

Channelview Independent School District
Crenshaw Elementary
2016-2017 Campus Improvement Plan

Mission Statement

Crenshaw staff will promote a positive, learner-centered climate with the highest expectations for the students and staff with active involvement from parents and community

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Family and Community Involvement	17
School Context and Organization	20
Technology	23
Comprehensive Needs Assessment Data Documentation	25
Goals	28
Goal 1: Improve academic performance for all students	28
Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.	41
Goal 3: Provide advanced academic opportunities for students through career and college awareness programs and events	46
Goal 4: Provide 21st century skills and opportunities for students through instructional technology	47
State System Safeguard Strategies	51
Federal System Safeguard Strategies	53
State Compensatory	54
Budget for Crenshaw Elementary:	54
Personnel for Crenshaw Elementary:	56
Title I	57
Schoolwide Program Plan	57
Ten Schoolwide Components	58
Title I Personnel	62
2016-2017 Campus Education Improvement Committee	63

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crenshaw Elementary was established in 1985. It is an area located east of Houston along the San Jacinto River. The population is very diverse, with some families that go back for generations and a rapidly growing population of hispanic immigrant families. In some areas of Channelview there are a large number of African American students and a small representation of Asian. The homes vary from large, elaborate homes on multi-acre plots to trailer parks and some apartment buildings.

- 724 students, grades K-5
- 37 homeroom classes; 20 Bilingual , 16 regular, 1 self contained BAC class (Behavior Adjustment Class)
- 2016 - 16 students retained, 28 students placed. 2015- 11 retained , 36 placed
- GT program - 19 students
- 18 students identified as homeless
- over 4100 student absences, over 2350 tardies
- 114 students had an excess of 10 absences, 157 students had an excess of 10 tardies
- Most absences occurred on Mondays, Fridays, and the days prior to and following a holiday
- Daily absentee rate numbers in the spring months were double the numbers from the fall

Enrollment :

African American 1.2%, Hispanic 87.3%, White 8.7%, American Indian 1.2%, Asian 0%, 2+ races 1.2%

Economically Disadvantaged 89%, ELL 50%, Sped 7.5%, Mobility 14%

Average class size 17.5

Demographic Strengths

- 30 Students served through the Food Bank Backpack Buddies Program
- Active PTO for 2 years
- Low student teacher ratios
- Grade level music programs
- Scholastic Book Fairs

Demographic Needs

- Transportation - if they miss the bus, they don't come
- Parents without valid ID's - need means to be involved
- Bridge the language barrier- access to ESL for parents
- Better reading night (attendance and activities)
- Books for students (especially kindergarteners) to read at home
- Train parents to use and monitor our online programs at home - HAC
- Better attendance and punctuality
- Less early signouts
- Open library for parents to read with younger students
- Continue mid year awards and other means to get parents vested in their child's academics
- Homework help program
- Personal attention and phone calls for attendance and tardy problems
- Parent meetings with Principals in beginning of year for problem students

Student Achievement

Student Achievement Summary

CRENSHAW ELEMENTARY 2016 - MET STANDARD

Passing Percentage Rates

READING	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP	F	S	Sp Ed
3rd grade	99	40%	39%	-	78%	40%	15%	80	75	0%
4th grade	99	59%	60%	-	63%	57%	29%	87	73	11%
5th grade	87	61%	63%		43%	61%	41%		92	13%

MATH	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP	F	S	Sp Ed
3rd grade	104	63%	61%		78%	61%	52%	80	94	
4th grade	102	70%	72%		63%	69%	77%	73	55	11%
5th grade	88	66%	66%		71%	66%	52%		92	25%

WRITING	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP	F	S	Sp Ed
4th grade	102	55%	53%		63%	52%	31%	53	73	22%

SCIENCE	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP	F	S	Sp Ed
5th grade	89	71%	69%		100%	72%	53%	92	77	14%

3 YEAR STAAR TRENDS					level III
CRENSHAW	2013	2014	2015	2016	final
3RD GRADE EELA	71	56	54	44	11
MATH	69	46	47	63	9
					level III
	2013	2014	2015	2016	final
4TH GRADE EELA	42	64	50	62	10
WRITING	75	70	54	57	7
MATH	61	57	44	72	18
					level III
5TH GRADE EELA	75	72	86	76	11
MATH	78	84	82	90	11
SCIENCE	60	64	64	72	13

