

Crowley Independent School District
June W. Davis Elementary - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. Michael McFarland

Principal: Kevin Hunt
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: Kevin Hunt

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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 overall accountability goals for domain 1, as measured by Math and Reading STAAR grades 3-5 and Science STAAR grade 5, 80% approaches, 50% meets, and 30% masters. If we meet these Domain 1 student achievement goals, we should receive an accountability rating of "B".

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.

By the end of May 2022, we will improve our 4th and 5th grade reading and math relative performance component score from 34 to 46 by improving grades 3-5 reading and math achievement scores of economically disadvantaged students on end of year STAAR scores.

Domain 3

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

By May 2022 based on end of year STAAR tests, we will improve our economically disadvantaged students' met standard percentage in ELA / Reading from 31% to 40%. Improving economically disadvantaged students' reading scores will help us achieve our overall end of year goals.

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?

Subject Area - Reading

Student - Economically Disadvantaged

We know that improving reading scores of our economically disadvantaged students will help us achieve our overall goals.

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: Beginning Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Yes - We met our Fall Benchmark Assessment goals because our teachers are doing a good job with precision planning and ensuring rigor and alignment regarding daily learning targets, lessons, and exit tickets.

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

Implementation Level: Beginning Implementation

Rationale: According to our self-reflection completed in November of 2021, Essential Action 5.1, Effective Classroom Routines and Instructional Strategies, will be a prioritized focus area for 2021-2022. Implementing a standard instructional protocol will align with ESF and the district initiative of improving Tier 1 instruction for every student. Administrators, teachers, and students will benefit from building capacity around three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) that positively impact classroom routines and instructional strategies resulting in more focused classroom instructional time.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with the CISD Curriculum & Instruction and Teaching & Learning Departments will help us ensure that we are engaging in effective instructional practices. The Curriculum & Instruction Department provides weekly support to our instructional support specialists and serves as a resource for training ISSs, teachers, and other instructional staff. The Teaching & Learning Department provides monthly trainings for teachers and individualized training based on campus needs. This program will help build the capacity of our instructional leaders and teachers in consistently implementing best practices that result in effective classroom routines and instructional strategies ensuring engaging and rigorous Tier 1 instruction for every student.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff have participated in ongoing professional development involving effective classroom routines and instructional practices since the beginning of the 2021 school year. Teachers and staff will participate in a Fall survey to get feedback and input on what is working and what support is needed in implementing these practices. Based on that feedback and semester 1 walk-through observation data, the campus lead team will implement a nine-week training and support system to support teachers in consistently engaging in the three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking). Campus Leaders will train and support teachers and staff during Staff and Collaborative Team (PLC) meetings. Campus leaders will notify and involve parents by sharing these instructional strategy areas of focus with weekly Newsletters and Second Semester School events.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will successfully implement all three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) as measured by classroom walk-through observation protocols conducted by the campus lead team members. This annual outcome aligns campus practices with the district initiative of improved Tier 1 instruction for every student and is attainable through continued embedded professional development for teachers and staff and intentional monitoring of effective classroom routines and instructional strategies by members of the campus lead team.

District Commitment Theory of Action: If the district policies and practices support best practice effective routines and instructional practices in schools, then the campus will be able to consistently implement effective classroom routines and instructional strategies resulting in Tier 1 instruction that is aligned, engaging, and rigorous for every student.

Desired 90-day Outcome: By the end of December 2021, through consistent walk through observations and data collection, the campus leadership team will collect and analyze walk-through observation data specifically around effective routines and instructional strategies in 100% of classrooms. The campus leadership team will use district and campus walk-through observation protocols and will meet weekly during campus leadership team meetings to calibrate and analyze the data to determine three best practice instructional strategies that will improve Tier 1 instruction. The Cycle 1 Outcome is relevant to the Annual Outcome and is attainable through intention data collection and collaboration by the campus leadership team.

District Actions: CISD will support the campus by engaging in learning walks with members of the campus leadership team and participating in campus leadership team meetings to provide feedback and insight on best practice instructional strategies that will improve Tier 1 instruction.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have a good plan for what instructional strategies that will meet our emerging instructional gaps and improve our Tier 1 instruction.

