Crowley Independent School District

Mary Harris Elementary - TIP

2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

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

Signature:

Principal Supervisor

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

Signature:

Principal

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

Signature:

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Data Analysis

Domain 1

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

By May 2022, our students in grades 3-5 will achieve a STAAR component score of 42 based on STAAR performance in Domain 1 Student Achievement.

Domain 1 Targets

Approaches	**70%**
Meets	40%
Masters	16%

Domain 2A or 2B

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

The focus for Mary Harris Elementary is 2A Academic Growth with an overall score on 2022 of 70 or higher.

Domain 3

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

The Domain 3 Closing the Gaps goal for Mary Harris Elementary is 70 or higher for the Domain 3 based on the 20222 Accountability Report.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

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

Essential Actions

Essential Action : Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started

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

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

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

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

Essential Action : Data-driven instruction.
Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Progress was made to achieve student data performance goals.

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

Implementation Level: Beginning Implementation

Rationale: According to our Leadership Walks completed in August & September of 2021, Essential Action 5.1, Effective Classroom Routines and Instructional Strategies, will be a prioritized focus area for 2021 - 2022. Implementing Positive Behavioral Interventions and Supports (PBIS) framework will align with the ESF and the district initiative of improving Tier 1 instruction.
Administrators, teachers, and students will benefit from building capacity around a common framework that positively impacts best practices for establishing and maintaining a strong classroom culture that maximizes instructional time.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with Region XI Service Center will help us
ensure our leadership team is able to provide training and ongoing support to increase high leverage practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures, and building strong relationships.
The ESC provides support in planning Professional Development, implementation support, and coaching for our team.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The PAWSitive Impact Committee, comprised of administrators and teacher leaders, participated in a PBIS Self-Paced online course and attended an Implementation Meeting in November. Members of the PAWSitive Impact Committee will provide professional development and ongoing teacher coaching beginning in January 2022. Buy-in will be created through ongoing support provided by the committee as well as the teachers' input into the process.

Desired Annual Outcome: Add smart goal...

District Commitment Theory of Action: The Executive Principal will provide input.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: Professional Development was provided to staff title " Critial Routines and Procedures". Region 11 ESC worked with PAWsitive Impact Committee to have committee members complete pre-coursework for implementing PBIS.

Step 1 Details	Reviews
Action Step 1: Campus instructional leaders will provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and build strong relationships. **Evidence Used to Determine Progress:** Documentation of ongoing job-embedded professional development focused on classroom culture and management. **Person(s) Responsible:** Aminah Sheard, Campus Leadership Team. members of the PAWSitive Impact committee **Resources Needed:** ESC 11 Professional Development and Support for PBIS implementation **Addresses an Identified Challenge:** None - **Start Date:** September 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 19, 2021	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Ongoing PBIS implementation to all campus staff members.

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

What specific action steps address these challenges?: None

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: According to our Leadership Walks completed in August & September of 2021, Essential Action 5.3, Data-Driven Instruction, will be a prioritized focus area for 2021 - 2022. A focus on data-driven instruction aligns with ESF and the district initiative of improving Tier 1 instruction.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus instructional leaders will meet weekly to disaggregate, review, monitor, and track data. Teachers will receive evidence-based feedback through weekly PLCs.

Desired Annual Outcome: Campus instruction leaders and teachers will meet weekly during leadership meetings and PLCs to disaggregate data to track and monitor the progress of all students to ensure that 70% of all students are making progress and meeting their individual student growth goals.

District Commitment Theory of Action: The Executive Principal will provide input.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: Data Analysis documented that the majority of students are making progress compared to previous performance.

Step 1 Details	Reviews

Action Step 1: Development of corrective instructional action plan that identifies gap, specific students to be addressed, method of insructional intervention curriculum, and future data review.
 	
    Evidence Used to Determine Progress: Student data wall will track individual student progress and staff member providing interventions. PLC agenda will track data reflection, priority standards, and differentiated methods of instruction.
 	
    Person(s) Responsible: Campus Leadership Team
    Resources Needed: Targeted Intervention Materials
    Addresses an Identified Challenge: None
 	
    - **Start Date:** September 1, 2021 - **Frequency:** None - **Evidence Collection Date:** November 12, 2021
	Progress toward Action Steps: Some Progress
	
	Necessary Adjustments/Next Steps: Ongoing adjustments will be made to the corrective action plan based on current data and individual student and teacher needs.

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

Rationale: According to our Leadership Walks completed in August & September of 2021, Essential Action 5.1, Effective Classroom Routines and Instructional Strategies, will be a prioritized focus area for 2021 - 2022. Implementing Positive Behavioral Interventions and Supports (PBIS) framework will align with the ESF and the district initiative of improving Tier 1 instruction.
Administrators, teachers, and students will benefit from building capacity around a common framework that positively impacts best practices for establishing and maintaining a strong classroom culture that maximizes instructional time.

