLC's
- Monitoring Quick Check Data
- Faculty meetings
- Monthly CPOC meetings
- Grade level planning
- District wide HAT & VAT planning

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

Dallas Park will share communication with stakeholders in the following ways to ensure an understandable format and language:

- Share information via an electronic format that offers translating options
- Ensure information is reviewed for content and readability prior to sending
- Share newsletters, brochures, parent involvement opportunity flyers, and other communications through the student, the mail, and online.

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. We implement a rapid and responsive intervention system to monitor the progress of all students throughout the year and provide targeted and individualized interventions. Tutoring will be imbedded into the school day and will be offered after school.

2.5: Increased learning time and well-rounded education

Maximizing instruction time is important at Dallas Park. The master schedule is unique in the fact that while meeting the requirements for content area instructional minutes, it also includes time for Intervention/Enrichment for each grade level. The schedule was also developed to maximize Tier I instruction time, with few interruptions/pullouts. Staff understand the methods of matching appropriate student goals with targeted interventions and progress monitoring. Therefore, if possible, the majority of student pull-outs occur outside of core content instruction time to ensure students do not miss important content related to the daily objectives. Support personnel are utilized to provide push-in support for struggling students during the instructional day.

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

As a campus here at Dallas Park we strive to become more culturally aware and want to provide more cultural pedagogy into our best practices. Teachers will address students' social and emotional needs through the use of Character Strong lessons.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Dallas Park involves parents in development and implementation of Parental Involvement Policy and related activities by:

- Inviting all parents of Title I students to attend the annual parent meeting
- Parents will be encouraged to attend.
- Inform parents of the following:
 - District wide Parental Involvement Policy, School Parental Involvement Policy, School-Parent Compact, Title I Program Requirements and Components, Parent Involvement Activities
- The Parental Involvement Policy and School-Parent Compact was also distributed via electronic platforms.

3.2: Offer flexible number of parent involvement meetings

At Dallas Park we will continue to provide parents with ample opportunities to be engaged and supportive of their child's education in the following ways:

- Offer in-person or virtual meetings
- Provide various meeting options throughout the day
- Teacher/parent conferences
- Parent workshops
- Informational meetings
- Extra-curricular school wide events (field day, career day etc.)

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	75	80	85	District Created Benchmark	65		Released STAAR	68		71	
			All	All	Reading	Meets	STAAR	41	44	85	District Created Benchmark	35		Released STAAR	38		41	
			All	All	Reading	Masters	STAAR	23	25	85	District Created Benchmark	5		Released STAAR	8		11	
			All	All	Mathematics	Approaches	STAAR	77	82	100	District Created Benchmark	72		Released STAAR	66		71	
			All	All	Mathematics	Meets	STAAR	45	48	100	District Created Benchmark	60		Released STAAR	54		41	
			All	All	Mathematics	Masters	STAAR	25	27	100	District Created Benchmark	29		Released STAAR	23		11	
			All	All	Science	Approaches	STAAR		62	100	District Created Benchmark	65		Released STAAR	70		75	
			All	All	Science	Meets	STAAR		31	100	District Created Benchmark	32		Released STAAR	37		45	
			All	All	Science	Masters	STAAR		13	100	District Created Benchmark	19		Released STAAR	24		29	
			All	All	Writing	Approaches	STAAR	54	51	100	District Created Benchmark	0		Released STAAR	0			
			All	All	Writing	Meets	STAAR	25	22	100	District Created Benchmark	0		Released STAAR	0			
			All	All	Writing	Masters	STAAR	4	5	100	District Created Benchmark	0		Released STAAR	0			
2. Domain 3	Focus 1	Academic Achievement	All	All Students	Reading	NA	STAAR	41	39	85	District Created Benchmark	26		Released STAAR	35		32	
	Focus 2	Academic Achievement	All	All Students	Mathematics	NA	STAAR	45	34	85	District Created Benchmark	60		Released STAAR	65		66	

Addendums

CAMPUS COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. Dropout Prevention	TEC 11.252	Director of Counseling Principal, Crowley Learning Center	CISD Response Intervention Webpage BQA (Legal) and BQB (Legal) Dropout Process Information
5. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Chief of Staff and Governance	District Improvement Plan Strategies
6. Staff development for professional staff	TEC 11.252(3)(F)	Executive Director of Professional Development and Social Emotional Learning	CISD Professional Learning Department Webpage
7. Attendance Crowley ISD has implemented School Innovations & Achievement's (SA&I) Attention2Attendance program, which is an award-winning early warning and attendance intervention system designed to increase learning time for all students and improve site and parent relationships. It helps remove administrative burden from staff and enhance school culture and climate.	TEC 11.253(d)(10)(c)	Chief of Student Services	Attention2Attendance Program Information