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team will conduct walk-through observations consistently in all grade levels and classes to determine classroom management and instructional trends and emerging needs.</p> <p>Evidence Used to Determine Progress: CISD approved and Campus generated Walk-through observation protocols.</p> <p>Person(s) Responsible: Campus Leadership Team - Hunt, Petties, Neal, Yaites, Hennessey, and Schott.</p> <p>Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 30, 2021 - Frequency: Daily - Evidence Collection Date: December 3, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Continue walk through observations but put more of an emphasis on post observation conferences and coaching.</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership Team will set weekly Walk-through Observation goals, calendar observations and feedback meetings with teachers, calendar weekly Campus Leadership Team Meetings, and use a Team Meeting Protocol to ensure that walk-through observation data and classroom instructional practices are analyzed and discussed during meetings.</p> <p>Evidence Used to Determine Progress: Walk-through observation data from the 2020-2021 school year</p> <p>Person(s) Responsible: Campus Leadership Team - Hunt, Petties, Neal, Yaites, Hennessey, & Schott</p> <p>Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 30, 2021 - Frequency: None - Evidence Collection Date: December 3, 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?: The campus leadership team may have difficulty collecting sufficient walk-through observation data and having sufficient time to meet regularly to calibrate and analyze data.

What specific action steps address these challenges?: Action step 2

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: According to our self-reflection completed in November of 2021, Essential Action 5.3, Data-driven instruction, will be a prioritized focus area for 2021-2022. Using a variety of student learning data points, including daily exit tickets, weekly quick-checks, and semester Benchmarks to drive planning and instruction, will align with ESF and the district initiative of improving Tier 1 instruction for every student. Administrators, teachers, and students will benefit from data-driven Tier 1 instruction that is aligned, rigorous, and results in positive learning outcomes for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with the CISD Campus Performance Review Committee will help us ensure that we are engaging in effective data-use practices and making data-informed decisions. The CPR Committee meets with our campus lead team following the fall and spring benchmark assessments to go over our student learning data and guide us in data-informed problem-solving around a problem of practice. This program will help build the capacity of our instructional leaders and teachers in making data-informed decisions around problem-solving and ensuring engaging and rigorous Tier 1 instruction for every student.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff have participated in ongoing professional development involving campus and district data-driven instruction protocols and practices since the beginning of the 2021 school year. Teachers and staff will participate in a Fall survey to get feedback and input on what is working and what support is needed with these processes. Using that feedback, the campus lead team will make adjustments and provide necessary support to teachers and staff regarding the data-driven instruction practices in place during upcoming Fall Benchmark data meetings. Campus leaders will notify parents, students, and the community with an update on our data-driven instruction approaches and our progress towards Fall Benchmark goals following the Fall Benchmark assessment through weekly newsletters, daily announcements, and students' goal setting conferences. Campus leaders will continue to update parents, students, and the community regarding Spring Benchmark goals and Spring STAAR goals using weekly newsletters, Spring school events, daily announcements, and students' goal setting conferences.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will successfully implement data-driven instruction practices such as, using daily exit tickets, weekly quick-checks, and semester Benchmark Assessments to drive planning and inform instruction as measured by PLC protocols, Data Reflection Guides, and Post-Assessment Data meeting protocols. This annual outcome aligns campus practices with the district initiative of improved Tier 1 instruction for every student and is attainable through continued embedded professional development for teachers and staff and intentional monitoring of data-driven practices by members of the campus lead team.

District Commitment Theory of Action: If the district policies and practices support data-driven practices in schools, then the campus will be able to consistently implement a data-driven instruction system that ensures teachers are using a variety of student learning data points resulting in Tier 1 instruction that is aligned, engaging, and rigorous for every student.

Desired 90-day Outcome:

By the end of December 2021, through professional development and Precision Planning, 50% of teachers will successfully engage in effective data-driven instructional practices including using a variety of student learning data points to drive planning and instruction as measured by PLC protocols, data reflection guides, and post-assessment data meeting protocols. Cycle 1 Outcome is relevant in its alignment to the Annual Outcome and is attainable through continued embedded professional development and monitoring by the Campus Leadership Team.

District Actions: CISD will support the campus by engaging in Campus Performance Review Meetings following each District Benchmark Assessment to provide support in analyzing data and problem-solving solutions leading to improved Tier 1 instruction for every student.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have seen a significant change in planning and alignment of learning targets, lessons, activities, exit tickets, and progress on Fall CFA and QCs that suggest we are doing a much better job with our data driven / precision planning approach.