CBA DATA - % PASSING					DRA ON LEVEL	I STATION ON LEVEL
	READING	WRITING	MATH	SCIENCE		
KINDER	93%	98%	86%	89%	51%	29%
Kinder bil	78%	86%			50%	75%
FIRST	65%	75%	79%	85%	50%	29%
FIRST SP	33%	25%				30%
SECOND	45%	75%	68%	35%	52%	59%
THIRD		49%		46%		46%
FOURTH				16%		51%
FIFTH						62%

Student Achievement Strengths

Distinction earned for student progress

Student Achievement Needs

READING - Target (60%)	All Students	Hispanic	Econ. Dis	ELL
Crenshaw	60%	59%	59%	51%
MATH - Target (60%)				
Crenshaw	74%	74%	74%	74%
WRITING - Target (60%)				
Crenshaw	56%	54%	52%	44%
SCIENCE - Target (60%)				
Crenshaw	71%	69%	72%	64%

STATE SYSTEM SAFEGUARDS

READING - Target(87%)	All Students	Hispanic	Econ Dis	ELL
Crenshaw	60%	59%	59%	51%
MATH - Target (87%)				
Crenshaw	74%	74%	74%	75%

FEDERAL SYSTEM SAFEGUARDS

target areas - Reading, Writing, Math, and Science

Sub Pop - Hispanic, Econ Dis, Hispanic

School Culture and Climate

School Culture and Climate Summary

SUMMARY

Crenshaw is a small campus with a hometown feel. We take great pride in long standing, positive relationships with families, students, and the community. Our staff is genuine and welcoming. Teachers, paraprofessionals, office personnel, and custodial staff members take extra steps to make real connections with students and their families. We do not just deliver a quality education, we open our hearts to every child in order to bring out their full potential.

Discipline data:

46 Bus Referrals 7 Intimidation to staff

40 Persistent level I 6 Harassment

27 Intimidation 4 Abusive language

27 Insubordination 2 Threatening Safety

10 Academic Dishonesty 2 Damage of Property

8 stealing
insubordination 1 each of disrupting safety, Public Affection, Incitement, non expellable weapon, and gross

Incidents by grade level:

- KG - 32 3rd grade -31
- 1st grade - 47 4th grade -26
- 2nd grade 29 5th grade - 38

STRENGTHS

- Cooperative teams
- Dedicated teachers and staff - low retention rates
- Culture and Climate survey was overwhelmingly positive in ratings
- Administration open door policy

NEEDS

- Faculty is lacking in technology knowledge and skills
- improve line of communication between grade levels, groups and support, and administration
- Storage for equipment, materials, and supplies
- Update and improve technology
- upkeep on security cameras
- Staff incentives for professional development, good attendance, and opportunities to share ideas and strategies within campus staff
- Opportunities to observe and learn from peer teachers
- Improve Behavior management skills and increase time on task to reduce persistent level I and insubordination incidents

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Crenshaw Elementary Staff:

37 Homeroom Classes (1 self contained Special Ed, 20 Bilingual, 16 Regular Ed)

51 Total Employees (37 Classroom teachers, 2 Special Ed teachers, 2 specialists, 3 groups teachers, 1 Diagnostician, 1 Special Ed Clerk, 1 Counselor, 1 Assistant Principal, 1 Principal, 1 nurse, 3 administrative / office Paraprofessionals, 9 additional paraprofessionals)

7 Males, 44 females

31 Spanish speaking staff members

Staff Experience:

0-5 years-

6-10 years -

10 - 20 years-

21+ years-

6 Staff members were CISD graduates

24 Staff members began their teaching career at Crenshaw Elementary

STRENGTHS:

5 certified GT staff, 30 teachers have GT hours

80% of staff trained in Capturing Kids Hearts

17 staff CPI certified

100% Highly Qualified

NEEDS:

improve staff attendance (78% 2015-2016) decrease tardiness and times leaving early

Improve staff professional development implementation

Improve parent / teacher communication

update teacher websites

Implement Sheltered Instruction Plus, BLAST Phonics, Guided Reading, One Way Dual Language (kinder only)

T-TESS training and implementation

Additional training in TEKS, Students data analysis, PBMAS, TAIS reporting

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM SUMMARY:

Eduphoria / Forethought used for curriculum planning, access, and modification

Lesson plans are completed using Forethought on a weekly basis

9 weeks District Assessments for all grade levels in core subjects

Benchmark STAAR tests for 3-5 grade in the Spring

Computer Assisted Instruction and teacher resource programs: A-Z Learning, Edusmart, Brainpop, Spelling City, Waterford, etc

