

Crowley Independent School District
Jackie Carden Elementary - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. M. McFarland

Principal: Melanie S. Randall
ESC Case Manager: Laura McKean
ESC Region: 11

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: Melanie S. Randall

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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 Domain 1, Jackie Carden has set an end of the year goal on Spring 2022 STAAR as noted below:

Approaches=80% of all 3rd-5th grade students in math and reading

Meets=40% of all 3rd-5th grade students in math and reading

Masters=25% of all 3rd-5th grade students in math and reading

Reaching this goal would increase our Domain 1 score from 74 to 76.

STAAR/EOC			
	App 80%	Meet 40%	Mstr 25%
3 rd 88	70	35	22
4 th 92	74	37	23
5 th 84	67	34	21
TTL 188	150	75	47

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 2019 raw growth score for Jackie Carden was 72. For the Spring of 2022 we have set a goal of 80%. The Domain 2 score would increase 7 points from 81 to an 88 if the 80% growth score is achieved.

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

88



School Progress Components	2019 Value	New Value
Academic Growth Raw Score	72	80
Academic Growth Scaled Score	75	88
Economically Disadvantaged %	77.1	
Economically Disadvantaged % Grouping	77.1 to 78	78.1 to 79
Relative Performance Raw Score	46	46
Relative Performance Scaled Score	81	81

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.

In Spring 2019, the data shows that 11 out of 16 indicators were met. In Spring 2021, the number of indicators met was only 4 out of 14. Our focus will be to meet the expectation in our African-American, Eco Disc, SpEd, and Hispanic sub population of students for a total of 11 out of 14 indicators met for Spring 2022. This will maintain a score of C for Domain 3.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes						Yes	Yes	Yes		Yes	No		
% at Meets GL Standard or Above	44%	32%	53%	89%	*	65%	-	56%	39%	54%	32%	*	48%	39%		
# at Meets GL Standard or Above	83	34	21	**	*	15	-	5	57	22	9	*	53	30		
Total Tests (Adjusted)	187	105	40	**	*	23	-	9	147	41	28	*	110	77		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	Yes						Yes	Yes	Yes		No	No		
% at Meets GL Standard or Above	41%	28%	53%	78%	*	65%	-	67%	37%	54%	29%	*	44%	38%		
# at Meets GL Standard or Above	77	27	21	**	*	15	-	6	54	22	8	*	48	29		
Total Tests (Adjusted)	187	105	40	**	*	23	-	9	147	41	28	*	110	77		
Total Indicators															11	16
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes							Yes				Yes	Yes		
Academic Growth Score	76%	70%	84%	92%	-	85%	-	*	73%	85%	61%	*	72%	80%		
Growth Points	71.5	37.0	16.0	**	-	11.0	-	*	49.5	17.0	8.5	*	35.5	36.0		
Total Tests	94	53	19	**	-	13	-	*	68	20	14	*	49	45		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	No	No							No				No	Yes		
Academic Growth Score	68%	61%	83%	83%	-	69%	-	*	66%	79%	68%	*	63%	74%		
Growth Points	65.0	32.5	16.5	**	-	9.0	-	*	45.5	16.5	9.5	*	31.0	34.0		
Total Tests	95	53	20	**	-	13	-	*	69	21	14	*	49	46		
Total Indicators															6	10

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Academic Achievement Status															
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%	
Target Met	No	No	Yes						Yes	Yes			No	No	
% at Meets GL Standard or Above	36%	27%	37%	44%	-	73%	-	57%	33%	50%	0%	*	39%	30%	
# at Meets GL Standard or Above	70	29	17	4	-	16	-	4	52	18	0	*	50	20	
Total Tests	193	109	46	9	-	22	-	7	158	36	23	*	127	66	
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%	
Target Met	No	No	No						No	Yes			No	No	
% at Meets GL Standard or Above	25%	6%	26%	44%	-	95%	-	71%	24%	61%	9%	*	31%	14%	
# at Meets GL Standard or Above	49	7	12	4	-	21	-	5	38	22	2	*	40	9	
Total Tests	193	109	46	9	-	22	-	7	158	36	23	*	127	66	
Total Indicators															4

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?

