Galveston Independent School District

Crenshaw

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: September 18, 2019

Mission Statement

"Courtesy, Community, Scholarship"

The mission of Crenshaw School of Environmental Studies is to provide students with challenging coursework and experiential environmental studies to prepare them for success in higher education and the workplace.

Vision

We believe Crenshaw staff…

ü Is here to serve all students.

ü Is accountable to the community for the education of all students.

ü Is a cooperative effort among students, parents, staff, and community.

ü Must meet the unique needs of students so that they can reach their greatest potential.

ü Must develop students' intellectual curiosity, critical thinking skills, problem solving abilities, and strong character in order for them to function successfully in an ever-changing, competitive world.

ü Instructs students according to their individual learning styles.

ü Develops students' habits and life-skills necessary to maintain healthy self-esteem, physical fitness, and mental well-being.

ü Celebrates the uniqueness and diversity of students, staff, and community.

ü Challenge students, parents, and each other to meet high expectations and to sustain high levels of achievement.

ü Possesses curriculum that is responsive, current, proactive, and flexible.

ü Integrates technology into instruction that enhances student learning.

ü Must anticipate and be responsive to the changes and needs of society.

Value Statement

All stakeholders are committed to high academic expectations.

All students are a priority.

Effective teachers are responsible for student achievement.

All staff commit to the improvement of the organization.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crenshaw School was built in 2005. The land for the school was donated in loving memory of James Crenshaw Sr. and Henrietta Elliott Crenshaw. Students attending Crenshaw School are from Crystal Beach, and Port Bolivar communities on the Bolivar Peninsula in Galveston County. Instruction is provided to students in grades Pre-K3 through 8th grade. Class sizes average from 10 students to 22 students per grade level. Currently we have about 150 students being served at Crenshaw. Since Hurricane Ike the student population has grown from 68 students to 160 students. Mobility rate is currently at 24% school year. Attendance rate for the school year is 96.26%. Teacher retention rate is 79%. 95% of the students are on free or reduced lunches.

Student ethnicity is 52% Hispanic and 46% White and 2% Asian with 52% males and 48% females. Staff ethnicity is 12% Hispanic, 4% African American, 84% White with 30% male and 70% female.

Students are identified At-Risk by state guidelines such as ELL, retention, failure of state testing, and the other indicators. Currently we have 32% of our student body At-Risk.

Demographics Strengths

Attendance rates for students has increased each year for the past three years until this year. The current attendance rate is 96.2% for the 2018-19 school year.

Student mobility rate has remained the same for the past 5 years.

At-Risk student identification has held steady for the past 4 year.

Ethinicy groups have held the same for students for the past 5 years.

Student Achievement

Student Achievement Summary

74% of all STAAR testers met mastery. Crenshaw Met Standards with 4 Distinctions. The trend is showing we are closing the achievement gap within ethnicity groups. Post secondary have all increased student progress. Biology 1 and Algebra 1 mastery was 100% and 92%, respectively. Social Studies decreased to 78% mastery. Reading/ELA had 76% meeting standards and Math had 74%. These areas of need are listed in priority order:

1. Writing--staff training and student achievement.

2. Increase "meet" standards on all STAAR tests from 58% to 60%.

Student Achievement Strengths

All first grade students completed the year 'at or above' grade level.

All 8th grade students take high school Biology and passed the EOC.

School Culture and Climate

School Culture and Climate Summary

Teachers and staff at Crenshaw School work collaboratively to ensure the success of all students. The small school enviroment allows for teachers and parents to work together toward a common goal for each student. Teachers are responsible for many aspects of learning and the climate of the school. Birthdays are celebrated across the school. Teachers and students are recognized for outstanding work through announcements, emails, or newsletters. Safety is a priority on the campus. Teachers and students practice fire drills and tornado drills throughout the school year. Students and teachers have been trained in Capturing Kids Hearts.

School Culture and Climate Strengths

All students and staff are held to a high standard of learning and social standards.

Teachers provide CLC trainings based on workshops they attended and their own strengths.

Birthdays are announced in our weekly newsletter and signs are posted outside their door on their special day.

Staff works collaboratively with one another to create after school schedules, so that students are able to participate in all offered activities.

