

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

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

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

Signature:

Principal Supervisor

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

Signature:

Principal

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

Signature:

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Data Analysis

Domain 1

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

By May 2022, our students will attain 5 percent masters, 43 percent meets, and 60 percent approaches in English I STAAR assessment.

By May 2022 all students will attain 25% masters, 54% approaches, and 84% approaches in Algebra I STAAR assessment.

By May 2022 all students will attain 18% masters, 55% meets, and 82% approaches in Biology STAAR assessment.

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.

Domain 2A Goal

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
- 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 areas of Math and ELAR.

Student Groups:

SPED Math and Reading are the focus areas for CHS/CH9. 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 Reading Lab, Super STAAR Saturday, 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?

English I

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

English I

SPED Groups

CCMR

CCMR: What goals has your campus set for CCMR?

Federal Graduation Rate

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

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: Partial Implementation

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: Not Yet Started

Essential Action : Data-driven instruction.

Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We did not achieve student performance data goals in approaches. We exceeded Meets data goals in Reading and Science.

We need to adjust and align our lesson cycle to ensure that grade level, rigorous instruction occurs in all classes as teachers transition back to full F2F teaching.

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: A clear vision would instill a strong culture and climate alongside a common goal.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff meeting to develop a common mission and vision

Focus groups: Staff, students, parents

Community partnerships

Qualitative surveys on staff, students, and parents

PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly Newsletter; PLC Meetings; Focus group committees
Parent developed activities

Desired Annual Outcome: Increase in student achievement

Increase in school, family, & community involvement

District Commitment Theory of Action: This essential action aligns with the district goals of thriving students, empowered personnel, and engaged community.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: No

Why or why not?: Cycle One was the beginning and implementation phase of the desired goal.

During Cycle One we collectively developed campus wide mission and vision in PLC. We held focus group meetings and surveys to make needed adjustments to campus structures.

Step 1 Details	Reviews
<p>Action Step 1: Development and Refinement of Campus Mission and Vision through Wednesday Team Tune Up Professional Development</p> <p>Evidence Used to Determine Progress: Complete Mission and Vision with buy in. Communicated to all stakeholders</p> <p>Person(s) Responsible: Administrators, Department Chairs, & ISS</p> <p>Resources Needed: Data, Goals, and PD Material</p> <p>Addresses an Identified Challenge: No</p> <p>- Start Date: August 25, 2021 - Frequency: One Time - Evidence Collection Date: August 25, 2021</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Leadership Team Goal Setting and Development of Mission/Vision Draft. Leadership development &</p> <p>Evidence Used to Determine Progress: Creation of Mission/Vision and goals with buy in and stakeholder communication.</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: PLC Goal Setting, Mission, Vision protocol resource</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: July 20, 2021 - Frequency: Ongoing - Evidence Collection Date: July 20, 2021</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Leadership Collaboration PD w/CHS Admin & Leadership Team for vertical alignment goals and strategies.</p> <p>Evidence Used to Determine Progress: Aligned goals, mission, protocol among campuses</p> <p>Person(s) Responsible: CH9 & CHS Administrator</p> <p>Resources Needed: Data, Campus Goals, PLC protocol</p> <p>Addresses an Identified Challenge: No</p> <p>- Start Date: July 20, 2021 - Frequency: Ongoing - Evidence Collection Date: July 20, 2021</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Teacher, Student, Parent Focus Groups</p> <p>Evidence Used to Determine Progress: Agenda Feedback</p> <p>Person(s) Responsible: Kennard</p> <p>Resources Needed: Surveys, Snacks, Location</p> <p>Addresses an Identified Challenge: None</p> <p>- Start Date: October 4, 2021 - Frequency: Quarterly - Evidence Collection Date: November 26, 2021</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?: None

What specific action steps address these challenges?: None

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Based on 2021 data and walkthrough information there is a need to focus on professional learning communities, and data discussions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Data analysis and data discussions, lesson design and delivery, and embedded professional development through PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Learning communities, data discussions, Staff Google Classroom Page, Weekly Newsletter, Team Tune Ups

Desired Annual Outcome: 5 point minimum point gain in Approaches

3 point minimum point gain in Meets

3 point minimum point gain Masters

District Commitment Theory of Action: This essential action aligns with the two district goals, thriving students and empowered staff.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Yes

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: A clear vision would instill a strong culture and climate alongside a common goal.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff meeting to develop a common mission and vision

Focus groups: Staff, students, parents

Community partnerships

Qualitative surveys on staff, students, and parents

PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly Newsletter; PLC Meetings; Focus group committees

Parent developed activities

Desired Annual Outcome: Increase in student achievement

Increase in school, family, & community involvement

District Commitment Theory of Action: This essential action aligns with the district goals of thriving students, empowered personnel, and engaged community.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: None

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Based on 2021 data and walkthrough information there is a need to focus on professional learning communities, and data discussions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Data analysis and data discussions, lesson design and delivery, and embedded professional development through PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Learning communities, data discussions, Staff Google Classroom Page, Weekly Newsletter, Team Tune Ups

Desired Annual Outcome: 5 point minimum point gain in Approaches

3 point minimum point gain in Meets

3 point minimum point gain Masters

District Commitment Theory of Action: This essential action aligns with the two district goals, thriving students and empowered staff.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