Math and reading will be the subject focus areas for Jackie Carden for the 21-22 school year. The data reveals that from Spring 2019 to Spring 2021, the 3rd grade math scores declined 23%, 4th grade math scores declined 20%, 3rd grade reading scores only declined by 1%, and 4th grade reading declined by 18%. Meeting the goal set, 40% of all students at meets on all assessments, will allow Carden to move from a 79C to at least an 82B in its overall rating.

By June 2022,
40% (75/188)
of 3rd-5th grade
students will score
at meets or above
on the Spring
2022 STAAR
Assessment for
Reading and
Math.

STAAR- M	'19	'21
3 Me	38%	15%
3 Ma	19%	6%
4 Me	40%	20%
4 Ma	29%	11%
5 Me	NA	41%
5 Ma		23%

STAAR-R	'19	'21
3 Me	32%	31%
3 Ma	24%	11%
4 Me	52%	34%
4 Ma	33%	13%
5 Me	NA	42%
5 Ma		29%

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

In Spring 2019 the data shows that 11 out 16 indicators were met. In 2021, the number of indicators met was only 4 out 14. Our focus will be to met the expectation in our African-American, Eco Disc, SpEd, and Hispanic sub population of students for a total of 11 out of 14 indicators met. This will maintain a score of C for Domain 3.

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: Beginning Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Jackie Carden met its student performance goals for reading and math for cycle 1. The ISSs held weekly 60 minute PLCs with K5 teachers that allowed collaboration on power standard TEKS best practices. The admin team conducted weekly class walks to monitor implementation of daily lesson plans and gave timely feedback for upgrades.

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

Implementation Level: Beginning Implementation

Rationale: In order for Jackie Carden to reach our campus wide state assessment goal of 80/40/25, and meet federal target goals, we must align our daily lesson plans and instructional of those plans to the expected rigor of the TEKS.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity in this area, we will utilize our reading and math ISSs to provide weekly PLCs with a focus on implementing the expectations of the lesson design process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will follow specific protocols through our PLC collaborative structure that will allow teachers to understand and implement the expectations of the lesson design process.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will have successfully improved student outcomes by increasing lesson plan design alignment as measured by feedback from the leadership team long with collaboration and support in weekly PLCs. This outcome aligns to CISDs Vision 2025 Goal 1: Thriving Students and is attainable through intentional monitoring, collaboration, and training.

District Commitment Theory of Action: If the district provides training for ISSs and teachers on the Rigor Planning Protocol, and the principal's supervisor gives timely feedback to the campus leadership team on the PLC implementation of the protocol, then Jackie Carden teachers will increase the effectiveness of their instructional practice with proven best practices thereby increasing student mastery outcomes.

Desired 90-day Outcome: After administering district CFA1, we will have 70%of students at approaches, 25% of students at meets, and 20% of students at masters in reading and math.

District Actions: Continued training on the Rigor Planning protocol during district HAT PD and offering Tips and Tools training on the topic as well.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The leadership conducted classroom observations and provided timely feedback to teachers to make "quick win" changes to their instructional practice. Teachers attended weekly PLC meetings led by our ISSs with a focus on the Rigor Planning Protocol.

Step 1 Details	Reviews
<p>Action Step 1: Create a common planning time in order for teachers to participate in weekly 60 minute PLCs.</p> <p>Evidence Used to Determine Progress: Align the specials schedule to include collaborative planning time for content teachers to participate in structured weekly PLC meetings.</p> <p>Person(s) Responsible: ISSs, Principal, AP</p> <p>Resources Needed: 21-22 campus master schedule</p> <p>Addresses an Identified Challenge: None</p> <p>Title I Components: 2.4, 2.6 - Start Date: September 2, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Admin team will create a schedule to check weekly lesson plans for all K5 teachers and offer feedback for upgrades.</p> <p>Evidence Used to Determine Progress: Weekly lesson plans</p> <p>Person(s) Responsible: Admin Team</p> <p>Resources Needed: CISD lesson plan template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: September 6, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Admin team will conduct weekly walkthrough's to track rigor and implementation of daily lesson plans.</p> <p>Evidence Used to Determine Progress: Weekly observation feedback</p> <p>Person(s) Responsible: Principal and AP</p> <p>Resources Needed: CISD feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: September 6, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: The Admin will be trained on the Know/Show Chart protocol to utilize during weekly PLCs in an effort to increase teacher content knowledge and capacity for identified power standard TEKS.</p> <p>Evidence Used to Determine Progress: Know/Show Charts</p> <p>Person(s) Responsible: Teachers, ISSs</p> <p>Resources Needed: Know/Show Chart template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: September 13, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring all teachers, ISSs, and campus lead team is trained on the CISD Rigor Planning protocol by end of September. Ensuring teachers have a growth mindset on the new practice and implement it with fidelity.