Social contracts are created at the beginning of each school year and the staff work hard to follow the professionalism of the contract.

Teachers are writing notes on a weekly basis to other staff members to be bucket fillers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Crenshaw are highly qualified by state standards. All core teachers are ESL certified and have GT hours as well. Teachers generally stay at Crenshaw once they have been hired for at least five years. This past school year there were three teachers who did not return. Teachers are provided the opportunity for staff development in the district and outside the district. The district picks up the cost of staff development as long as the instruction is related to the district/school goals and objectives. Teachers were provided NMSI, LEAD4WARD, ESL, Balanced Literacy, and TEKS training in an ongoing manner. CLCs are held on a weekly basis which are lead by the Collaborative Learning Leader.

Staff Quality, Recruitment, and Retention Strengths

Principal attends local job fairs and returns with applicants for the team leader to interview and then have new employee applicants to visit the school.

New teachers are provided with a mentor to assist with the transition to the school. Exiting teacher is required to leave information based on their course that will assist the incoming teacher with lessons, pacing, classroom mangement, and student interventions.

Ferry passes are provided for staff members who live off the peninsula and must utilize the ferry on a daily basis so that the time sitting in line is minimalized.

The district website and school facebook page are utilized to advertise open positions as well as word of mouth in the local community.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crenshaw School utilizes a district-wide scope and sequence (TEKS Resource System)for all core content areas. Algebra 1 and Biology 1 utilizes Agile Minds curriculum. Six weeks CBAs are created by teachers and administrators from across the district and administered to all students in grades 2-12. Three Crenshaw staff members are currently serving on the DADT/CBA teams to create the tests. Teachers review the CBAs for the current six weeks at the beginning of the six weeks and provide feedback on the test. Training is provided for the DADT/CBA teams for the writing of the CBAs and then the team-members are to return to campus to share the information with all the other staff members. Assessment is correlated to the TEKS being taught each six weeks and focus is determined based on prior year's data for the district. RTI is provided for all students. Students self monitor their learning goals and chart their progress for each TEK in the core content areas in grades K-12.

Curriculum, Instruction, and Assessment Strengths

Pacing calendars

LEAD4WARD content metings/PLCs

CBAs developed by teachers, administrators, and LEAD4WARD personnel.

PLC meetings district wide for all Middle School core content teachers and half day planning for MS core content areas utilizing LEAD4WARD format.

Parent and Community Engagement

Parent and Community Engagement Summary

Newsletters are sent home to parents attached to each report card. Facebook and the school webpage are utilized to keep parents and the community informed of activities taking place on the campus. Volunteers are encouraged to participate in school activities and tutorials. The community has a fund raiser each year to raise money for school supplies to be provided for all students at Crenshaw. The community provided coats for all students this past year and provided shoes for 100 students at the beginning of the school year. The churches support the school by providing additional after school support/tutorials for identified students. Local businesses provide donations for field trips, theater costumes, and school staff shirts. The Crab Festival Committee provided Crenshaw with donations of drinks, awards, and incentives for students. Consolidated Tank provides support for instructional materials, transportation costs, and art activities as well as all the trophies for the end of the year awards for students.

Parent and Community Engagement Strengths

Business partners--Lions Club--providing school supplies for all students.

Bolivar Lions club--Kids fishing Tournament--$500 scholarships to students first, second, and thrid place winners, and family event with all supplies provided to the families for the tournament.

Business Partners--TIKI -- providing money for Fine Arts Crab Festival Awards.

PTO provides staff with treats during teacher appreciation week.

Crab Festival charities committee providing $4,000 for teacher staff development opportunities throught the school year.

Meet the Teacher night has 50% of the student body represented at the beginning of the school year.

Consolidated Tank provides end of the year awards and trophies.

School Context and Organization

School Context and Organization Summary

Student schedules are based on prior year's testing results, student needs, and staff strengths and certifications. Students meeting standards are offered upper level courses in the middle school grades. Students in need of assistance (RTI) are provided with intervention classes during the regular school day. This past year, the 8th grade students left Crenshaw with eight high school credits. Students are encouraged to take high school courses while they are in the middle school. The after school program supports the regular core classes by providing extension activities and enrichment for all students. Last year there were 86/155 students who participated in after school activities. Teachers utlize Capturing Kids Hearts and Rachel's Challenge for developing social skills among students. Students work together to provide support for one another.