1. **Essential Action 3.1:** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: A clear vision would instill a strong culture and climate alongside a common goal.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff meeting to develop a common mission and vision

Focus groups: Staff, students, parents

Community partnerships

Qualitative surveys on staff, students, and parents

PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly Newsletter; PLC Meetings; Focus group committees

Parent developed activities

Desired Annual Outcome: Increase in student achievement

Increase in school, family, & community involvement

District Commitment Theory of Action: This essential action aligns with the district goals of thriving students, empowered personnel, and engaged community.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Based on 2021 data and walkthrough information there is a need to focus on professional learning communities, and data discussions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Data analysis and data discussions, lesson design and delivery, and embedded professional development through PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Learning communities, data discussions, Staff Google Classroom Page, Weekly Newsletter, Team Tune Ups

Desired Annual Outcome: 5 point minimum point gain in Approaches
3 point minimum point gain in Meets
3 point minimum point gain Masters

District Commitment Theory of Action: This essential action aligns with the two district goals, thriving students and empowered staff.

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

We examined survey responses, attendance data, performance data, and other sources to develop our CNA.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan involved feedback from CPOC members, teachers, assistant principals, instructional support specialists. Each member brought ideas and submitted them online before discussing them at the collective meeting.

2.2: Regular monitoring and revision

We engage in monitoring the CNA in administrative meetings. Informally, we collect evidence from parents, teachers, and students to determine what to extent we have progressed at the various checkpoints through Roundtables and surveys.

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

Parents and community members have access to this document on our webpage. We will also make copies available for any members who request them.

2.4: Opportunities for all children to meet State standards

Students have several opportunities to learn standards in relevant and engaging ways--technology, reading, writing, group work, discussion, labs, and many other learning modalities. In addition, students are given opportunities to take practice assessments and become accustomed to the language and rigor of state standards through CFAs, benchmarks, and other common assessments.

2.5: Increased learning time and well-rounded education

Master schedule was created with maximizing learning time (i.e. reducing passing period times) as well as give students choice and voice in their academic planning. To that end, students typically get 3 elective choices. Additionally, we have designed a course--Freshman Orientation--to provide a comprehensive and well-rounded curriculum for students. This curriculum includes literacy instruction, nutrition, financial literacy, social/emotional concepts, and many other relevant instructional materials.

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

Crowley Ninth Grade faculty members have designed curriculum to address social and emotional needs. Specifically, restorative practices are used to establish a culture built upon understanding, respect, and empathy. Various levels of academic support--algebra lab, reading lab, and RtI--have also been established to fill in gaps for students who are at-risk, who have been unsuccessful, etc.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We emailed out the Engagement Policy via Blackboard to all parents as well as printed them out for all students to take home. Finally, we provided copies at our initial Title 1 meeting.

3.2: Offer flexible number of parent involvement meetings

THIS INFO WAS IMPORTED FROM 2020-21. PLEASE REVISE FOR 2021-22.

We hosted a Virtual Fish Camp & Parent Information Night, September 3rd. Students and parents had the opportunities to be oriented to the building, our procedures, teachers, 9th grade teaming, and other important parts of culture as well as the protocol for Virtual Learning. Later, we conducted a Parent Night for parents of Face To Face Learners to go over the Back to School Protocol. We are planning a Parent University for November 18th to give information about graduation requirements, graduation plans, ways to get involved, and helping students through virtual and F2F learning. We will continue conducting parent meetings at various times throughout the year.

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		58	89	District Created Benchmark	54	45	District Created Benchmark	57	59	60	54
			All	All	Reading	Meets	STAAR		40	89	District Created Benchmark	36	41	District Created Benchmark	39	46	42	33
			All	All	Reading	Masters	STAAR		4	89	District Created Benchmark	0	2	District Created Benchmark	2	13	5	6
			All	All	Mathematics	Approaches	STAAR		66	90	District Created Benchmark	78	74	District Created Benchmark	81	69	84	
			All	All	Mathematics	Meets	STAAR		21	90	District Created Benchmark	48	42	District Created Benchmark	51	40	54	
			All	All	Mathematics	Masters	STAAR		6	90	District Created Benchmark	19	18	District Created Benchmark	22	20	25	
			All	All	Science	Approaches	STAAR		73	92	District Created Benchmark	76	56	District Created Benchmark	79	80	82	
			All	All	Science	Meets	STAAR		37	92	District Created Benchmark	49	52	District Created Benchmark	52	71	55	
			All	All	Science	Masters	STAAR		10	92	District Created Benchmark	12	4	District Created Benchmark	15	8	18	
			All	All	Social Studies	Approaches	STAAR		90	93	District Created Benchmark	87		District Created Benchmark	90	88	93	
			All	All	Social Studies	Meets	STAAR		60	93	District Created Benchmark	65		District Created Benchmark	68	74	71	
			All	All	Social Studies	Masters	STAAR		29	93	District Created Benchmark	35		District Created Benchmark	38	5	41	
2. Domain 3	Focus 1	Academic Achievement	All	Special Ed	Reading	NA	STAAR	8	8	87	District Created Benchmark	14	32	District Created Benchmark	17	14	20	12
	Focus 2	Academic Achievement	All	Special Ed	Mathematics	NA	STAAR	9	9	89	District Created Benchmark	17		District Created Benchmark	20	46	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.