What specific action steps address these challenges?: Review the protocol with campus leadership team and review it before each PLC to ensure it is done consistently across content and grade levels.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: In order for Jackie Carden to meet our student progress Domain 2 goal, we must provide RTI with fidelity to all identified students in grades 3rd-5th.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity in this area, we will train all staff on best practices in screening, identifying, monitoring students receiving interventions in reading and math.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will collaborate with teachers through PLCs and RTI meetings aimed at tracking student data, reviewing progress monitoring, and student work samples.

Desired Annual Outcome: By the end of May 2022, Jackie Carden will reduce the number of Tier 2 and Tier 3 students requiring interventions in reading and math by 25% by creating a structured master schedule that allows 30 minute daily interventions, train teachers on intervention best practices, and hire two interventionist to provide the interventions. This outcome aligns to CISDs Goal 1:Thriving Students and will be attained by conducting bi-weekly progress monitoring, conducting data based decision meetings, and providing teachers with intervention instructional materials and training.

District Commitment Theory of Action: If the district provides an online program of assessment that screens all students and identifies their learning need, and the district provides training to teachers on progress monitoring and best practices during interventions, and the district provides funding to hire campus interventionist, then Jackie Carden will be able to decrease the number of students in Tier 2 and Tier 3 by the end of the school year.

Desired 90-day Outcome: At the end of RTI cycle 1, we will see a decrease of Tier 2 and Tier 3 students by 10% in math and reading for students in K-5.

District Actions: The district can provide a yearly calendar of RTI due dates, provide training on the new Frontline management system, and provide intervention materials needed for daily lessons.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Student progress was monitored weekly by the math and reading interventionist as well as our campus RTI coordinator and adjustments were made as needed.

Step 1 Details	Reviews
<p>Action Step 1: Assess all K5 students BOY MAP and BAS universal screeners to determine student tier placement.</p> <p>Evidence Used to Determine Progress: MAP and BAS data</p> <p>Person(s) Responsible: Teachers, ISSs, AP, Principal</p> <p>Resources Needed: Laptop, Testing schedule</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 23, 2021 - Frequency: Quarterly - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Create intervention schedule for reading and math interventionist for K5 students to receive 30 minutes of RTI 2-3 times per week.</p> <p>Evidence Used to Determine Progress: Student progress monitoring data</p> <p>Person(s) Responsible: Principal, Interventionists</p> <p>Resources Needed: Master schedule</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 23, 2021 - Frequency: Daily - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Provide at least 20-30 minutes of interventions in reading and math at least 2-3 times per week to identified students.</p> <p>Evidence Used to Determine Progress: Progress monitoring data</p> <p>Person(s) Responsible: Interventionists and Teachers</p> <p>Resources Needed: LLI, Lexia, Dreambox, JCE Data Wall</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 6, 2021 - Frequency: Daily - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Hold DDI Meetings at the end of the RI cycle to review student progress monitoring data, attendance data, report card grades, and campus/district assessments in order to revise student support groups as needed.</p> <p>Evidence Used to Determine Progress: Data from student progress monitoring attendance, report cards, and campus/district assessments.</p> <p>Person(s) Responsible: Lead Team, Interventionist, Teachers</p> <p>Resources Needed: Data from student progress monitoring attendance, report cards, and campus/district assessments, Frontline.</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: December 1, 2021 - Frequency: Quarterly - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Barriers will possibly be completing the BOY screening in a timely manner, providing all students with 1:1 laptops, and providing training on the new district system and programs.