Crenshaw School met 4/5 Distinctions on STAAR for the 2017 school year. We have many data resources to help us determine strengths and weaknesses of the students. We utilize TPRI, C-PALS, DRA2, Reniassance Math, Renisance Reading, Think Through math, ISTATION Reading, District Developed Curriculum Based Assessments, as well as ITBS, TELPAS, and STAAR. We use the assessments to our benefit and it is evident through our distinctions. Our main objective is to remain focused the entire year.

Crenshaw School was recognized at the number one school in the Houston area for At-Risk students by the Houston Chronicle and Childr Advocacy Center. Crenshaw School was ranked #2 in the state.

School Context and Organization Strengths

Team leaders for both elementary and middle school provide PLCs.

Ability to provide TEIR 2 and TEIR 3 interventions for students in need. At the same time ability to utilize extra curriculuar teachers to provide enrichment activities for students moving at a faster pace.

Communication in PLC meetings is strong and everyone has input as well as shares ideas. Agendas are set and sent to teachers through email for all faculty meetings and math alignment meetins.

All teachers and staff have a voice in decision-making because they are all members of our site base team.

Technology

Technology Summary

Currently there are 6 Chrome Books in each classroom. There are three Chrome Book carts on campus for student utilization on the campus, and one full class Chrome Book lab room. Students utilize DreamBox for Math and Reading AtoZ, Reading Eggs and Imagine Learning for Reading. Science A to Z is utilized in K-5th grades. Students create projects, word documents, and student directed learning on the Chrome Books in all grades. Teachers utilize different programs to communicate with students and parents. (Remind101, Facebook, etc.) Elementary students utilize web based reading and math programs to practice skills. Online instructional programs utilized in Science are Fusion, STEMScopes, and Agile Minds. Pre-K through 1st grade classrooms are equipped with a cart of tablets for use during learning stations and rotations.

Teachers are provided the opportunity for technology training all throughout the school year and the summer to learn strategies on integration of technology into the TEKS and student lessons.

Technology Strengths

Teachers all have LCD projectors in their classrooms for instruction.

Teacher resources for each core area are provided through district adoptions.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Crenshaw Elementary and Middle School will achieve a rating of not less than "C" under the A- F Accountability System. (TEACHING and LEARNING)

Performance Objective 1: Ensure that 45% of students achieve Meets or Masters In Math by the end of the school year.

Evaluation Data Source(s) 1: CBAs
Benchmark Tests
Teacher-developed assessments

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Use information from math benchmarks and regular formative assessments and respond to data with appropriate student interventions.	2.4, 2.5, 2.6	Teachers CLL District Math Specialists	Improved performance on STAAR Math tests.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Utilize Agile Minds Intensified Algebra program with Algebra I students.	2.4, 2.5, 2.6	Middle School math teacher	50% will achieve meets or masters on Algebra I EOC.				
Additional Targeted Support Strategy 3) Title 1 Math tutor to provide scheduled RTI pull-out support twice a week to students in grades 2-4.	2.4, 2.5, 2.6	CLL Admin	Improved STAAR math scores for students in grades 3-4.				
Funding Sources: 211 - Title I - 2250.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy 4) Utilize Dreambox computer program as a math intervention in grades K-2. Utilize Prodigy computer program as intervention and enrichment in grades 3-8.	2.4, 2.5, 2.6	CLF-Math Admin	Closing the achievement gaps.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math	2.4	teacher CLL	student engagement				
5) Incorporate technology into 4th grade math by using 'clickers' as an engagement tool and assessment tool.	**Funding Sources**: 211 - Title I - 813.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 1: Crenshaw Elementary and Middle School will achieve a rating of not less than "C" under the A- F Accountability System. (TEACHING and LEARNING)

Performance Objective 2: Ensure that 60% of students in grades 3-8 achieve Meets or Masters In Reading by the end of the year.