CURRICULUM STRENGTHS:

- Curriculum is designed by teachers and staff in the district
- Several teachers serve on the CDT (Curriculum Design Team) for the district- they develop curriculum as well as update and revise assessments and scope and sequence
- Assessments are designed to measure curriculum taught each nine week grading period
- Assessments are written on a difficulty level such as that of STAAR
- Teachers are given opportunity to review assessment data as well as the actual assessments to ensure they are grade level appropriate and measuring the skills intended
- RTI process is defined by the district and implemented by the PST in order to identify struggling students and provide the least restricted means of assistance without the need for Special education

labels and services

- Intervention is flexible and offered for core subject areas for students in grades K-5
- Frequent recommendations from math curriculum department for materials and strategies
- Math specialists meet monthly to collaborate strategies, materials, and objectives to take back to campus math teachers.
- Reading specialists meet monthly to review materials, share strategies, and prepare information to bring back to the campus
- Math and Science hands on manipulatives are used on a regular basis

Curriculum NEEDS:

- All materials included in curriculum available on campus
- technology to support curriculum and student assessment
- regular content meetings
- regular grade level / subject area planning times
- accountability for lesson planning
- utilize time effectively - no down time or loss on instruction time on other things
- Phonics component for K-2 grades
- Dual Language approach to develop skills in native language to a mastery level while developing english language in some subjects
- Better utilization of Science Lab and hand on materials
- Enhance technology and use of technology for instruction and assessment
- Ipads, clickers, additional laptop computers and desktop computers for immediate feedback to instruction, creating and developing lessons and skills, and student generated projects
- digital student portfolios

Family and Community Involvement

Family and Community Involvement Summary

Although Crenshaw has always had good rapport with most parents, we fall short of the parent participation and involvement we feel our students need in order to reach their full potential. Our parent surveys report that parents feel welcome at school and have confidence in our teachers and staff. We tend to have great attendance for fun family events such as student programs, festivals, etc. There are only a few parents, usually the same ones, that attend informational nights, academic training such as STAAR, or that volunteer on a regular basis. The language barrier is a challenge for many of our parents, even those who have students in english classes are not always able to communicate with the teacher. We have had an active PTO for 2 years now, which has offered many activities for parents and families beyond the school day. We plan to utilize the PTO to encourage more parent involvement in the campus planning stages. This will be our second year of offering Parenting Partnership Classes to our parents. We had about 20 regular parent volunteers that helped with clerical tasks, library upkeep, and tutoring students on a regular basis.

STRENGTHS

Family Involvement :

- Meet the Teacher (Aug 22) 418
- Title I Meeting / Open House (Oct 1) 347
- Kinder Orientation (Sept 10) 81
- Pastries w Principals (Dec) 23
- Family Math Night (Nov 5) 219
- Grandparents lunch (Sept 17) 142
- Science Fair / Night (Jan 19) 157
- Reading Night (Feb 11) 72
- PTO Spring Festival (April 16) 300+
- Walk for Diabetes (Jan 29) 26
- Mid Year Awards (Mar 6) 287
- Awards Assemblies (June 2, 3, 4) 379 combined

- Parenting Partnership (Fall 2015) 8 parents

Other Activities:

- Scholastic book fairs
- Parent teacher conferences (80% of all students' parents had at least one conference with teacher)
- Christmas Program with 3rd and 4th grade students
- Spring Program with 1st and 2nd grade students
- field days
- GT field trip to A&M

COMMUNICATION

- Wednesday take home folders
- Information sent in home language
- School messenger call out system -
- parent / teacher conferences
- Progress reports and 9 weeks report cards
- stickers, posters, and flyers
- Daily Agendas for 3-5th grades
- Remider 101 text message system -

NEEDS

- Parents prefer printed versions of information rather than electronic
- Continue mid year award ceremony
- homework help nights and open library in afternoons
- parent HAC and computer training
- Reading training for parents
- Parent ESL training
- SeeSaw app so parents can access student portfolios
- community partnership and regular parent members on CEIC

School Context and Organization

School Context and Organization Summary

Crenshaw Elementary is a site based campus. Key stakeholders are part of planning, budgeting and purchasing, implementation, and evaluation of the school structures and processes. Input from all staff is solicited regularly through grade level team meetings, content meetings, CEIC meetings, and faculty meetings. We share a common goal that all students can and will be successful learners.