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team will attend training on Precision Planning and Data-Driven Instruction and will train teachers and staff during Professional Development Days, Staff Meetings, and Collaborative Team (PLC) meetings on Precision Planning and Data-Driven Instruction practices.</p> <p>Evidence Used to Determine Progress: Lesson Plans, Learning Targets (Objectives), Collaborative Team (PLC) Meetings</p> <p>Person(s) Responsible: Campus Leadership Team and Teachers</p> <p>Resources Needed: Continued Professional Development for Campus Leadership Team and Teachers</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 13, 2021 - Frequency: None - Evidence Collection Date: December 3, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership Team will conduct a Fall survey regarding the Precision Planning Process and Data-Driven Instruction to determine areas needing continued support and training.</p> <p>Evidence Used to Determine Progress: Fall Survey</p> <p>Person(s) Responsible: Hunt, Petties, Neal</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: December 6, 2021 - Frequency: None - Evidence Collection Date: December 17, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Prioritize using the JWD Precision Planning PLC Protocol.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:

Teachers may have difficulty in implementing the Data-Driven, Precision-Planning process because of time and training limitations.

What specific action steps address these challenges?: Action Step 2

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 self-reflection completed in November of 2021, Essential Action 5.1, Effective Classroom Routines and Instructional Strategies, will be a prioritized focus area for 2021-2022. Implementing a standard instructional protocol will align with ESF and the district initiative of improving Tier 1 instruction for every student. Administrators, teachers, and students will benefit from building capacity around three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) that positively impact classroom routines and instructional strategies resulting in more focused classroom instructional time.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with the CISD Curriculum & Instruction and Teaching & Learning Departments will help us ensure that we are engaging in effective instructional practices. The Curriculum & Instruction Department provides weekly support to our instructional support specialists and serves as a resource for training ISSs, teachers, and other instructional staff. The Teaching & Learning Department provides monthly trainings for teachers and individualized training based on campus needs. This program will help build the capacity of our instructional leaders and teachers in consistently implementing best practices that result in effective classroom routines and instructional strategies ensuring engaging and rigorous Tier 1 instruction for every student.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff have participated in ongoing professional development involving effective classroom routines and instructional practices since the beginning of the 2021 school year. Teachers and staff will participate in a Fall survey to get feedback and input on what is working and what support is needed in implementing these practices. Based on that feedback and semester 1 walk-through observation data, the campus lead team will implement a nine-week training and support system to support teachers in consistently engaging in the three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking). Campus Leaders will train and support teachers and staff during Staff and Collaborative Team (PLC) meetings. Campus leaders will notify and involve parents by sharing these instructional strategy areas of focus with weekly Newsletters and Second Semester School events.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will successfully implement all three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) as measured by classroom walk-through observation protocols conducted by the campus lead team members. This annual outcome aligns campus practices with the district initiative of improved Tier 1 instruction for every student and is attainable through continued embedded professional development for teachers and staff and intentional monitoring of effective classroom routines and instructional strategies by members of the campus lead team.

District Commitment Theory of Action: If the district policies and practices support best practice effective routines and instructional practices in schools, then the campus will be able to consistently implement effective classroom routines and instructional strategies resulting in Tier 1 instruction that is aligned, engaging, and rigorous for every student.

Desired 90-day Outcome: By the end of February 2022, 50% of teachers will successfully implement two out of the three best practice instructional strategies (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) as measured by district and campus walk-through observation protocols. The Campus Leadership Team will continue to provide embedded training and coaching on these practices during staff meetings and collaborative team (PLC) meetings. The Cycle 2 90 Day Outcome is attainable through continued professional development, coaching, and monitoring by the Campus Leadership Team.

District Actions: The CISD C&I and Teaching & Learning Departments will support the campus by providing support and coaching to members of the campus leadership team and teachers specifically on the three best practice instructional strategies based on their observations during building Learning Walks.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team will conduct walk-through observations consistently in all grade levels and classes to determine classroom management and instructional trends and emerging needs.</p> <p>Evidence Used to Determine Progress: CISD approved and Campus generated Walk-through observation protocols.</p> <p>Person(s) Responsible: Campus Leadership Team - Hunt, Petties, Neal, Yaites, Hennessey, and Schott.</p> <p>Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 30, 2021 - Frequency: Daily - Evidence Collection Date: December 3, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership Team will set weekly Walk-through Observation goals, calendar observations and feedback meetings with teachers, calendar weekly Campus Leadership Team Meetings, and use a Team Meeting Protocol to ensure that walk-through observation data and classroom instructional practices are analyzed and discussed during meetings.</p> <p>Evidence Used to Determine Progress: Walk-through observation data from the 2020-2021 school year</p> <p>Person(s) Responsible: Campus Leadership Team - Hunt, Petties, Neal, Yaites, Hennessey, & Schott</p> <p>Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: August 30, 2021 - Frequency: None - Evidence Collection Date: December 3, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers and staff will engage in campus-based professional development around the three instructional focuses (Building rigor, structured accountable talk, and higher-order thinking and learning) and begin implementing these practices in their classrooms.</p> <p>Evidence Used to Determine Progress: WTOs data</p> <p>Person(s) Responsible: Campus Lead Team</p> <p>Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: None - Frequency: None - 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?: Teachers may not be invested in why these best practices

contribute to improved Tier 1 instruction for every student.