Evaluation Data Source(s) 2: Teacher-developed assessments.
CBAs
Benchmark Tests
STAAR tests

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Implement 20 minutes of daily Structured Independent Reading.	2.4, 2.5, 2.6	Teachers CLF-Reading	Improved reading stamina.				
Comprehensive Support Strategy 2) Use developmental reading assessment data to identify students at risk for reading difficulties, to further diagnose, to plan intervention, and to measure progress.	2.4, 2.6	Teachers	Early identification of students in need of additional reading support.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math	2.4, 2.5, 2.6	CLF-Reading Admin	Closing achievement gaps.				
3) Utilize RazKids, Reading EGGS, and Imagine Learning Reading computer programs for intervention.	**Funding Sources**: 211 - Title I - 360.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math	2.4, 2.6	4th grade teacher CLL	growth and achievement				
4) Utilize Scholastic non-fiction short reads to improve Reading comprehension in the 4th grade.	**Funding Sources**: 211 - Title I - 1057.03						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math	2.4	Teachers CLL	Reading improvement				
5) Incorporate STAAR Master Reading materials into daily instruction in grades 3-5.	**Funding Sources**: 211 - Title I - 279.54						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math	2.4, 2.5, 2.6	CLL Admin	Improved achievement at the start of the following school year.				
6) Empower summer learning to avoid loss of momentum through parent/student engagement kits in grades K-4.	**Funding Sources**: 211 - Title I - 881.70						
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 7) Strengthen Tier 1 instruction through the use of the Guided Reading model.	2.4, 2.6	CLL CLF ADMIN teachers	Improvement of decoding and comprehension skills.				
8) Establish a culture of literacy throught the display of 'reading right now' signs at every door and 'reading right now' signatures on staff email accounts.		Teachers Admin	Foster a culture of reading for enjoyment.				
9) Schedule reading buddies weekly with mixed grade levels.		teachers CLL Admin	Improved fluency and comprehension.				
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 10) Title 1 Reading tutor to provide scheduled RTI support three days a week.	2.4, 2.5, 2.6	CLL Admin	Improved performance on STAAR Reading in students receiving targeted support, grades 3-8.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Crenshaw Elementary and Middle School will achieve a rating of not less than "C" under the A- F Accountability System. (TEACHING and LEARNING)

Performance Objective 3: Ensure that 50% of students achieve Meets or Masters In Writing by the end of fourth and seventh grades.

Evaluation Data Source(s) 3: CBAs
Benchmark Tests
STAAR Writing test

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Ensure that ELAR teachers at each grade level teach writing process in the ELAR block with attention to conventions that are connected to mentor texts and student writing.	2.4	ELAR teachers	Improved results on writing assessments.				
Comprehensive Support Strategy 2) Create a master schedule in which the CLF-Writing specialist is available to model and coach the ELAR teachers.	2.4, 2.5, 2.6	Principal	Stronger writing instruction.				
3) Employ SRSD and Empowering Writers strategies in grades K-4.	2.4, 2.5, 2.6	Admin CLL Magnet Coor teachers	Improved writing fluency and creativity.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 1: Crenshaw Elementary and Middle School will achieve a rating of not less than "C" under the A- F Accountability System. (TEACHING and LEARNING)

Performance Objective 4: Ensure that 50% of students achieve Meets or Masters In Science and Biology EOC by the end of fifth and eighth grades.

Evaluation Data Source(s) 4: CBAs
Benchmark Tests
STAAR Science tests

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Use information from science benchmarks and regular formative assessment and respond to data with appropriate student interventions.	2.4, 2.5, 2.6	Science teachers CLL	Appropriate interventions for students in the area of Science.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Provide academic vocabulary development opportunities to help with students bring meaning to content, including Science word walls in each classroom.	2.4, 2.5, 2.6	Science teachers CLL	Increased performance on Science vocabulary checks.				
Comprehensive Support Strategy 3) Utilize services provided by community providers, such as science kits and materials, living materials, field trip opportunities, and outdoor learning resources to increase student access to lab and field experiences. *Artist Boat *NASA Longhorn Project *The Children's Museum *Project Learning Tree *Galveston Bay Foundation	2.4, 2.5, 2.6	Science teachers CLL	Improvement on Science assessments.				
4) Introduce PLTW Launch in grades K-4.	2.4	MS Science teacher CLL	Improved performance on Science STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Crenshaw Elementary and Middle School will achieve a rating of not less than "C" under the A- F Accountability System. (TEACHING and LEARNING)

Performance Objective 5: Ensure that 50% of students achieve Meets or Masters In Social Studies by the end of eighth grade.