What specific action steps address these challenges?: We will communicate with our district technology coordinator to ensure our equipment needs are being met. We will ensure our RTI campus coordinator is trained so that she can provide small groups training to teachers in PLCs,

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: For the Winter Benchmark, Carden had the 2nd highest achievement scores in the district. Although we did not attain the 70% goal at approaches, we made significant gains from the Fall CFA and increased mastery in math and reading for grades 3 and 5.

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

Implementation Level: Beginning Implementation

Rationale: In order for Jackie Carden to reach our campus wide state assessment goal of 80/40/25, and meet federal target goals, we must align our daily lesson plans and instructional of those plans to the expected rigor of the TEKS.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity in this area, we will utilize our reading and math ISSs to provide weekly PLCs with a focus on implementing the expectations of the lesson design process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will follow specific protocols through our PLC collaborative structure that will allow teachers to understand and implement the expectations of the lesson design process.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will have successfully improved student outcomes by increasing lesson plan design alignment as measured by feedback from the leadership team long with collaboration and support in weekly PLCs. This outcome aligns to CISDs Vision 2025 Goal 1: Thriving Students and is attainable through intentional monitoring, collaboration, and training.

District Commitment Theory of Action: If the district provides training for ISSs and teachers on the Rigor Planning Protocol, and the principal's supervisor gives timely feedback to the campus leadership team on the PLC implementation of the protocol, then Jackie Carden teachers will increase the effectiveness of their instructional practice with proven best practices thereby increasing student mastery outcomes.

Desired 90-day Outcome: After administering district Winter Benchmark assessment, we will have 70% of students at approaches, 25% of students at meets, and 20% of students at masters in reading, science, and math.

District Actions: Provide Title 1 funding in order for the campus to order supplemental instructional material.

Did you achieve your 90 day outcome?: No

Why or why not?: The goal was partially met. In reading we exceeded the goal by 14% at meets and by 2% at masters. We were 8% from reaching the goal in the approached category. In math we exceeded the goal in meets by 6%. We were 7% and 2% from attaining the goal in approaches and masters respectively.

Step 1 Details	Reviews
<p>Action Step 1: Disaggregate Winter Benchmark data (Math, Reading & Science) for grades 2nd-5th students</p> <p>Evidence Used to Determine Progress: Students data</p> <p>Person(s) Responsible: Teacher, Admin Team</p> <p>Resources Needed: School City, Goal Tree</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: January 4, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Create 3rd-5th STAAR Action Plan for math, reading, and science.</p> <p>Evidence Used to Determine Progress: Students progress</p> <p>Person(s) Responsible: Teachers, Admin Team</p> <p>Resources Needed: Student rosters, master schedule, Winter Benchmark data, TEKS calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: February 15, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Track student progress using the campus digital data wall for all campus quick checks and district assessments.</p> <p>Evidence Used to Determine Progress: Sub group performance, TEKS progress tracker, student performance data</p> <p>Person(s) Responsible: Teachers, Admin Team</p> <p>Resources Needed: School City, Campus digital data wall</p> <p>Addresses an Identified Challenge: None</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Admin team will create a schedule to check weekly lesson plans for all K5 teachers and offer feedback for upgrades.</p> <p>Evidence Used to Determine Progress: Weekly lesson plans</p> <p>Person(s) Responsible: Admin Team</p> <p>Resources Needed: CISD lesson plan template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Admin team will conduct weekly walkthrough's to track rigor and implementation of daily lesson plans.</p> <p>Evidence Used to Determine Progress: Weekly observation feedback</p> <p>Person(s) Responsible: Principal and AP</p> <p>Resources Needed: CISD feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: The Admin will be trained on the Know/Show Chart protocol to utilize during weekly PLCs in an effort to increase teacher content knowledge and capacity for identified power standard TEKS.</p> <p>Evidence Used to Determine Progress: Know/Show Charts</p> <p>Person(s) Responsible: Teachers, ISSs</p> <p>Resources Needed: Know/Show Chart template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Title I Components: 2.4, 2.5, 2.6 - Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: COVID numbers on our campus continue to increase thus increasing teacher and student absences.

