

Galveston Independent School District
Crenshaw
2022-2023 Campus Improvement Plan



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.

- ii 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

- 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. 2
- Comprehensive Needs Assessment 5
 - Demographics 5
 - Student Achievement 5
 - School Culture and Climate 6
 - Staff Quality, Recruitment, and Retention 7
 - Curriculum, Instruction, and Assessment 8
 - Parent and Community Engagement 9
 - School Context and Organization 10
 - Technology 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
 - Goal 1: Crenshaw Environmental Science Magnet will achieve a rating of not less than "B" under the A- F Accountability System. (TEACHING and LEARNING) 15
 - Goal 2: Crenshaw Environmental Science Magnet will recruit, develop, and retain exceptional personnel to assure a life of excellence for each student. (HUMAN CAPITAL MANAGEMENT SYSTEM) 17
 - Goal 3: Crenshaw Environmental Science Magnet will develop a systemic approach to address the holistic needs of students and families. (SEL) 21
 - Goal 4: Crenshaw Environmental Science Magnet will provide students with challenging coursework and experiential environmental studies to prepare them for success in higher education and the workplace. 27
- Campus Funding Summary 34

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 140 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%. 80% 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 20% Hispanic, 80% White with 20% male and 80% 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 91.7 % for the 21/22 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.

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

Student Achievement

Student Achievement Summary

59% of all STAAR testers achieved approaches. Crenshaw Met Standards with 1 Distinction in Science. The trend is showing we are closing the achievement gap within ethnicity groups. Biology 1 and Algebra 1 mastery were both at 89%. Social Studies decreased to 67% mastery. Reading/ELA had 56% meeting standards and Math had 58%. These areas of need are listed in priority order:

1. Reading
2. Math

Student Achievement Strengths

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

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 environment 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.

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 management, 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.)

Curriculum currently in use:

Math--Stemscopes, Manuevering the Middle, ST Math, GMM Math, Education Galaxy

ELAR---HMH, SRSD Writing, Amira writing, Ed Galaxy

Science---Stemscopes, Ed Galaxy

Social Studies---Social Studies Weekly, Exploros

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

Facebook and Parent Square 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.

Parent and Community Engagement Strengths

Business partners--Bolivar Peninsula Golf Cart Poker Run--providing school supplies for all students.

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.

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 utilize 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, Renaissance Math, Renaissance 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 curricular 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 is a class set of Chrome Books in each classroom. Students utilize ST Math and Ed Galaxy for Math and Reading AtoZ, Amira, and Ed Galaxy for Reading. 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 is STEMScopes.

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- 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

- 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 Environmental Science Magnet will achieve a rating of not less than "B" under the A- F Accountability System. (TEACHING and LEARNING)

Performance Objective 1: Increase the percent of students that score meets grade level or above on STAAR:

Grades 3/4: ELAR from 28% to 33%. Math from 21% to 26%.

Grades 5-8: ELAR from 32% to 37%. Math from 29% to 34%.

Grades 5/8: Science from 47% to 52%.

Grade 8: Social Studies from 10% to 20%.

High Priority

Evaluation Data Sources: STAAR tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier One: Guided small group instruction will begin immediately using 2022 STAAR data. Weekly progress monitor checks will be planned and data will be used at weekly PLCS/planning sessions to guide instruction.</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR tests.</p> <p>Staff Responsible for Monitoring: 3-8 Teachers Admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ongoing professional development to include HMH, SRSD, STEMscopes, MAP, TXLS, Studies Weekly and Lead4ward.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores in grades 3-8.</p> <p>Staff Responsible for Monitoring: Admin Magnet Coordinator District specialists (Math, Reading, Science, Social Studies)</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: REACH interventionist will provide remediation to students in grades K-4 in order to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR 3-4 by students who have historically performed below Approaches level.</p> <p>Staff Responsible for Monitoring: REACH interventionist--Acosta</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Title One Math Tutor will provide remediation to students in grades 5-8 in order to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR 5-8 by students who have historically performed below Approaches level.</p> <p>Staff Responsible for Monitoring: Math teacher---Post Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate targeted practice using technology in grades K-8 to include HMH, Education Galaxy, ST Math, Reading AtoZ, Exploros.</p> <p>Strategy's Expected Result/Impact: Improved scores on STAAR tests.</p> <p>Staff Responsible for Monitoring: Admin K-8 Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 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 Sources: Proof of completion of LPAC training in the AWARE system.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all Language Arts teachers with quality staff development in regards to ESOL strategies. Strategy's Expected Result/Impact: Improved performance of LEP students on STAAR and TELPAS. Staff Responsible for Monitoring: Admin District ESL director</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Proof of completion of CPE required hours.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize online resources to meet the six hour update mandate or 30 hour initial GT training.</p> <p>Strategy's Expected Result/Impact: GT students will be served by a teacher who is qualified to meet their unique needs.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Newly hired Crenshaw teachers will be supported by a teacher mentor, assigned by the district, as well as through our Red Wagon program.