Evaluation Data Source(s) 5: CBAs
Unit tests
Benchmark tests
STAAR Social Studies test

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Analyze various types of data to determine specific areas of need for intervention on STAAR and plan interventions accordingly.	2.6	Social Studies teacher District SS Specialist CLL	Improved performance on Social Studies assessments.				
2) Incorporate the EXPLOROS Social Studies program into grades 5-8.	2.4	Social Studies teacher CLL	Improved performance on STAAR Social Studies.				
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Goal 2: Crenshaw Elementary and Middle School will recruit, develop, and retain exceptional personnel to assure a life of excellence for each student. (HUMAN CAPITAL MANAGEMENT SYSTEM)

Performance Objective 1: 100% of Language Arts teachers will be trained to serve on the LPAC committee so that they will provide appropriate interventions for 100% of our ESL students.

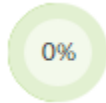**Evaluation Data Source(s) 1:** Proof of completion of LPAC training in the AWARE system.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Provide all Language Arts teachers with quality staff development in regards to ESOL strategies.	2.4, 2.5, 2.6	CLL Admin District ESL director	Improved performance of LEP students on STAAR and TPRI.				
Comprehensive Support Strategy 2) Train all teachers to serve on the LPAC committee.	2.4, 2.5, 2.6	District ESL director Admin	Understanding of the LPAC process.				
100% = Accomplished 　　➡ = Continue/Modify 　　0% = No Progress 　　✖ = Discontinue							

Goal 2: Crenshaw Elementary and Middle School will recruit, develop, and retain exceptional personnel to assure a life of excellence for each student. (HUMAN CAPITAL MANAGEMENT SYSTEM)

Performance Objective 2: All teachers of GT students will receive the initial 30 hours of GT staff development, or the mandatory 6 hour yearly update.

Evaluation Data Source(s) 2: Proof of completion of CPE required hours.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize online resources to meet the six hour update mandate or 30 hour initial GT training.	2.4, 2.5, 2.6	Teachers Admin	GT students will be served by a teacher who is qualified to meet their unique needs.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: Crenshaw Elementary and Middle School will recruit, develop, and retain exceptional personnel to assure a life of excellence for each student. (HUMAN CAPITAL MANAGEMENT SYSTEM)

Performance Objective 3: All new to Crenshaw teachers will be supported by a teacher mentor, assigned by the district.

Evaluation Data Source(s) 3: Teacher retention rate will increase by 20% in the 19/20 school year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) New teachers will be served by a mentor teacher as a support for classroom management, lesson planning, and lesson delivery.	2.4, 2.5, 2.6	Director of Educator Talent Development	Teacher retention rate increases by 10%.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 2: Crenshaw Elementary and Middle School will recruit, develop, and retain exceptional personnel to assure a life of excellence for each student. (HUMAN CAPITAL MANAGEMENT SYSTEM)

Performance Objective 4: 30% of all eligible teachers will qualify for additional compensation through the district TEEM incentive pay system.

Evaluation Data Source(s) 4: SLO ratings above 4/5, TTESS rating 4/5.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Crenshaw teachers will participate in weekly campus learning community (CLC) collaborative sessions.	2.5, 2.6	CLL CLF Admin	Targeted individual SLOs will result in a score of 3 or better.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Language Arts teachers will receive coaching from the Scholastic education team on Guided Reading implementation, as well as Structured Independent Reading.	2.4, 2.5, 2.6	CLL Reading CLF Admin	Improved implementation of the Scholastic Reading components.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Crenshaw Elementary and Middle School will develop a systemic approach to address the holistic needs of students and families. (WHOLE CHILD)

Performance Objective 1: Increase awareness of student social emotional strategies in 100% of the classes at Crenshaw.