What specific action steps address these challenges?: Communicate with district and campus supervisor for coverage needs in high priority areas.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: In order for Jackie Carden to meet our student progress Domain 2 goal, we must provide RTI with fidelity to all identified students in grades 3rd-5th.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity in this area, we will train all staff on best practices in screening, identifying, monitoring students receiving interventions in reading and math.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will collaborate with teachers through PLCs and RTI meetings aimed at tracking student data, reviewing progress monitoring, and student work samples.

Desired Annual Outcome: By the end of May 2022, Jackie Carden will reduce the number of Tier 2 and Tier 3 students requiring interventions in reading and math by 25% by creating a structured master schedule that allows 30 minute daily interventions, train teachers on intervention best practices, and hire two interventionist to provide the interventions. This outcome aligns to CISDs Goal 1: Thriving Students and will be attained by conducting bi-weekly progress monitoring, conducting data based decision meetings, and providing teachers with intervention instructional materials and training.

District Commitment Theory of Action: If the district provides an online program of assessment that screens all students and identifies their learning need, and the district provides training to teachers on progress monitoring and best practices during interventions, and the district provides funding to hire campus interventionist, then Jackie Carden will be able to decrease the number of students in Tier 2 and Tier 3 by the end of the school year.

Desired 90-day Outcome: At the end of RTI cycle 2, we will see a decrease of Tier 2 and Tier 3 students by 10% in math and reading for students in K-5.

District Actions: The district can provide a yearly calendar of RTI due dates, provide training on the new Frontline management system, and provide intervention materials needed for daily lessons.

Did you achieve your 90 day outcome?: No

Why or why not?: The Tier 2 and Tier 3 students decreased by 8%.

Step 1 Details	Reviews
<p>Action Step 1: Administer MOY MAP and BAS testing for K5 students</p> <p>Evidence Used to Determine Progress: Progress monitoring data</p> <p>Person(s) Responsible: Teachers, ISSs, Interventionist</p> <p>Resources Needed: Computer Lab, student laptops, master schedule</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: January 10, 2022 - Frequency: Quarterly - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Conduct DDI meetings and adjust student intervention groups as needed</p> <p>Evidence Used to Determine Progress: Student progress monitoring data</p> <p>Person(s) Responsible: Interventionist, Teachers, AP</p> <p>Resources Needed: Student MAP and BAS data, weekly PM data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: January 3, 2022 - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Create intervention schedule for reading and math interventionist for K5 students to receive 30 minutes of RTI 2-3 times per week.</p> <p>Evidence Used to Determine Progress: Student progress monitoring data</p> <p>Person(s) Responsible: Principal, Interventionists</p> <p>Resources Needed: Master schedule</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 23, 2021 - Frequency: Daily - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Provide at least 20-30 minutes of interventions in reading and math at least 2-3 times per week to identified students.</p> <p>Evidence Used to Determine Progress: Progress monitoring data</p> <p>Person(s) Responsible: Interventionists and Teachers</p> <p>Resources Needed: LLI, Lexia, Dreambox, JCE Data Wall</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 6, 2021 - Frequency: Daily - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Barriers will possibly be completing the MOY screening in a timely manner and providing all students with 1:1 laptops.

What specific action steps address these challenges?: Communicate with campus supervisor and district technology coordinator for campus technology needs.

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: In order for Jackie Carden to reach our campus wide state assessment goal of 80/40/25, and meet federal target goals, we must align our daily lesson plans and instructional of those plans to the expected rigor of the TEKS.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity in this area, we will utilize our reading and math ISSs to provide weekly PLCs with a focus on implementing the expectations of the lesson design process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will follow specific protocols through our PLC collaborative structure that will allow teachers to understand and implement the expectations of the lesson design process.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will have successfully improved student outcomes by increasing lesson plan design alignment as measured by feedback from the leadership team long with collaboration and support in weekly PLCs. This outcome aligns to CISDs Vision 2025 Goal 1: Thriving Students and is attainable through intentional monitoring, collaboration, and training.

