

Crowley Independent School District
Crowley High School - TIP
2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

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

Signature:

Principal Supervisor

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

Signature:

Principal

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

Signature:

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Data Analysis

Domain 1

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

Domain 1 Goal

- Domain 1 Winter Benchmark Score :71
- Algebra 1 move 56 students from App to Meets
- English 1 move 18 students from App to Meets
- English 2 move 43 students from App to Meets
-
- This is that data provided per co-pilot. However, we are working to move students in every area.

In order to achieve our goal a scale score of 80

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.

Based on the progress of the students below we will be able to make our progress Goal of a "B"

- Algebra 1 move 56 students from App to Meets
- English 1 move 18 students from App to Meets
- English 2 move 43 students from App to Meets
-
- This is that data provided per co-pilot. However, we are working to move students in every area.

In order to achieve our goal a scale score of 80

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.

Domain 3:

23% or more of our students being served through special education will make approaches or better on the 2022 STAAR exam, across all math and reading tests. Achieving this would result in an overall accountability rating of a B.

This targeted group students who were near progress measures on Winter Benchmark (from CoPilot) are in intervention receiving interventions in the e areas of math and ELAR.

Student Groups:

SPED Math and Reading are the focus areas for CHS. We have identified these areas because of their potential impact in every grade level, every test, for every student.

We have implemented an intentional instructional plan (Tier I) and intervention plan (Tier II). This includes tutoring after school, tutoring during Eagle Hour, and small group TOSA pullouts.

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?

Student Growth Goal:

Improve student performance in the area of ELA II as measured by 60% of my first time testers performing at the meets level of performance on the ELA II EOC. (-13% from Goal Tree Goal)

•CFA1 Performance 30% Winter Benchmark Performance 47%

Spring Benchmark 49.2%

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

Goal Focus:

Our demographic goal focus is in the area of African American performance on the ELA II End of Course examination. This is our targeted student population as it is our largest demographic group and our lowest performing group in the area of meets on the ELA II End of Course Examination. Our African American student population is performing 5% lower than the next lowest performing student sub-pop.

CCMR

CCMR: What goals has your campus set for CCMR?

Our data reflects that our students have had the greatest success of meeting CCMR through TSI testing. Therefore, we have implemented a working schedule as a means to increase the opportunities our students have for TSI testing. With the increase in opportunities to test we have already begun to see an increase in the number of met students on CCMR. We were at 61% met on last year and we are on track to meet or exceed 65% met for the 2022 school year.

Federal Graduation Rate

Federal Graduation Rate: What goals has your campus set for Federal Graduation Rate?

In 2021 graduated 91.4% of the student graduating in the 4 year cohort. Our goal is to increase the percentage of graduates by 2%. Which will result in a graduating class of at least 93.4% for the class of 2022.

Essential Actions

Essential Action : Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

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: Planning for Implementation

Essential Action : Data-driven instruction.

Implementation Level: Not Yet Started

Cycles

Cycle 1 - (Sept – Nov)

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

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Rationale: The ultimate leadership leverage comes from your ability to build strong leaders and relationships. This development and relationships allow organizations to achieve greater results shared leadership roles and responsibilities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through one on one coaching and development. I will assignment projects and activities to those leaders aligned to the T-PESS principal domains and "Leveraged Leadership 2.0"

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The communication of these roles, priorities, and responsibilities of the campus leadership will be communicated internally through the newsletter, campus and departmental meetings . The leaders will base their goals on future career goals

Desired Annual Outcome: The CHS Leadership Team will operate as a well organized unit with the capacity to make CHS the top performing High School in Tarrant County

District Commitment Theory of Action: CISD is committed to equipping some of it's most talented leaders with the capacity to lead and grow at very high levels. This capacity is conducive to feeding the need to build capacity in other who aspire to lead.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: Implementation still in progress

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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: To ensure the use of effective classroom routines and instructional strategies as a means to increase engagement , rigor, and student academic success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To ensure the use of effective instructional strategies and routines, learning walks must be completed weekly, data collected, analyzed, and presented to the staff for reflection and the development of additional action steps.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff will be intentional about communicating with parents and campus leadership will communicate internally through the newsletter, campus and departmental meetings.

Desired Annual Outcome: The CHS staff will increase student engagement, rigor of content, student academic success through the use of effective classroom routines and instructional strategies.