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The ESC provides support in planning Professional Development, implementation support, and coaching for our team.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The PAWSitive Impact Committee, comprised of administrators and teacher leaders, participated in a PBIS Self-Paced online course and attended an Implementation Meeting in November. Members of the PAWSitive Impact Committee will provide professional development and ongoing teacher coaching beginning in January 2022. Buy-in will be created through ongoing support provided by the committee as well as the teachers' input into the process.

Desired Annual Outcome: Add smart goal...

District Commitment Theory of Action: The Executive Principal will provide input.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
Action Step 1: Campus instructional leaders will provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and build strong relationships. **Evidence Used to Determine Progress:** Documentation of ongoing job-embedded professional development focused on classroom culture and management. **Person(s) Responsible:** Aminah Sheard, Campus Leadership Team. members of the PAWSitive Impact committee **Resources Needed:** ESC 11 Professional Development and Support for PBIS implementation **Addresses an Identified Challenge:** None - **Start Date:** September 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 19, 2021	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

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District Commitment Theory of Action: The Executive Principal will provide input.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews

Action Step 1: Development of corrective instructional action plan that identifies gap, specific students to be addressed, method of insructional intervention curriculum, and future data review.
 	
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    Person(s) Responsible: Campus Leadership Team
    Resources Needed: Targeted Intervention Materials
    Addresses an Identified Challenge: None
 	
    - **Start Date:** September 1, 2021 - **Frequency:** None - **Evidence Collection Date:** November 12, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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: According to our Leadership Walks completed in August & September of 2021, Essential Action 5.1, Effective Classroom Routines and Instructional Strategies, will be a prioritized focus area for 2021 - 2022. Implementing Positive Behavioral Interventions and Supports (PBIS) framework will align with the ESF and the district initiative of improving Tier 1 instruction.
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Desired Annual Outcome: Add smart goal...

District Commitment Theory of Action: The Executive Principal will provide input.

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: Partial Implementation

Rationale: According to our Leadership Walks completed in August & September of 2021, Essential Action 5.3, Data-Driven Instruction, will be a prioritized focus area for 2021 - 2022. A focus on data-driven instruction aligns with ESF and the district initiative of improving Tier 1 instruction.

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District Commitment Theory of Action: The Executive Principal will provide input.

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

A CNA was conducted on June 9, 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

An ESF campus visit was conducted on November 16th which gave feedback to help identify the targeted areas for the TIP.

5.1 Effective Classroom Routine and Instructional Strategies

5.3 Data-Driven Instruction

2.2: Regular monitoring and revision

Weekly Leadership Meetings are held to review campus data and performance.

A live student digital data wall track individual student performance.

After each district assessment teachers and members of the campus leadership team complete Data Reflection Guides.

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

On October 26, 2021, a parent meeting/curriculum night was held to share information with parents.

2.4: Opportunities for all children to meet State standards

Targeted intervention blocks are embedded within the master schedule to provide opportunities for intervention and enrichment for all students.

2.5: Increased learning time and well-rounded education

In collaboration with 21st Century, students may participate in extended learning time after the traditional school day ends.

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

Targeted interventions and support are identified and tracked using the Student Digital Data Wall.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was shared with parents on October 26, 2021.

3.2: Offer flexible number of parent involvement meetings

A Curriculum Night was held on October 26, 2021 and individual parent conferences were held on October 8, 2021.

Student Data																	

									% of Assessments								
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	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	68	52	75	District Created Benchmark	51		District Created Benchmark	54		57	
			All	All	Reading	Meets	STAAR	34	20	75	District Created Benchmark	22		District Created Benchmark	25		28	
			All	All	Reading	Masters	STAAR	17	10	75	District Created Benchmark	6		District Created Benchmark	9		12	
			All	All	Mathematics	Approaches	STAAR	72	55	75	District Created Benchmark	55		District Created Benchmark	58		61	
			All	All	Mathematics	Meets	STAAR	35	24	75	District Created Benchmark	18		District Created Benchmark	21		24	
			All	All	Mathematics	Masters	STAAR	17	12	75	District Created Benchmark	10		District Created Benchmark	13		16	
			All	All	Science	Approaches	STAAR	66	69	75	District Created Benchmark	68		District Created Benchmark	71		74	
			All	All	Science	Meets	STAAR	38	29	75	District Created Benchmark	26		District Created Benchmark	29		32	
			All	All	Science	Masters	STAAR	13	6	75	District Created Benchmark	2		District Created Benchmark	5		8	
			All	All	Writing	Approaches	STAAR											
			All	All	Writing	Meets	STAAR											
			All	All	Writing	Masters	STAAR											
2. Domain 3	Focus 1	Academic Achievement	All	African American	Reading	NA	STAAR		16	75	Interim Assessment			Interim Assessment			32	
	Focus 2	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR		22	75	Interim Assessment			Interim Assessment			33	