What specific action steps address these challenges?: Action Step 2

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: According to our self-reflection completed in November of 2021, Essential Action 5.3, Data-driven instruction, will be a prioritized focus area for 2021-2022. Using a variety of student learning data points, including daily exit tickets, weekly quick-checks, and semester Benchmarks to drive planning and instruction, will align with ESF and the district initiative of improving Tier 1 instruction for every student. Administrators, teachers, and students will benefit from data-driven Tier 1 instruction that is aligned, rigorous, and results in positive learning outcomes for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with the CISD Campus Performance Review Committee will help us ensure that we are engaging in effective data-use practices and making data-informed decisions. The CPR Committee meets with our campus lead team following the fall and spring benchmark assessments to go over our student learning data and guide us in data-informed problem-solving around a problem of practice. This program will help build the capacity of our instructional leaders and teachers in making data-informed decisions around problem-solving and ensuring engaging and rigorous Tier 1 instruction for every student.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff have participated in ongoing professional development involving campus and district data-driven instruction protocols and practices since the beginning of the 2021 school year. Teachers and staff will participate in a Fall survey to get feedback and input on what is working and what support is needed with these processes. Using that feedback, the campus lead team will make adjustments and provide necessary support to teachers and staff regarding the data-driven instruction practices in place during upcoming Fall Benchmark data meetings. Campus leaders will notify parents, students, and the community with an update on our data-driven instruction approaches and our progress towards Fall Benchmark goals following the Fall Benchmark assessment through weekly newsletters, daily announcements, and students' goal setting conferences. Campus leaders will continue to update parents, students, and the community regarding Spring Benchmark goals and Spring STAAR goals using weekly newsletters, Spring school events, daily announcements, and students' goal setting conferences.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will successfully implement data-driven instruction practices such as, using daily exit tickets, weekly quick-checks, and semester Benchmark Assessments to drive planning and inform instruction as measured by PLC protocols, Data Reflection Guides, and Post-Assessment Data meeting protocols. This annual outcome aligns campus practices with the district initiative of improved Tier 1 instruction for every student and is attainable through continued embedded professional development for teachers and staff and intentional monitoring of data-driven practices by members of the campus lead team.

District Commitment Theory of Action: If the district policies and practices support data-driven practices in schools, then the campus will be able to consistently implement a data-driven instruction system that ensures teachers are using a variety of student learning data points resulting in Tier 1 instruction that is aligned, engaging, and rigorous for every student.

Desired 90-day Outcome: By the end of February 2022, 75 % of teachers will successfully implement the Precision Planning and Data-Driven Instruction Processes as measured by PLC protocols, Data Reflection Guides, and Post-Assessment Data meeting protocols. Cycle 2 90 Day Outcome spirals work from Cycle 1 while layering in more sophisticated aspects of the Precision Planning PLC protocol for making data-driven instructional decisions. The Cycle 2 Outcome is attainable through intentional monitoring and coaching by the Campus Leadership Team.

District Actions: CISD will continue to support the campus by providing support and feedback during Campus Performance Review Meetings, by continually monitoring the campus data-driven instruction practices, and by providing support and coaching to the campus leadership team on how to improve data-driven practices campus-wide.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team will attend training on Precision Planning and Data-Driven Instruction and will train teachers and staff during Professional Development Days, Staff Meetings, and Collaborative Team (PLC) meetings on Precision Planning and Data-Driven Instruction practices.</p> <p>Evidence Used to Determine Progress: Lesson Plans, Learning Targets (Objectives), Collaborative Team (PLC) Meetings</p> <p>Person(s) Responsible: Campus Leadership Team and Teachers</p> <p>Resources Needed: Continued Professional Development for Campus Leadership Team and Teachers</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: September 13, 2021 - Frequency: None - Evidence Collection Date: December 3, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership Team will conduct a Fall survey regarding the Precision Planning Process and Data-Driven Instruction to determine areas needing continued support and training.</p> <p>Evidence Used to Determine Progress: Fall Survey</p> <p>Person(s) Responsible: Hunt, Petties, Neal</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>- Start Date: December 6, 2021 - Frequency: None - Evidence Collection Date: December 17, 2021</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?: Teachers may know how to complete protocols and reflection guides but may not know how to actually use various data points to improve their Tier 1 instruction.