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<p>8. Parental Involvement</p> <p>All school activities will give proper consideration to the involvement of families. Each school has a Campus Performance Objectives Committee (CPOC) consisting of parents, teachers, administrators, community members and other school staff. The committee will meet regularly and annually update the Campus Parent and Family Engagement Plan. The goal is to have parents play a vital role in decision making regarding the Title I program.</p>	<p>TEC 11.253(d)(9)</p> <p>Title I Program Guide</p>	<p>Coordinator of Stakeholder Involvement</p>	<p>CISD Parent & Family Engagement Plan</p>
<p>9. Coordinated Health Program</p> <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	<p>TEC 11.253(d)</p> <p>Board Policy FFA(Local)</p>	<p>Executive Director of Operations</p> <p>Chief of Student Services</p> <p>Coordinator of Health Services</p> <p>SHAC Committee</p>	<p>District Improvement Plan Strategies</p> <p>CISD Health Webpage</p> <p>Coordinated School Health Info</p>

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<p>10. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Mental health promotion and positive youth development ○ Early mental health intervention ○ Substance abuse prevention ○ Suicide prevention and suicide prevention including parent/guardian notification procedures ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence ● Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy FFH(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Executive Director of Professional Development and Social Emotional Learning</p> <p>Director of Counseling</p> <p>Chief of Student Services</p>	<p>CISD Guidance & Counseling Webpage</p> <p>Suicide Awareness & Prevention</p> <p>CISD Professional Learning Department Webpage</p> <p>FFI (Local)</p> <p>FFH (Local)</p>
<p>11. Campus Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> ● Evaluation – at least every two years 	<p>TEC 11.251</p> <p>TEC 11.252(d)</p> <p>TEC 11.253</p> <p>Board Policy BQA(Local)</p> <p>Board Policy BQB(Local)</p>	<p>Principal Supervisors</p> <p>Campus Principals</p> <p>Campus Performance Objectives Committee (CPOC)</p>	<p>Targeted Improvement Plans - Committees</p>

Addendum to the 2021-22 District/Campus Improvement Plans

COORDINATED SCHOOL HEALTH

- Annual fitness assessment
- Health and wellness education for students
- Nutritional monthly emphasis on fruits and vegetables
- Healthy for Life quarterly newsletter for students, staff and community
- American Heart Association wellness program for staff

DROPOUT PROCESS

1. Students who withdraw from a campus must complete a Withdrawal Form which indicates the date of withdrawal, the reason for withdrawal, destination, and is signed by the parent or guardian.
2. Identification lists of potential dropouts will be sent by the PEIMS Department to the campuses near the beginning of each school year.
3. Each student on the list will be located and documentation will be verified by campus officials.
4. Students in danger of not graduating and those who have completed required coursework but not the required state assessments will receive appropriate Dropout Prevention counseling and develop a personal graduation plan which may include interventions, accelerated instruction, or Bridges Academy.

EMERGENCY PREPAREDNESS DRILLS

Ensure all campuses are in 100% compliance as measured by the emergency preparedness drill documentation form.

1. Each campus schedules drills with the Coordinator for Safety & Security and documents the following drills:
 - a. Building Evacuation (Fire Drill) – at least one per month for each month school is in session 10 or more days, including one obstructed drill
 - b. Lock Down – at least two per year
 - c. Severe Weather – at least two per year
 - d. Shelter in Place – at least two per year
 - e. Reverse Evacuation – at least two per year
 - f. Other - includes Bus Evacuation Drill
2. Fire Exit Drills are recorded and submitted annually to the State Fire Marshal Subject: McKinney-

VENTO HOMELESS ASSISTANCE

- The Residency Questionnaire form within the registration will be completed by the parent/guardian and submitted to the campus who will submit to the District Homeless Liaison for verification.
- Crowley ISD guarantees that a family/student can enroll in school if residing:
 - a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program)
 - b. In a hotel/motel, or weekly-rate housing
 - c. In a house or apartment with more than one family because of economic hardship or loss
 - d. In an abandoned building or a car, at a campground, or on the street,
 - e. In a temporary foster care
 - f. In a substandard housing (no electricity, no water, and/no heat)
 - g. With friends or family because the student is a runaway or unaccompanied youth
- The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.
- The following services are made available for students identified under the McKinney Vento Act:
 - a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
 - b. John Peter Smith (JPS) Hospital School-based Clinic located on Crowley ISD Clinic