District Commitment Theory of Action: If the district provides training for ISSs and teachers on the Rigor Planning Protocol, and the principal's supervisor gives timely feedback to the campus leadership team on the PLC implementation of the protocol, then Jackie Carden teachers will increase the effectiveness of their instructional practice with proven best practices thereby increasing student mastery outcomes.

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>Action Step 1: Disaggregate Winter Benchmark data (Math, Reading & Science) for grades 2nd-5th students</p> <p>Evidence Used to Determine Progress: Students data</p> <p>Person(s) Responsible: Teacher, Admin Team</p> <p>Resources Needed: School City, Goal Tree</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: January 4, 2022 - Frequency: Ongoing - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Create 3rd-5th STAAR Action Plan for math, reading, and science.</p> <p>Evidence Used to Determine Progress: Students progress</p> <p>Person(s) Responsible: Teachers, Admin Team</p> <p>Resources Needed: Student rosters, master schedule, Winter Benchmark data, TEKS calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: February 15, 2022 - Frequency: Ongoing - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Track student progress using the campus digital data wall for all campus quick checks and district assessments.</p> <p>Evidence Used to Determine Progress: Sub group performance, TEKS progress tracker, student performance data</p> <p>Person(s) Responsible: Teachers, Admin Team</p> <p>Resources Needed: School City, Campus digital data wall</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Admin team will create a schedule to check weekly lesson plans for all K5 teachers and offer feedback for upgrades.</p> <p>Evidence Used to Determine Progress: Weekly lesson plans</p> <p>Person(s) Responsible: Admin Team</p> <p>Resources Needed: CISD lesson plan template</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 6, 2021 - Frequency: Weekly - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Admin team will conduct weekly walkthrough's to track rigor and implementation of daily lesson plans.</p> <p>Evidence Used to Determine Progress: Weekly observation feedback</p> <p>Person(s) Responsible: Principal and AP</p> <p>Resources Needed: CISD feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 6, 2021 - Frequency: Weekly - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: The Admin will be trained on the Know/Show Chart protocol to utilize during weekly PLCs in an effort to increase teacher content knowledge and capacity for identified power standard TEKS.</p> <p>Evidence Used to Determine Progress: Know/Show Charts</p> <p>Person(s) Responsible: Teachers, ISSs</p> <p>Resources Needed: Know/Show Chart template</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 13, 2021 - Frequency: Weekly - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: In order for Jackie Carden to meet our student progress Domain 2 goal, we must provide RTI with fidelity to all identified students in grades 3rd-5th.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity in this area, we will train all staff on best practices in screening, identifying, monitoring students receiving interventions in reading and math.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will collaborate with teachers through PLCs and RTI meetings aimed at tracking student data, reviewing progress monitoring, and student work samples.

Desired Annual Outcome: By the end of May 2022, Jackie Carden will reduce the number of Tier 2 and Tier 3 students requiring interventions in reading and math by 25% by creating a structured master schedule that allows 30 minute daily interventions, train teachers on intervention best practices, and hire two interventionist to provide the interventions. This outcome aligns to CISDs Goal 1:Thriving Students and will be attained by conducting bi-weekly progress monitoring, conducting data based decision meetings, and providing teachers with intervention instructional materials and training.

District Commitment Theory of Action: If the district provides an online program of assessment that screens all students and identifies their learning need, and the district provides training to teachers on progress monitoring and best practices during interventions, and the district provides funding to hire campus interventionist, then Jackie Carden will be able to decrease the number of students in Tier 2 and Tier 3 by the end of the school year.

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>Action Step 1: Administer MOY MAP and BAS testing for K5 students Evidence Used to Determine Progress: Progress monitoring data Person(s) Responsible: Teachers, ISSs, Interventionist Resources Needed: Computer Lab, student laptops, master schedule Addresses an Identified Challenge: None</p> <p>- Start Date: January 10, 2022 - Frequency: Quarterly - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Conduct DDI meetings and adjust student intervention groups as needed</p> <p>Evidence Used to Determine Progress: Student progress monitoring data</p> <p>Person(s) Responsible: Interventionist, Teachers, AP</p> <p>Resources Needed: Student MAP and BAS data, weekly PM data</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: January 3, 2022 - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Title I Components

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Different sections of the CNA were evaluated by the campus staff to determine areas of strengths and weaknesses.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our site-based decision making committee (CPOC) will meet at least twice per year in an effort to collaborate with all stakeholders on student progress, teacher needs, and campus budget.