Evaluation Data Sources: Teacher retention rate will increase by 20% in the 22/23 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will be served by a mentor teacher as a support for classroom management, lesson planning, and lesson delivery.</p> <p>Strategy's Expected Result/Impact: Teacher retention rate increases by 20%.</p> <p>Staff Responsible for Monitoring: Director of Educator Talent Development</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: 20% of all eligible teachers will qualify for additional compensation through TIA.

Evaluation Data Sources: SLO ratings above 4/5, TTESS rating 4/5.

Strategy 1 Details	Reviews			
<p>Strategy 1: Crenshaw teachers will participate in weekly PLCs and TXLS.</p> <p>Strategy's Expected Result/Impact: Targeted individual SLOs will result in a score of 3 or better.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Crenshaw Environmental Science Magnet will develop a systemic approach to address the holistic needs of students and families. (SEL)

Performance Objective 1: Design and produce at least five parent involvement events on campus.

Evaluation Data Sources: Percentage of parents attending events will increase by 10% over previous year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Produce three academic nights and two or more showcase events for parents to attend.</p> <p>Strategy's Expected Result/Impact: Increased family involvement in the school community.</p> <p>Staff Responsible for Monitoring: Admin CLL CLFs Teachers</p> <p>Title I: 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Crenshaw Environmental Science Magnet will develop a systemic approach to address the holistic needs of students and families. (SEL)

Performance Objective 2: 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 Sources: Student and parent survey in May 2023.
 Parent/teacher contact logs.
 Positive contact data (Magnet).

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing communication for parents through the use of take home folders in grades PK-4. Strategy's Expected Result/Impact: Improved rate of completion of homework. Staff Responsible for Monitoring: MS Math teacher</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase awareness of school functions and opportunities for academic understanding via social media, family newsletters, and other communication methods. Strategy's Expected Result/Impact: Heightened awareness by parents of events taking place on campus. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Crenshaw Environmental Science Magnet will develop a systemic approach to address the holistic needs of students and families. (SEL)

Performance Objective 3: 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. Decrease the number of student discipline referrals for K-4 students from 3% to 2%. Decrease the number of student discipline referrals for 5-8 students from 16% to 10%.

Evaluation Data Sources: Comparison of 21/22 off-campus suspension data with 22/23 off-campus suspension data. Skyward data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff on the use of PBIS strategies. Strategy's Expected Result/Impact: Improved behavior in structured and unstructured areas of the school. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Post common behavior expectations throughout the school. Strategy's Expected Result/Impact: Improved behavior in structured and unstructured areas of the building. Staff Responsible for Monitoring: Admin Paras Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Introduce the P.A.C.E. philosophy/program to teachers and students, including rewarding PACEsetters and recognizing peers for demonstrating good character. Strategy's Expected Result/Impact: Improved behavior in structured and unstructured areas of the building.</p>	Formative			Summative
	Nov	Jan	Mar	June

Improved school culture and climate, as measured through an EOY survey.

Staff Responsible for Monitoring: Admin
Teachers

Title I:
2.6

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Crenshaw Environmental Science Magnet will develop a systemic approach to address the holistic needs of students and families. (SEL)

Performance Objective 4: Increase the attendance percent of students from 91% to 93%. Increase the attendance percent of staff from 91% to 95%.

High Priority

Evaluation Data Sources: Comparison of 21/22 attendance rate to 22/23 attendance rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish an Attendance Committee to regularly review campus and individual student data, decide interventions and assign personnel to follow-up. Strategy's Expected Result/Impact: Improve attendance rate by 2% over the previous school year. Staff Responsible for Monitoring: Admin Committee members</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create campus-wide attendance events/incentives to encourage and reward positive attendance. Strategy's Expected Result/Impact: Improve attendance rate by 4% over the previous school year. Staff Responsible for Monitoring: Admin Attendance Secretary</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Crenshaw Environmental Science Magnet will develop a systemic approach to address the holistic needs of students and families. (SEL)

Performance Objective 5: Increase the percent of students in all grade levels indicating that they show respect from 62% to 70%.

Evaluation Data Sources: 360 survey/data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Second Step Advisory program once a week at all grade levels. Strategy's Expected Result/Impact: Deeper understanding of one's feelings. Character development to include respect for self and others. Staff Responsible for Monitoring: Counselor. Teachers. Admin. ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will teach monthly character lessons at each grade level and run small focus groups to concentrate on common themes. Strategy's Expected Result/Impact: Character development to include respect for self and others. Support for students in crisis/need. Staff Responsible for Monitoring: Counselor. ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PACEsetters will be recognized daily on the announcements and parents will be contacted each time to celebrate their students for being kind, respectful and helpful. Strategy's Expected Result/Impact: Increased positive behavior. Increased positive self-image/confidence among students. Staff Responsible for Monitoring: Teachers. Admin. ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Crenshaw Environmental Science Magnet will provide students with challenging coursework and experiential environmental studies to prepare them for success in higher education and the workplace.