STRENGTHS

- Leadership team participation in Lead4Ward, Region IV, HCDE, and other TEA update sessions
- Focus on System Safeguard students, low sub populations, and individual students' progress
- Student data is collected and reviewed over a period of time to continue to identify needs and celebrate successes
- Content times are driven by district requirements with regard for individual student and student group need

- Master schedule designed by teachers
- Departmentalization in upper grade levels
- Peer tutoring, common tutoring time, Math and Reading Labs for student support and intervention
- In class support for Special Ed and Tier II students where appropriate
- RTI process in place to evaluate and identify students, offer assistance, and refer for further evaluation as needed
- Behavior / Discipline is modeled after Capturing Kids Hearts and Nurtured Heart training - attended by most staff members

- Several special supports readily available such as PASS and BAC for behavioral and emotional needs, full time counselor and nurse
- Bilingual staff in the office as well as on each grade level
- Regular team meetings and PLC's, team leader meeting, faculty meetings, and administration team meetings
- Crenshaw calendar in Google for events, deadlines, and activities
- Remind 101 app for staff and parents

NEEDS

- train teachers to utilize aware for more specific student information such as progress monitoring
 - Improve documentation for RTI process and student retention committee decisions
 - Continue to evaluate effectiveness, rigor, prerequisite skills, and transfer of skills through district assessments
 - Analyze data by content area, student expectations and TEKS, and sub populations
 - Provide professional development based on needs of students and enhancing instruction
 - monitor implementation of professional development training and techniques through lesson plans, walkthroughs, gradebooks
 - grade level lesson planning and data analysis on a regular basis
 - writing implemented across the curriculum with regular writing sample collections for accountability
 - use technology to access information and assess students more effectively
-
- refine daily schedule to be more efficient and time on task
 - continue to send representatives to conferences and trainings with the expectation of implementation as well as sharing with other teachers
 - CEIC meetings need to be held throughout the year to revisit campus plan
 - Continue to improve operations and procedures for daily operations like attendance, dismissal, new enrolling students, textbook distribution, maintenance and technology work orders, nurse referrals, counselor referrals, etc
 - bell schedule to ensure timely attendance reporting
 - Include more parents in the development of campus procedures
 - Implement Capturing Kids Hearts Social Contract, Good news, and other communication strategies into our faculty and grade level meetings
 - RTI meetings need to be on a more consistent basis, with all stakeholders present, including ARD representatives where testing or special education referrals are possible
 - Implement concept of PLC's to keep grade level teams focused on quality instruction and implementation of the curriculum
 - CEIC sub committees to address each core subject area, attendance and discipline, and staff concerns
 - RTI / In Class support schedule refined to ensure maximum assistance time with highest level of communication and collaboration
 - Streamline dismissal to take up less time at end of day

- Document meetings and trainings
- publish newsletter on a regular basis
- Each teacher will have at least one walkthrough per week with opportunity for feedback and debriefing
- Walkthroughs will be based on components of a successful classroom, Sheltered Instruction Plus, and Capturing Kids Hearts
- Regular review of lesson plans
- after school meeting times to reserve conference times for planning, conferences, etc

Technology

Technology Summary

SUMMARY

Crenshaw Elementary is committed to prepare students to be prepared for the 21st century in regards to technology utilization and integration. We recognize that technology apps and devices are the preferred avenue for information and knowledge for the millennial students we serve. If we are to hook them in to meaningful learning activities we will need to be prepared to include technology in our instruction, planning, communication, and assessments.

STRENGTHS

- Crenshaw teachers each have an iPad for use for interventions, whole class projected activities, sharing media, and communication through Google.
- We have Wifi ports throughout the building
- 2 labs have 22 computers that are within 5 years old, the 3rd lab will be updated in the fall of 2016
- Each classroom is equipped with an interactive whiteboard and wall mounted projector, one teacher computer, 2 - 4 student computers, 1 teacher iPad, each grade level has access to the iPad carts or iPad tubs on a rotating basis, and we have student monitoring clicker systems and mobi units available for checkout.
- Several staff members have attended Technology training outside the district and at Region IV
- School wide access to over 10 licensed web sites for individual student assistance and/or teacher lesson planning and instruction

NEEDS

- Build upon staff skills at using technology for communication with other staff members, curriculum department, and parents.
- Training for using technology to enhance instruction and provide means to assess and evaluate student performance
- Training for using technology apps and programs to provide real world visual aids and examples that will help with vocabulary

development

- Some components are outdated and worn out needing replacement (ie headphones, keyboards, mice, interactive cords and pen sets, etc
- Ebook tools that will allow students to read books and assignments from the Ipads
- Color printer and ink for grade level use
- Training for HAC component so we can share with parents
- Technology apps that assist in monitoring student progress for RTI, Retention, ELL monitoring

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Improve academic performance for all students


Performance Objective 1: Improve academic performance of all student in English Language Arts, Math, Science, and Social Studies to meet or exceed the state average on assessments.