District Commitment Theory of Action: CISD is committed to supporting campuses in the area of effective classroom routines and instructional strategies through the intentional delivery of staff development, training, and collaborative feedback in the PLC.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: Implementation still in progress

Step 1 Details	Reviews
<p>Action Step 1: Classroom Walk-Through</p> <p>Evidence Used to Determine Progress: None</p> <p>Person(s) Responsible: None</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: None - Frequency: None - Evidence Collection Date: None</p>	<p>Progress toward Action Steps: Some 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?: 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 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Rationale: The ultimate leadership leverage comes from your ability to build strong leaders and relationships. This development and relationships allow organizations to achieve greater results shared leadership roles and responsibilities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through one on one coaching and development. I will assignment projects and activities to those leaders aligned to the T-PESS principal domains and "Leveraged Leadership 2.0"

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The communication of these roles, priorities, and responsibilities of the campus leadership will be communicated internally through the newsletter, campus and departmental meetings . The leaders will base their goals on future career goals

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Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: Still in the implementation phase

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: To ensure the use of effective classroom routines and instructional strategies as a means to increase engagement , rigor, and student academic success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To ensure the use of effective instructional strategies and routines, learning walks must be completed weekly, data collected, analyzed, and presented to the staff for reflection and the development of additional action steps.

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Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: Still in the implementation phase

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 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Rationale: The ultimate leadership leverage comes from your ability to build strong leaders and relationships. This development and relationships allow organizations to achieve greater results shared leadership roles and responsibilities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through one on one coaching and development. I will assign projects and activities to those leaders aligned to the T-PESS principal domains and "Leveraged Leadership 2.0"

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The communication of these roles, priorities, and responsibilities of the campus leadership will be communicated internally through the newsletter, campus and departmental meetings. The leaders will base their goals on future career goals

Desired Annual Outcome: The CHS Leadership Team will operate as a well organized unit with the capacity to make CHS the top performing High School in Tarrant County

District Commitment Theory of Action: CISD is committed to equipping some of its most talented leaders with the capacity to lead and grow at very high levels. This capacity is conducive to feeding the need to build capacity in others who aspire to lead.

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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: To ensure the use of effective classroom routines and instructional strategies as a means to increase engagement , rigor, and student academic success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To ensure the use of effective instructional strategies and routines, learning walks must be completed weekly, data collected, analyzed, and presented to the staff for reflection and the development of additional action steps.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff will be intentional about communicating with parents and campus leadership will communicate internally through the newsletter, campus and departmental meetings.

Desired Annual Outcome: The CHS staff will increase student engagement, rigor of content, student academic success through the use of effective classroom routines and instructional strategies.

District Commitment Theory of Action: CISD is committed to supporting campuses in the area of effective classroom routines and instructional strategies through the intentional delivery of staff development, training, and collaborative feedback in the PLC.

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

Crowley High School currently serves 1,628 students on the 10-12 campus. We have a total of 2,150 students represented in our 9-12 student population. Crowley High School is one of the oldest campuses in Crowley ISD and has graduated over 12,000 students in the last 50 years. During this time the families served by Crowley High School have become more diverse with regards to ethnicity and socioeconomic, and readily available resources in the home. In response to the ever-changing needs of our student population we have now partnered with Community and Schools, Girls Inc., Seasons of Change, and local churches in order to provide the needed support and resources.

Student Ethnicity:

43.9% African-American
36.1% Hispanic
12.6% White
3.9% Two or More Races
3.0% Asian
0.2% Hawaiian/Pacific Islander

Summary of enrollment by eligibility group:

LEP = 15.6%
ESL = 9.93%
Economically Disadvantaged = 62%
Homeless = 0.33%
G/T = 6.54%
Career/Technical = 73.55%
At Risk = 56.75%
Special Education = 9.45%

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

This plan was developed in collaboration with our Site-Based Decision Making Team, Campus Instructional Leadership Team, Departments Heads, and staff member feedback. Gathering input from the varies campus and community based teams will afford us as a campus the opportunity to make the greatest impact possible when it comes to student outcomes for success.

2.2: Regular monitoring and revision

We monitor our plan and check progress **every quarter** and make adjust as needed upon data analysis or organization feedback after **every six weeks**.

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

At Crowley High School we are a Title1 Campus. Title 1 is one of the largest federally funded educational programs. This program provides supplemental funds to school districts to assist designated schools with an above average number of students being served through free or reduced meal programs. These funds are set aside to support campuses in reaching their educational goals through interventions, technology, and specific programs of support for a campus.

2.4: Opportunities for all children to meet State standards

Crowley High school will provide End of Course intervention camps in all of the tested areas to address both gaps in content knowledge and test-taking strategies. These efforts will focus on intentional efforts to bring about growth among our African American, Economically Disadvantaged, and male student populations who disproportionately perform at lower levels than all other student groups on campus.