Addendums

CAMPUS COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. Dropout Prevention	TEC 11.252	Director of Counseling Principal, Crowley Learning Center	CISD Response Intervention Webpage BQA (Legal) and BQB (Legal) Dropout Process Information
5. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	Chief of Staff and Governance	District Improvement Plan Strategies
6. Staff development for professional staff	TEC 11.252(3)(F)	Executive Director of Professional Development and Social Emotional Learning	CISD Professional Learning Department Webpage
7. Attendance Crowley ISD has implemented School Innovations & Achievement's (SA&I) Attention2Attendance program, which is an award-winning early warning and attendance intervention system designed to increase learning time for all students and improve site and parent relationships. It helps remove administrative burden from staff and enhance school culture and climate.	TEC 11.253(d)(10)(c)	Chief of Student Services	Attention2Attendance Program Information

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
8. Parental Involvement All school activities will give proper consideration to the involvement of families. Each school has a Campus Performance Objectives Committee (CPOC) consisting of parents, teachers, administrators, community members and other school staff. The committee will meet regularly and annually update the Campus Parent and Family Engagement Plan. The goal is to have parents play a vital role in decision making regarding the Title I program.	TEC 11.253(d)(9) Title I Program Guide	Coordinator of Stakeholder Involvement	CISD Parent & Family Engagement Plan
9. Coordinated Health Program ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Operations Chief of Student Services Coordinator of Health Services SHAC Committee	District Improvement Plan Strategies CISD Health Webpage Coordinated School Health Info

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
10. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: o Mental health promotion and positive youth development o Early mental health intervention o Substance abuse prevention o Suicide prevention and suicide prevention including parent/guardian notification procedures o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831 Board Policy FFB(Legal) Board Policy FFH(Legal) Board Policy DMA(Legal)	Executive Director of Professional Development and Social Emotional Learning Director of Counseling Chief of Student Services	CISD Guidance & Counseling Webpage Suicide Awareness & Prevention CISD Professional Learning Department Webpage FFI (Local) FFH (Local)
11. Campus Decision-Making and Planning Policies ● Evaluation – at least every two years	TEC 11.251 TEC 11.252(d) TEC 11.253 Board Policy BQA(Local) Board Policy BQB(Local)	Principal Supervisors Campus Principals Campus Performance Objectives Committee (CPOC)	Targeted Improvement Plans - Committees

COORDINATED SCHOOL HEALTH

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

DROPOUT PROCESS

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

EMERGENCY PREPAREDNESS DRILLS

Ensure all campuses are in 100% compliance as measured by the emergency preparedness drill documentation form.
1. Each campus schedules drills with the Coordinator for Safety & Security and documents the following drills:
   a. Building Evacuation (Fire Drill) – at least one per month for each month school is in session 10 or more days, including one obstructed drill
   b. Lock Down – at least two per year
   c. Severe Weather – at least two per year
   d. Shelter in Place – at least two per year
   e. Reverse Evacuation – at least two per year
   f. Other - includes Bus Evacuation Drill
2. Fire Exit Drills are recorded and submitted annually to the State Fire Marshal Subject: McKinney-

VENTO HOMELESS ASSISTANCE

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

c. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations

d. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district

e. Transportation provided from student's current residence back to the student's school of origin

f. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

PREGNANCY RELATED SERVICES (PRS) PROGRAM

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

TEXAS BEHAVIOR SUPPORT INITIATIVE (TBSI)

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

Suicide Awareness & Prevention

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

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

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

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

Parent and Family Engagement Plan

Crowley ISD agrees to implement the following statutory requirements:

- Crowley ISD will put into operation programs, activities and procedures for the engagement of parents and families in all schools with Title I, Part A Programs, consistent with the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.

- Crowley ISD will work with schools to ensure that the required school-level Parent and Family Engagement plans meet the requirements of the ESEA.

- Crowley ISD will incorporate this plan into its District Improvement Plan.

- In carrying out Title I, Part A parent and family engagement requirements Crowley ISD and its schools will provide full opportunities for the participation of parents and families with limited English proficiency, parents with disabilities and parents of migratory children. Crowley ISD will provide information and required school reports in an understandable and uniform format in a language parents understand.

- Crowley ISD will involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement are spent.

- Crowley ISD will provide the following necessary coordination, technical assistance and other support to Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (A) Support from Title I Specialists; (B) Professional development provided to Title I Intervention Teachers by Reading and Math Intervention Specialists; (C) Title I Collaborative Meetings.

- In Crowley ISD, parent and family engagement means regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring that (A) families play an integral role in their child's learning; (B) families are encouraged to be actively involved in their child's education at school; (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (D) the carrying out of other activities.

Federal Program Expenditures

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

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