Performance Objective 1: Develop magnet curriculum map (MCM) to support the Environmental Science theme.

Evaluation Data Sources: Magnet documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop Environmental Science Magnet Curriculum Map to support the school's theme. Strategy's Expected Result/Impact: Fidelity to the integration of the theme. Staff Responsible for Monitoring: MC</p> <p>Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a YAG for each grade level with vertical alignment. Strategy's Expected Result/Impact: Improved planning and delivery of instruction across grade levels. Staff Responsible for Monitoring: MC</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop two units per grade level. Strategy's Expected Result/Impact: Theme connections to core curricular units. Staff Responsible for Monitoring: MC, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Title I:

2.5

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Crenshaw Environmental Science Magnet will provide students with challenging coursework and experiential environmental studies to prepare them for success in higher education and the workplace.

Performance Objective 2: Develop community partnerships to sustain the magnet theme beyond funding.

Evaluation Data Sources: Magnet documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a systematic approach to the recruitment and retention of multiple community partnerships to enhance the magnet theme.</p> <p>Strategy's Expected Result/Impact: Increase student engagement.</p> <p>Staff Responsible for Monitoring: MC, District Community Liaison</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in community activities and events to showcase school theme.</p> <p>Strategy's Expected Result/Impact: Increased community awareness about our magnet theme.</p> <p>Staff Responsible for Monitoring: MC</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Survey local community for potential partnership matches.</p> <p>Strategy's Expected Result/Impact: Community support.</p> <p>Staff Responsible for Monitoring: District community liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Crenshaw Environmental Science Magnet will provide students with challenging coursework and experiential environmental studies to prepare them for success in higher education and the workplace.

Performance Objective 3: Engage families to support their child's education.

Evaluation Data Sources: Magnet documentation, social media presence

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase family awareness of school-based family activities. Strategy's Expected Result/Impact: Increased parent participation. Staff Responsible for Monitoring: MC, Principal</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct back-to-school mini showcase to introduce the theme to parents. Strategy's Expected Result/Impact: Increased awareness about the magnet theme. Staff Responsible for Monitoring: MC, teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct an annual spring showcase. Strategy's Expected Result/Impact: Increased awareness of the theme. Staff Responsible for Monitoring: MC, teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Update family/community activities on the school social media outlets. Strategy's Expected Result/Impact: Increased awareness. Staff Responsible for Monitoring: MC, principal Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Crenshaw Environmental Science Magnet will provide students with challenging coursework and experiential environmental studies to prepare them for success in higher education and the workplace.

Performance Objective 4: Implement STEM-focused magnet program with an Environmental Science theme.

Evaluation Data Sources: Magnet documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Augment classroom libraries with theme-related books at all reading levels. Strategy's Expected Result/Impact: Improved student outcomes in Reading. Staff Responsible for Monitoring: MC, classroom teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: books - 288 -APEX 3 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide mobile STEM labs and instructional equipment for theme and curriculum integration. Strategy's Expected Result/Impact: Improved student outcomes in the areas of critical thinking and problem solving. Staff Responsible for Monitoring: MC, classroom teachers.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: carts, science equipment, calculators, STEM kits - 288 -APEX 3 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplies to support the integration of themes and projects at each grade level. Strategy's Expected Result/Impact: Improved student outcomes. Staff Responsible for Monitoring: MC</p> <p>Title I: 2.5</p> <p>Funding Sources: Outdoor classroom, extended boardwalk, water catchment system, greenhouse, science kits related to plants and insects, etc. - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Schedule opportunities for field experiences related to the strands of the magnet theme. Strategy's Expected Result/Impact: Improved student outcomes through real-world experiences. Staff Responsible for Monitoring: MC</p> <p>Title I: 2.5</p> <p>Funding Sources: Admission fees, transportation, materials related to the experiences - \$42,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase and install infrastructure to support theme integration into core curriculum. These items include a water catchment system, an improved boardwalk, and nature fitness trail. Strategy's Expected Result/Impact: Cross curricular connections that emphasize real-world interactions related to the magnet theme. Staff Responsible for Monitoring: MC</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: greenhouse, water catchment system, an outdoor classroom, improved boardwalk, and nature fitness trail - 288 -APEX 3 - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
288 -APEX 3					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	books		\$15,000.00
4	4	2	carts, science equipment, calculators, STEM kits		\$10,000.00
4	4	5	greenhouse, water catchment system, an outdoor classroom, improved boardwalk, and nature fitness trail		\$50,000.00
Sub-Total					\$75,000.00