Evaluation Data Source(s) 1: Student and parent survey in October 2019 & May 2020.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Partner with community services to provide economically disadvantaged and homeless students with school supplies, clothing, and food on a regular basis.	2.6	Admin	Improved attendance rate and improved academic performance.				
2) Provide an evening meal for all students Monday-Thursday free of charge.	2.6	Admin Food services	Improved attendance rate and improved academic performance.				
3) Ensure social and emotional skills are being explicitly taught on a regular basis.	2.6	Counselor	Improved attendance rate and academic performance. Fewer office referrals.				
4) Collaborate with SEL Staff and Special Education Behavior Specialists to integrate positive behavior support for whole classes and individual students.	2.6	SEL director SPED director Admin	Improved attendance rate and academic performance. Fewer office referrals.				
5) Fourth R curriculum will be delivered to 7th and 8th grade students.	2.6	Teachers SEL director	Improved student relations and fewer office referrals related to student conflicts.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 3: Crenshaw Elementary and Middle School will develop a systemic approach to address the holistic needs of students and families. (WHOLE CHILD)

Performance Objective 2: Design and produce at least five parent involvement events on campus.

Evaluation Data Source(s) 2: Percentage of parents attending events will increase by 10% over previous year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Produce three academic nights and two or more showcase events for parents to attend.	2.6, 3.2	Admin CLL CLFs Teachers	Increased family involvement in the school community.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 3: Crenshaw Elementary and Middle School will develop a systemic approach to address the holistic needs of students and families. (WHOLE CHILD)

Performance Objective 3: Ensure that 100% of the families of the students attending Crenshaw receive a minimum of one form of positive communication from the school to the home.

Evaluation Data Source(s) 3: Student and parent survey in May 2020.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ongoing communication for parents through the use of academic planners.	2.6	MS Math teacher	Improved rate of completion of homework.				
2) Increase awareness of school functions and opportunities for academic understanding via social media, family newsletters, and other communication methods.	2.6, 3.2	Admin	Heightened awareness by parents of events taking place on campus.				
3) Develop a P.A.C.E. family pledge that outlines strategies for supporting students at home.	2.6, 3.1	Admin	Family participation in the academic growth of students.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 3: Crenshaw Elementary and Middle School will develop a systemic approach to address the holistic needs of students and families. (WHOLE CHILD)

Performance Objective 4: Implement a campus-wide system of expectations with a clear set of rewards and consequences so that 100% of the students experience a positive, supportive, learning environment.

Evaluation Data Source(s) 4: Comparison of 18/19 off-campus suspension data with 19/20 off-campus suspension data.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train staff on the use of PBIS strategies.	2.6	Admin	Improved behavior in structured and unstructured areas of the school.				
2) Post common behavior expectations throughout the school.	2.6	Admin Paras Teachers	Improved behavior in structured and unstructured areas of the building.				
3) Introduce the P.A.C.E. philosophy/program to teachers and students, including rewarding PACEsetters and recognizing peers for demonstrating good character.	2.6	Admin Teachers	Improved behavior in structured and unstructured areas of the building. Improved school culture and climate, as measured through an EOY survey.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 3: Crenshaw Elementary and Middle School will develop a systemic approach to address the holistic needs of students and families. (WHOLE CHILD)

Performance Objective 5: Increase student and staff attendance by .5% over previous year by incorporating attendance postcards and celebrations.

Evaluation Data Source(s) 5: Comparison of 18/19 attendance rate to 19/20 attendance rate.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish an Attendance Committee to regularly review campus and individual student data, decide interventions and assign personnel to follow-up.	2.6	Admin Committee members	Improve attendance rate by .5% from the 17/18 school year.				
2) Create campus-wide attendance events/incentives to encourage and reward positive attendance.	2.4, 2.5, 2.6	Admin Attendance Secretary	Improve attendance rate by .5% from the 17/18.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: Crenshaw Elementary and Middle School will develop a systemic approach to address the holistic needs of students and families. (WHOLE CHILD)

Performance Objective 6: Initiate parent support through the counseling office for all students classified as homeless and/or foster care.

 Evaluation Data Source(s) 6: Sign in sheet and parent feedback after each group or private session.
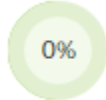
 Summative Evaluation 6:

Goal 4: Crenshaw Elementary and Middle School will optimize resources for student success. (FUNDING and FINANCE)

Performance Objective 1: Crenshaw will operate within the revenue parameters dictated by state financial guidelines without using fund balance for general operational requirements.