What specific action steps address these challenges?: Action Step 2

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 self-reflection completed in November of 2021, Essential Action 5.1, Effective Classroom Routines and Instructional Strategies, will be a prioritized focus area for 2021-2022. Implementing a standard instructional protocol will align with ESF and the district initiative of improving Tier 1 instruction for every student. Administrators, teachers, and students will benefit from building capacity around three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) that positively impact classroom routines and instructional strategies resulting in more focused classroom instructional time.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with the CISD Curriculum & Instruction and Teaching & Learning Departments will help us ensure that we are engaging in effective instructional practices. The Curriculum & Instruction Department provides weekly support to our instructional support specialists and serves as a resource for training ISSs, teachers, and other instructional staff. The Teaching & Learning Department provides monthly trainings for teachers and individualized training based on campus needs. This program will help build the capacity of our instructional leaders and teachers in consistently implementing best practices that result in effective classroom routines and instructional strategies ensuring engaging and rigorous Tier 1 instruction for every student.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff have participated in ongoing professional development involving effective classroom routines and instructional practices since the beginning of the 2021 school year. Teachers and staff will participate in a Fall survey to get feedback and input on what is working and what support is needed in implementing these practices. Based on that feedback and semester 1 walk-through observation data, the campus lead team will implement a nine-week training and support system to support teachers in consistently engaging in the three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking). Campus Leaders will train and support teachers and staff during Staff and Collaborative Team (PLC) meetings. Campus leaders will notify and involve parents by sharing these instructional strategy areas of focus with weekly Newsletters and Second Semester School events.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will successfully implement all three common instructional practices (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) as measured by classroom walk-through observation protocols conducted by the campus lead team members. This annual outcome aligns campus practices with the district initiative of improved Tier 1 instruction for every student and is attainable through continued embedded professional development for teachers and staff and intentional monitoring of effective classroom routines and instructional strategies by members of the campus lead team.

District Commitment Theory of Action: If the district policies and practices support best practice effective routines and instructional practices in schools, then the campus will be able to consistently implement effective classroom routines and instructional strategies resulting in Tier 1 instruction that is aligned, engaging, and rigorous for every student.

Desired 90-day Outcome: By the end of May 2022, 90% of teachers will successfully implement two out of the three best practice instructional strategies (No Opt Out / Loop Back, Structured Accountable Talk, and Higher Order Questioning and Thinking) as measured by district and campus walk-through observation protocols. The Campus Leadership Team will continue to provide embedded training and coaching on these practices during staff meetings and collaborative team (PLC) meetings. The Cycle 2 90 Day Outcome is attainable through continued professional development, coaching, and monitoring by the Campus Leadership Team.

District Actions: The CISD C&I and Teaching & Learning Departments will support the campus by providing support and coaching to members of the campus leadership team and teachers specifically on the three best practice instructional strategies based on their observations during building Learning Walks.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: According to our self-reflection completed in November of 2021, Essential Action 5.3, Data-driven instruction, will be a prioritized focus area for 2021-2022. Using a variety of student learning data points, including daily exit tickets, weekly quick-checks, and semester Benchmarks to drive planning and instruction, will align with ESF and the district initiative of improving Tier 1 instruction for every student. Administrators, teachers, and students will benefit from data-driven Tier 1 instruction that is aligned, rigorous, and results in positive learning outcomes for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with the CISD Campus Performance Review Committee will help us ensure that we are engaging in effective data-use practices and making data-informed decisions. The CPR Committee meets with our campus lead team following the fall and spring benchmark assessments to go over our student learning data and guide us in data-informed problem-solving around a problem of practice. This program will help build the capacity of our instructional leaders and teachers in making data-informed decisions around problem-solving and ensuring engaging and rigorous Tier 1 instruction for every student.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff have participated in ongoing professional development involving campus and district data-driven instruction protocols and practices since the beginning of the 2021 school year. Teachers and staff will participate in a Fall survey to get feedback and input on what is working and what support is needed with these processes. Using that feedback, the campus lead team will make adjustments and provide necessary support to teachers and staff regarding the data-driven instruction practices in place during upcoming Fall Benchmark data meetings. Campus leaders will notify parents, students, and the community with an update on our data-driven instruction approaches and our progress towards Fall Benchmark goals following the Fall Benchmark assessment through weekly newsletters, daily announcements, and students' goal setting conferences. Campus leaders will continue to update parents, students, and the community regarding Spring Benchmark goals and Spring STAAR goals using weekly newsletters, Spring school events, daily announcements, and students' goal setting conferences.