The campus improvement plan was created based upon our comprehensive needs assessment. Campus administration evaluated the strengths and weaknesses to formulate strategies to target high need areas.

2.2: Regular monitoring and revision

Formative reviews will be conducted in October, January, April, and a Summative review will be conducted in July. The administration will review the strategies and areas of progress quarterly with the campus staff and CPOC. Additionally, every student in 3rd-5th grade is monitored weekly on progress using the campus data wall. Students mastery is checked weekly via campus quick check assessments and three times a year via district created benchmark assessments.

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

We developed a school-wide master schedule that includes a staggered intervention block. All classroom teachers have a designated 30 minute, daily intervention block to provide support in the areas of reading and math. Additionally, we will provide after school tutorials 2-3 times a week for at least 60 minutes per session in math and reading. 21st Century also provides 60 minutes of tutorial and homework assistance to 100 students five days a week.

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

We implement a rapid and responsive intervention system to monitor the progress of all students throughout the year and provide targeted and individualized interventions. Professional Learning Communities are once a week for 60 minutes with a focus on data analysis and instructional best practices. Teachers and administration discuss individual student progress, skill deficit areas, and best practices to provide intervention to students in targeted small groups. This year will focus more heavily on how to best close the gaps created due to Covid-19 impact.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Annual Title I Meeting was held on August 11th to discuss the purpose of Title I and our Parent and Family Engagement Policy. A paper copy of the Parent and Family Engagement Policy was also disseminated to all families. We have several tentative parent meetings and programs for parents to engage in throughout the year.

3.2: Offer flexible number of parent involvement meetings

With collaboration from our coordinator of 21st Century Programming, our campus provides several opportunities for parent to engage in such as Meet the Teacher, Field Day, Literacy Night, Science Night, and several campus musicals throughout the year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rose Eatmon	Math Instructional Support Specialist		

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	50	89	District Created Benchmark	68	62	District Created Benchmark	71	62	80	
			All	All	Reading	Meets	STAAR	44	27	89	District Created Benchmark	36	39	District Created Benchmark	36	39	40	
			All	All	Reading	Masters	STAAR	27	12	89	District Created Benchmark	23	22	District Created Benchmark	23	22	25	
			All	All	Mathematics	Approaches	STAAR	76	42	89	District Created Benchmark	68	63	District Created Benchmark	71	63	80	
			All	All	Mathematics	Meets	STAAR	41	11	89	District Created Benchmark	35	31	District Created Benchmark	38	31	40	
			All	All	Mathematics	Masters	STAAR	25	7	89	District Created Benchmark	18	18	District Created Benchmark	21	18	25	
			All	All	Science	Approaches	STAAR		38	89	District Created Benchmark	58	73	District Created Benchmark	61	73	80	
			All	All	Science	Meets	STAAR		8	89	District Created Benchmark	26	53	District Created Benchmark	29	53	40	
			All	All	Science	Masters	STAAR		0	89	District Created Benchmark	5	35	District Created Benchmark	8	35	25	
			All	All	Writing	Approaches	STAAR	64	0	0	Released STAAR	0	0		0	0		
			All	All	Writing	Meets	STAAR	40	0	0	Released STAAR	0	0		0	0		
All	All	Writing	Masters	STAAR	9	0	0	Released STAAR	0	0		0	0					
2. Domain 3	Focus 1	Academic Achievement	All	All Students	Reading	NA	STAAR	44	36	100	District Created Benchmark	40	39	District Created Benchmark	40		44	
	Focus 2	Academic Achievement	All	All Students	Mathematics	NA	STAAR	41	25	100	District Created Benchmark	40	31	District Created Benchmark	40		46	

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.