Evaluation Data Source(s) 1: Budget Analysis

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lions Club will provide $50 per student in August to purchase school supplies for all students and staff.	2.6	Teachers Admin	Students will have school supplies throughout the year.				
2) Create and operate within a budget based on needs assessments and budget allocation from the district.	2.4, 2.5, 2.6	Admin Finance Dept	Necessary supplies will be purchased as needed.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 4: Crenshaw Elementary and Middle School will optimize resources for student success. (FUNDING and FINANCE)

Performance Objective 2: Crenshaw will utilize 90% of its existing staff to provide instructional interventions for students who scored lower than meets on STAAR assessments.

Evaluation Data Source(s) 2: Budget Analysis

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will be assigned intervention classes for struggling learners.	2.6	CLL CLFs Admin (master schedule)	Increased academic performance.				

100% = Accomplished		= Continue/Modify	0% = No Progress	= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Use information from math benchmarks and regular formative assessments and respond to data with appropriate student interventions.
1	1	2	Utilize Agile Minds Intensified Algebra program with Algebra I students.
1	1	5	Incorporate technology into 4th grade math by using 'clickers' as an engagement tool and assessment tool.
1	2	1	Implement 20 minutes of daily Structured Independent Reading.
1	2	2	Use developmental reading assessment data to identify students at risk for reading difficulties, to further diagnose, to plan intervention, and to measure progress.
1	2	3	Utilize RazKids, Reading EGGS, and Imagine Learning Reading computer programs for intervention.
1	2	4	Utilize Scholastic non-fiction short reads to improve Reading comprehension in the 4th grade.
1	2	5	Incorporate STAAR Master Reading materials into daily instruction in grades 3-5.
1	2	6	Empower summer learning to avoid loss of momentum through parent/student engagement kits in grades K-4.
1	2	7	Strengthen Tier 1 instruction through the use of the Guided Reading model.
1	3	1	Ensure that ELAR teachers at each grade level teach writing process in the ELAR block with attention to conventions that are connected to mentor texts and student writing.
1	3	2	Create a master schedule in which the CLF-Writing specialist is available to model and coach the ELAR teachers.
1	4	1	Use information from science benchmarks and regular formative assessment and respond to data with appropriate student interventions.
1	4	2	Provide academic vocabulary development opportunities to help with students bring meaning to content, including Science word walls in each classroom.
1	4	3	Utilize services provided by community providers, such as science kits and materials, living materials, field trip opportunities, and outdoor learning resources to increase student access to lab and field experiences. *Artist Boat *NASA Longhorn Project *The Children's Museum *Project Learning Tree *Galveston Bay Foundation
1	5	1	Analyze various types of data to determine specific areas of need for intervention on STAAR and plan interventions accordingly.

Goal	Objective	Strategy	Description
2	1	1	Provide all Language Arts teachers with quality staff development in regards to ESOL strategies.
2	1	2	Train all teachers to serve on the LPAC committee.
2	4	1	Crenshaw teachers will participate in weekly campus learning community (CLC) collaborative sessions.
2	4	2	Language Arts teachers will receive coaching from the Scholastic education team on Guided Reading implementation, as well as Structured Independent Reading.

State Compensatory

Budget for Crenshaw:

Account Code	Account Title	Budget
6100 Payroll Costs		
211	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$150,000.00
211	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$10,000.00
211	6121 Extra Duty Pay/Overtime - Support Personnel	$3,000.00
	6100 Subtotal:	**$163,000.00**

Title I Personnel

Name	Position	Program	FTE
Dana Ashbacher	1st Grade-Interventionist		1
Talisa Comeaux	Nurse	Health Services	1

Campus Funding Summary

211 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title 1 tutor		$2,250.00
1	1	5	Clicker system Turning Technologies		$813.00
1	2	3	Reading EGGS site license		$360.00
1	2	4	Short reads materials		$1,057.03
1	2	5	STAAR Master REading materials		$279.54
1	2	6	Summer Learning parent/student engagement kits		$881.70
				Sub-Total	$5,641.27
				Grand Total	$5,641.27