2.5: Increased learning time and well-rounded education

A well rounded education is crucial to the development of the whole child. We offer the following opportunities for students to engage in a variety of clubs, organizations, and rigorous curricular and co-curricular experiences:

Eagle Time Enrichment

AP Courses

Dual Credit Classes

UT On Ramps

Automotive Tech

Cosmetology

Career and Technology Education Pathways

Student Council

Language Clubs

JROTC

NHS

Debate

Engineering competition

UIL competitions

Band

Choir

Theater

Sports

Football

Volleyball

Basketball

Golf

Tennis

Swim Team

Soccer

Track/Cross-Country

Baseball/Softball

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



We currently provide students supports through our Eagle Time and our after-school tutorials, where we provide small group intervention, credit recovery, and mentoring supports. Additionally, we provide transportation home for our students that don't have transportation.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy



Parent engagement in our school is a shared responsibility in which Crowley High School and other community partners and organizations are committed to reaching out to engage parents in meaningful ways, and our parents are committed to actively supporting their student's learning and development.

3.2: Offer flexible number of parent involvement meetings

We as a campus offer flexible access to meetings parental connection information and updates. Through use of recorded meetings and Zoom access to previous meeting on the campus website.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daryle L. Moffett	Principal	Crowley High School	1

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Rebecca Stevenson	Spanish Teacher
Classroom Teacher	Patrice Johnson	ELA Teacher
Classroom Teacher	Albert Carrizales	Head Coach
Classroom Teacher	Deanna Ibarra	Mathematics
Classroom Teacher	Tracy Campbell	Science
Classroom Teacher	Kenneth Harrington	Fine Arts
Classroom Teacher	Bradley Rose	History
Classroom Teacher	Andy Clay	Journalism
Administrator	Antanique Jones	Assistant Principal
Administrator	Cabrea Bundy	Assistant Principal
Non-classroom Professional	Kristin Sumberlin	Instructional Support Specialist
Non-classroom Professional	Holly Fort	Instructional Support Specialist
Administrator	Edwin Wilson	Assistant Principal
Administrator	Shawn Harris	Assistant Principal
Administrator	Threasa Nevil	Assistant Principal
District-level Professional	Mike Mundt	Advanced Academics Coordinator
Administrator	Daryle Moffett	Principal

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Daryle Moffett	Principal
Administrator	Shawn Harris	Assistant Principal
Classroom Teacher	Maria Garcia	Spanish Teacher
Classroom Teacher	Kristal McMillian	Mathematics Teacher
Community Representative	Mr. Johnathan Porter	Parent
Business Representative	Dr. Patricia Tran	Parent/Business Rep
Community Representative	Pastor Keith Warren	Youth Pastor @ First Crowley

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	61	58	89	District Created Benchmark	54	49	District Created Benchmark	57		60	
			All	All	Reading	Meets	STAAR	39	40	89	District Created Benchmark	36	30	District Created Benchmark	39		42	
			All	All	Reading	Masters	STAAR	4	4	89	District Created Benchmark	0	1	District Created Benchmark	2		5	
			All	All	Mathematics	Approaches	STAAR	81	66	90	District Created Benchmark	78	72	District Created Benchmark	81		84	
			All	All	Mathematics	Meets	STAAR	47	21	90	District Created Benchmark	48	61	District Created Benchmark	51		54	
			All	All	Mathematics	Masters	STAAR	22	6	90	District Created Benchmark	19	11	District Created Benchmark	22		25	
			All	All	Science	Approaches	STAAR	83	73	92	District Created Benchmark	76	54	District Created Benchmark	79		82	
			All	All	Science	Meets	STAAR	51	37	92	District Created Benchmark	49	51	District Created Benchmark	52		55	
			All	All	Science	Masters	STAAR	17	10	92	District Created Benchmark	12	3	District Created Benchmark	15		18	
			All	All	Social Studies	Approaches	STAAR	91	90	93	District Created Benchmark	87	71	District Created Benchmark	90		93	
			All	All	Social Studies	Meets	STAAR	68	60	93	District Created Benchmark	65	54	District Created Benchmark	68		71	
			All	All	Social Studies	Masters	STAAR	38	29	93	District Created Benchmark	35	17	District Created Benchmark	38		41	
2. Domain 3	Focus 1	Academic Growth Status	All	Special Ed	Reading	NA	STAAR	14	8	87	District Created Benchmark	14	11	District Created Benchmark	17		20	
	Focus 2	Academic Growth Status	All	Special Ed	Mathematics	NA	STAAR	14	9	89	District Created Benchmark	17	23	District Created Benchmark	20		23	

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.