

**Galveston Independent School District
Crenshaw Elementary and Middle School
2023-2024 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	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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)	18
Goal 3: Crenshaw Environmental Science Magnet will develop a systemic approach to address the holistic needs of students and families. (SEL)	22
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.	29
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 27% school year. Attendance rate for the school year is 93.4%. Teacher retention rate is 87%. 78% 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 13% Hispanic, 87% White with 13% male and 87% 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 93.4 % for the 22/23 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 years.

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. Algebra 1 mastery was at 94%. 5th and 8th grade Science both performed below state and district averages. Social Studies decreased to 61% mastery. Reading/ELA had 56% meeting standards and Math had 58%. These areas of need are listed in priority order:

1. Science
2. Reading/Writing
3. Math
4. Social Studies

Student Achievement Strengths

94% of 8th grade students took high school Algebra I passed the EOC.

4th grade Math students performed well about State, Region and District averages with a 95% pass rate.

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 other safety 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 PLC training 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.

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 two 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, HMH, and TEKS training in an ongoing manner. PLCs are held on a weekly basis which are lead by Region 4 TXLS trainers.

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 encouraged 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 minimized.

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, Maneuvering the Middle, ST Math, Progress Learning

ELAR---HMH, SRSD Writing, Amira writing, Writable, Progress Learning

Science---Stemscopes, Progress Learning

Social Studies---Social Studies Weekly, Exploros, Progress Learning

Curriculum, Instruction, and Assessment Strengths

Pacing calendars

LEAD4WARD content meetings/PLCs

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 fundraiser each year to raise money for school supplies to be provided for all students at Crenshaw. The churches support the school by providing Reading Buddies for identified students. 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 throughout 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. The after school program supports the regular core classes by providing extension activities and enrichment for all students. Teachers utilize Capturing Kids Hearts and Second Step for developing social skills among students. Students work together to provide support for one another.

We have many data resources to help us determine strengths and weaknesses of the students. We utilize Circle, TX-KEA, NWEA Map Growth testing in Math and Reading, as well as unit tests in core subjects, TELPAS, and STAAR. We use the assessments to plan data-driven instructions. Our main objective is to remain focused throughout year on growth.

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 meetings.

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 Progress Learning for Math and Reading AtoZ, Amira, Writable and Progress Learning 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. (Parent Square, Facebook, etc.) Elementary students utilize web based reading and math programs to practice skills. The instructional program 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 and document cameras in their classrooms for instruction.

There are six smart boards on campus for teacher use.

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
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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 failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- 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
- T-TESS data
- T-PESS data

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 33% to 43%. Math from 31% to 41%.
- Grades 5-8: ELAR from 25% to 35%. Math from 19% to 29%.
- Grades 3-8: Reduce percentage of students with 0s on Writing Response by 50%.
- Grades 5/8: Science from 17% to 27%.
- Grade 8: Social Studies from 11% to 21%.

High Priority

Evaluation Data Sources: STAAR tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier One: Guided small group instruction will begin immediately using 2023 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 Camp</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: Camp 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 4: High-Quality Instructional Materials and Assessments, 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 2: Strategic Staffing, 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---O'Sheaghnessy Camp</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, 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, Writable, Amira, Typing.com, Progress Learning, ST Math, Lone Star Math spiraled reviews, Targeting the TEKS, Heggerty Phonemic Awareness, Read Naturally (SPED), Lexia Lab (Dyslexia), Reading AtoZ, Exploros.</p> <p>Strategy's Expected Result/Impact: Improved scores on STAAR tests.</p> <p>Staff Responsible for Monitoring: Camp 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;"> <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 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
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Camp District GT Specialist: Stephanie Mizelle</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 10% 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. Strategy's Expected Result/Impact: Targeted individual SGMs will result in a score of 3 or better. Staff Responsible for Monitoring: Camp Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Camp Teachers Magnet Committee</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 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 2024.
 Parent/teacher contact logs.
 Positive contact data.

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: K-4 teachers.</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: Camp</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 22/23 off-campus suspension data with 23/24 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: Camp PBIS Committee</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. Improved school culture and climate, as measured through an EOY survey. Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				



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 93% to 94%. Increase the attendance percent of staff from 95% to 96%.

High Priority

Evaluation Data Sources: Comparison of 22/23 attendance rate to 23/24 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.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate by 2% over the previous school year.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate by 4% over the previous school year.</p> <p>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;"> <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 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
				



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 1: Maintain 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: Magnet Committee District FACE Specialist</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: Magnet Committee</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;">  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 2: 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: Magnet Committee Camp</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 during Meet the Teacher or the PTO meetings. Strategy's Expected Result/Impact: Increased awareness about the magnet theme. Staff Responsible for Monitoring: Magnet Committee Camp</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct an annual showcase. Strategy's Expected Result/Impact: Increased awareness of the theme. Staff Responsible for Monitoring: Magnet Committee Camp</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

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: Magnet Committee Camp Title I: 4.2	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: Implement STEM-focused magnet program with an Environmental Science theme.

Evaluation Data Sources: Magnet documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Augment materials with theme-related books at all reading levels. Strategy's Expected Result/Impact: Improved student outcomes in Reading. Staff Responsible for Monitoring: Magnet Committee Library Aide</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</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: Magnet Committee Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Magnet Committee Camp Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00