- c. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations
- d. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district
- e. Transportation provided from student's current residence back to the student's school of origin
- f. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

PREGNANCY RELATED SERVICES (PRS) PROGRAM

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:
 - a. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher and for the special education homebound student additional PRS contact hours will be provided by a certified teacher, counselor, nurse or social worker.
 - b. Counseling services including the initial session when the student discloses the pregnancy.
 - c. John Peter Smith (JPS) Hospital School-Based Health Clinic located on a Crowley ISD campus.
 - d. Health services, including services from the school nurse and certified athletic trainer.
 - e. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
 - f. Assistance obtaining services from government agencies and community service organizations.
3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

TEXAS BEHAVIOR SUPPORT INITIATIVE (TBSI)

1. Any campus personnel likely to use restraint or likely to use time-out as part of a student's Individualized Education Program and/or Behavior Intervention Plan must receive training in the Texas Behavior Support Initiative (TBSI).
2. The school staff member will complete the first six modules online prior to taking module seven, Physical Restraint. The District adopted restraint training program is Nonviolent Crisis Intervention through the Crisis Prevention Institute (CPI).
3. Before being allowed to register for CPI, the school staff member must provide evidence to the CISD Professional Development Department that they have gone through the first six modules of TBSI.
4. Campus personnel are only required to participate in the online module training one time. The physical restraint training program requires annual training.
5. Personnel called upon to use restraint and who have not received prior training must receive training in the six modules of TBSI and CPI within 30 school days following the use of restraint.
6. Each campus in the District is required to maintain a core team of an administrator, general education teacher and a special education teacher trained in TBSI and CPI.



Suicide Awareness & Prevention

In Crowley ISD steps are taken to empower students at every grade level with protective influences that decrease the likelihood of suicide. These steps are provided in a variety of methods and with age- related considerations.

The elementary and intermediate campuses utilize classroom lessons on the topics of kindness, self- confidence, communication, and perseverance. Each of these traits contribute to a healthy self and supportive relationships. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

At the middle School and high School campuses the attributes of kindness, self-confidence, communication, perseverance, and leadership are also imparted in a variety of means. In September, each campus utilizes a Suicide Prevention Week. During this week announcements are shared giving suicide awareness and prevention tools. Students are equipped with information to report concerns regarding peers, family, and themselves. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

Additionally, staff on all Crowley ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Crowley ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self -harm is screened for risk level, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.



Parent and Family Engagement Plan

Crowley ISD agrees to implement the following statutory requirements:

- Crowley ISD will put into operation programs, activities and procedures for the engagement of parents and families in all schools with Title I, Part A Programs, consistent with the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- Crowley ISD will work with schools to ensure that the required school-level Parent and Family Engagement plans meet the requirements of the ESEA.
- Crowley ISD will incorporate this plan into its District Improvement Plan.
- In carrying out Title I, Part A parent and family engagement requirements Crowley ISD and its schools will provide full opportunities for the participation of parents and families with limited English proficiency, parents with disabilities and parents of migratory children. Crowley ISD will provide information and required school reports in an understandable and uniform format in a language parents understand.
- Crowley ISD will involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement are spent.
- Crowley ISD will provide the following necessary coordination, technical assistance and other support to Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (A) Support from Title I Specialists; (B) Professional development provided to Title I Intervention Teachers by Reading and Math Intervention Specialists; (C) Title I Collaborative Meetings.
- In Crowley ISD, parent and family engagement means regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring that (A) families play an integral role in their child's learning; (B) families are encouraged to be actively involved in their child's education at school; (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (D) the carrying out of other activities.

Federal Program Expenditures

All district and campus expenditures related to the following Federal Grants will be utilized for the purposes and intended audiences stated below:

Grant	Purpose and Intended Beneficiaries
Title I, Part A	The purpose of the grant is to help all students meet the state student performance standards by providing supplemental resources to the LEA. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The two purposes of the grant are 1) to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom as well as highly qualified principals and assistant principals; and 2) to hold LEAs and schools accountable for improving student academic achievement. The intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.
Title III, Part A	The purpose of the grant is to provide supplemental resources to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The intended beneficiaries are LEP students, including immigrant children and youth.
Title IV, Part A	The purpose of the grant is to provide: 1) all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.
Perkins Grant	The purpose of the grant is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education programs.
Title IV, Part B 21 st Century Grant	The purpose of the grant is to provide academic enrichment opportunities during non-school hours for children, particularly student who attend high-poverty and low-performing schools.