Desired Annual Outcome: By the end of May 2022, 90% of teachers will successfully implement data-driven instruction practices such as, using daily exit tickets, weekly quick-checks, and semester Benchmark Assessments to drive planning and inform instruction as measured by PLC protocols, Data Reflection Guides, and Post-Assessment Data meeting protocols. This annual outcome aligns campus practices with the district initiative of improved Tier 1 instruction for every student and is attainable through continued embedded professional development for teachers and staff and intentional monitoring of data-driven practices by members of the campus lead team.

District Commitment Theory of Action: If the district policies and practices support data-driven practices in schools, then the campus will be able to consistently implement a data-driven instruction system that ensures teachers are using a variety of student learning data points resulting in Tier 1 instruction that is aligned, engaging, and rigorous for every student.

Desired 90-day Outcome: By the end of February 2022, 75 % of teachers will successfully implement the Precision Planning and Data-Driven Instruction Processes as measured by PLC protocols, Data Reflection Guides, and Post-Assessment Data meeting protocols. Cycle 2 90 Day Outcome spirals work from Cycle 1 while layering in more sophisticated aspects of the Precision Planning PLC protocol for making data-driven instructional decisions. The Cycle 2 Outcome is attainable through intentional monitoring and coaching by the Campus Leadership Team.

District Actions: CISD will continue to support the campus by providing support and feedback during Campus Performance Review Meetings, by continually monitoring the campus data-driven instruction practices, and by providing support and coaching to the campus leadership team on how to improve data-driven practices campus-wide.

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

2021-22 School Year

Of the fifty percent of economically disadvantaged students, half are African American, and African American students are performing significantly lower in reading, writing, and math compared to other demographic groups based on assessment data from last spring.

When looking at the relative performance of comparable schools, our approaches, meets, and masters achievement scores were not high enough to be in the top quarter of our comparison group.

June W. Davis Elementary is a new school in Crowley ISD in year three of operation. We serve 703 students in grades Pre-K through 5th. The school is located in a new residential development in southwest Fort Worth to the west of the Chisholm Trail Tollway.

June W. Davis demographic breakdown:

Total Enrollment - 703 students

Male - 50%

Female - 50%

Hispanic - 24%

Asian - 6%

African American - 50%

White - 13%

Two or More - 7%

Limited English Proficient (LEP) - 8%

At-Risk - 20%

Economically Disadvantaged - 60%

Special Education - 15%

2021 Fall Benchmark scores for grades 2nd - 5th Math, Reading, & Science:

Goal - 60 / 30 / 20

Math					
		Approaches		Meets	Masters
2nd	59		19		3
3rd	63		19		3
4th	60		21		13
5th	55		28		14

Reading					
		Approaches		Meets	Masters
2nd	71		51		36
3rd	70		35		18
4th	54		31		17
5th	67		46		29

Science					
		Approaches		Meets	Masters
3rd	83		49		16
4th	64		40		18
5th	63		32		21

Copilot A-F Report for 2021 Winter Benchmark:

Domain 1 Student Achievement

Raw Score: 37

Scaled Score: 64

Letter Grade: D

Domain 2A Academic Growth

Raw Score: 69

Scaled Score: 70

Letter Grade: C

Domain 2B Relative Performance

Raw Score: 37

Scaled Score: 58

Letter Grade: F

Domain 3 Closing the Gaps

Raw Score: 51

Scaled Score: 71

Letter Grade: C

MAP Diagnostic Data - 2021 Beginning of Year View:

<https://drive.google.com/file/d/1RFepkfc6GqZJTvX2NV6ywRu8ttnJwpmm/view?usp=sharing>

MAP Diagnostic Data - 2022 Middle of Year View:

<https://drive.google.com/file/d/1-LIT-jXBv4qD39R81AcPneMqYGIGq7yp/view?usp=sharing>

Our overall goal for 2022 STAAR this year for approaches / meets / masters is 80 / 50 / 30.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards.

- Teachers and staff will implement with fidelity and for all students a balanced literacy approach using the Benchmark Reading Units including phonics, guided reading, and independent reading.
- Teachers and staff will implement with fidelity and for all students the Math Problem Solving MAT to solve multi-step word problems requiring different math applications and processes.
- Teachers and staff will implement for all students STEAM Project-Based-Learning lessons and modules involving inquiry and the scientific design process.
- Teachers and staff will implement with fidelity and for all students the Lucy Calkins Writing Units of Study including writing workshop model, grammar, editing, and revising.

The campus improvement plan was developed with teachers, staff members, parents, members of CPOC and other school stakeholders.

2.2: Regular monitoring and revision

Designated staff responsible for monitoring the TIP will monitor and document progress according to listed TIP strategies.

- Daily Classroom Walkthrough Observations
- Assessment Data Analysis
- Ongoing Progress Monitoring & Needs Assessment

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

The 2021-22 TIP will be available to parents through the district website, and once approved by the board, we will share the link and have hard copies available for parents. The principal will provide regular and ongoing opportunities for parents, family members, and stakeholders to learn about the campus improvement plan and contribute to school improvement.

2.4: Opportunities for all children to meet State standards

Essential Action 5.1 is effective classroom routines and instructional strategies.

Essential Action 5.3 is data driven instruction.

Consistent with our campus needs assessment, we will use Title 1 funds to ensure effective and data-driven classroom instruction for every student from economically disadvantaged families who require academic, social, and emotional support, and we will increase teachers' instructional capacity through planning and professional development. The following strategies are detailed in the goals section:

- After School Tutoring / Small Group Instruction
- Saturday Academic Camps
- Long Range Planning
- Professional Development
- Intervention Instructional Materials

2.5: Increased learning time and well-rounded education

The master schedule (both digitally and in-person) allows for maximized instructional time including designated time for tiered academic and social and emotional support. In addition, we are currently providing for after school tutoring and planning 6 Saturday school sessions to provide tutoring and intervention during the Spring semester.

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

Essential Action 5.3 ensures data-driven instruction and rapid intervention for every student particularly those from economically disadvantaged families.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

June W. Davis Elementary

Campus Parent Involvement Policy

2021-22

Campus Principal: Kevin Hunt

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that:

1. Parents play an integral role in assisting their child's learning.
2. Parents are encouraged to be actively involved in their child's education at school.
Parents 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.

CISD holds an annual consultation to gather input on the parent involvement policy. The Campus Planning Objective Committee (CPOC), whose membership includes parent representatives, reviews the policy.

June W. Davis Elementary holds an annual consultation to gather input on the campus parent involvement policy. The campus Parent Involvement Policy is posted on the

campus website.

June W. Davis Elementary reviews the concepts of a Schoolwide or Targeted Assistance program and parents provide input on the selected program for the year. Parents are welcomed to participate in the development of the campus Title I program. A Parent School Compact is also reviewed as required by Sections 1118, 1118(b) and 1118(d).

U.S. Education Code Section 6318 requires:

1. *Involve parents in the development of the plan under section 6312 of this title, and the process of school review and improvement under section 6316 of this title.*

June W. Davis Elementary develops an annual Targeted Improvement Plan (TIP). The TIP has a Parent Involvement section. The Campus Planning Objective Committee (CPOC) is responsible for developing this written plan. The CPOC includes parents and community members, as well as teachers and other campus staff.

1. *Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.*

CISD provides Parent and the Community a Parent Involvement Coordinator to provide technical assistance and other support to parents about the opportunities available to have a voice in the educational process. The CPOC parent representatives work collaboratively with the Principal and campus staff in planning effective parent involvement opportunities to include in the Campus Improvement Plans.

CPOC membership is determined annually through a nomination process at each campus.

1. *Build the schools' and parents' capacity for strong parental involvement as described in sub-section (e) of this section.*

Parent information and academic sessions are offered annually to build capacity for parent participation for improving student achievement and school performance. Required information regarding curriculum and student assessments is provided annually.

2. *Coordinate and integrate parent involvement strategies with Title I, Special Education, Early Childhood Education and other preschool programs.*

The Comprehensive Needs Assessment (CNA) process ensures the coordination of programs. Parents of young children, as well as any special needs students, or students at risk of dropping out of school, are encouraged to participate in the development of instructional strategies through the CNA process and by participating in the CPOC. A Parent School Compact is designed collaboratively and distributed for signature for all parents in Title I campuses.

Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served. Include identifying barriers to greater participation by parents and use the findings to design improvement strategies and to revise, if necessary, the Parental Involvement Policy. The evaluation should address parents who are economically disadvantaged, disabled, Limited English Proficient, limited literacy or of a racial or ethnic minority.

June W. Davis administers a Beginning, Middle, and End of Year Parent and Family Involvement Survey.

3.2: Offer flexible number of parent involvement meetings

Involve parents in the activities of the schools.

June W. Davis Elementary will involve parents in the joint development of the Title I plan and the process of school review and improvement.

An adequate number of parents will work collaboratively with a June W. Davis Elementary committee in an organized, ongoing, and timely way, in planning, review, and improvement of the Title I program.

Annually, the school will convene a meeting to which all parents of participating students are invited, to inform the parents of the school's participation in the Title I program and of the parents' right to be involved.

Parents will be provided timely information about available programs.

Parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results.

Parents will be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficient levels students are expected to meet.

Parents will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education of their children.

Parents will receive a timely response to their suggestions.

The school will coordinate, and provide technical assistance and other support necessary to assist parents in actively participating in the planning and implementing of parent involvement program.

Parents will jointly conduct an evaluation of the content and effectiveness of the parental involvement policy and revise as necessary.

The school shall jointly develop with, and distribute to parents a written parental involvement policy that describes the requirements in an understandable and uniform format.

June W. Davis Elementary

Title I School Policy & School-Parent Compact

2020-2021

Under the *Every Student Succeeds Act*, each Title I school jointly develops with parents a school-parent contract that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the State's high standards.

As a school, we will:

- Provide a high-quality effective learning environment that is safe and that enables the student to meet the State’s student academic achievement standards.
- Provide ongoing two-way communication between teachers and parents through parent-teacher-staff conferences and frequent reports to parents.
- Provide reasonable access to staff through an “open door” policy.
- Provide opportunities for parents to volunteer and participate in their child’s class and observe classroom activities.
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).

Date _____ Teacher / Staff signature _____

As a parent, I will:

- Support my child’s learning by ensuring that he/she has proper rest and nutrition and attends school on time and on a regular basis.
- Support my child’s learning by reading with him/her.
- Help set a positive tone for learning with my child.
- Strive to make positive use of my time with my child.
- Participate in decisions related to the education of my child through a mutually respectful relationship with school staff.
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).
- Provide a time for homework completion.
- Support my child’s class / school (i.e. volunteering, attending school events, etc.).

Date _____ Parent _____

As a student, I will:

- Proudly follow the behavioral expectations “Pillars of Character” and “PBIS”.
- Ask questions when I am not sure about a lesson or when I need help.
- Make good choices like paying attention in class, staying on task, following instructions, doing my best, working hard, and being respectful.
- Be the very best student at June W. Davis that I can be each and every day.

Date _____ Student _____

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		64	86	District Created Benchmark	63	64	District Created Benchmark	66		69	
			All	All	Reading	Meets	STAAR		36	86	District Created Benchmark	33	40	District Created Benchmark	36		39	
			All	All	Reading	Masters	STAAR		19	86	District Created Benchmark	15	24	District Created Benchmark	18		21	
			All	All	Mathematics	Approaches	STAAR		52	86		51	59		54		57	
			All	All	Mathematics	Meets	STAAR		23	86		20	23		23		26	
			All	All	Mathematics	Masters	STAAR		17	86		13	10		16		19	
			All	All	Science	Approaches	STAAR		56	86		55	63		58		61	
			All	All	Science	Meets	STAAR		24	86		21	42		24		27	
			All	All	Science	Masters	STAAR		7	86		3	22		6		9	
			All	All	Writing	Approaches	STAAR						0					
			All	All	Writing	Meets	STAAR						0					
All	All	Writing	Masters	STAAR						0								
2. Domain 3	Focus 1	Academic Achievement	All	All Students	Reading	NA	STAAR	70	65	86	District Created Benchmark	60	64	District Created Benchmark	70		80	
	Focus 2	Academic Growth Status	All	African American	All	NA	STAAR	65	52	86	District Created Benchmark	60	66	District Created Benchmark	65		70	

Addendums

CAMPUS COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. Dropout Prevention	TEC 11.252	Director of Counseling Principal, Crowley Learning Center	CISD Response Intervention Webpage BQA (Legal) and BQB (Legal) Dropout Process Information
5. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <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.