Evaluation Data Source(s) 1: STAAR, DRA, Istation, District CBA, Iowa , TELPAS

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Activities, programs, and incentives to increase basic Reading fluency and Math fact Fluency</p>	1, 10	All staff	Reading logs, lesson plans, Scholastic Reading Inventory Assessment, I Station, Reading STAAR scores				
Funding Sources: 299 - Title I & II Pooled Funds - \$500.00, 299 - Title I & II Pooled Funds - \$1000.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Utilize Research based practices and strategies for improving Academic performance of all students such as:</p> <ul style="list-style-type: none"> * Guided Reading/ Balanced Lit * Readers/Writers workshop * Literature Circles * Interactive writing journals * 6 Traits of Writing * Thinking Maps * Sheltered Instruction plus * Blast Phonics instruction * Guided Math * Fast on Facts * Target Math 	2, 9, 10	ALL teachers	Lesson plans, walkthroughs and observations, Running records, TELPAS writing, STAAR, district CBAs				
Funding Sources: 199 - SCE - \$573.00, 299 - Title I & II Pooled Funds - \$1000.00							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Individual computer aided instructional programs for improvement of REading, Math, and Science scores : Tumble books Starfall Waterford A to Z learning Istation Think through Math Raz Kids Waterford Reasoning Minds Reflex Math United streaming Flocabulary Enchanted learning</p>	1, 9, 10	Reading and Math specialists computer lab instructors classroom teachers	Program student reports, AEIS, I Station, STAAR				
<p>Funding Sources: 299 - Title I & II Pooled Funds - \$500.00, 299 - Title I & II Pooled Funds - \$300.00, 199 - SCE - \$4000.00, 199 - SCE - \$1000.00, 199 - SCE - \$6525.00, 199 - SCE - \$3500.00, 299 - Title I & II Pooled Funds - \$1200.00, 299 - Title I & II Pooled Funds - \$3000.00</p>							
<p align="center">Critical Success Factors CSF 6</p> <p>4) Literature / History based performances to enhance instruction</p>	1, 10	Music Teacher, Art Teacher	calendar of events, lesson plans, surveys				
<p>Funding Sources: 299 - Title I & II Pooled Funds - \$1300.00</p>							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) STAAR formatted review materials for intervention and additional skill practice</p>	1, 8, 9	teachers curriculum coaches	Lesson plans, observations and walkthroughs, AEIS Reading, STAAR Reading, STAAR Math				
<p>Funding Sources: 199 - SCE - \$3000.00</p>							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Provide small group Reading and Math remediation and intervention throughout school and with after school tutoring with certified substitute teachers, computer lab aide, instructional aide, Reading Specialist, and Math Specialist</p>	1, 9	Reading Specialist RTI team Instructional Aide Math specialist	I-Station, STAAR test scores, DRA results, fluency probes, Math probes,				
<p>Funding Sources: 199 - SCE - \$3000.00, 199 - SCE - \$89325.00, 299 - Title I & II Pooled Funds - \$61112.00, 263 - Title III - \$3909.00</p>							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) Hands on Science experiments and demonstrations in a lab setting on a regular basis</p>	1, 9	Classroom teachers	Science CBA scores and STAAR				
<p>Funding Sources: 299 - Title I & II Pooled Funds - \$1500.00</p>							

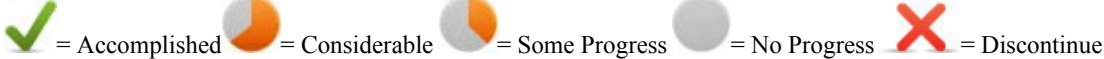
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 8) Seek out and bring Educational Programs and presentations addressing Science TEKS to school for students - such as Zoomobile, reptile foundation, Space Center exhibits, Museum displays, etc. for building background knowledge and examples for new learning for ELL and all students.	1	Science teachers	lesson plans, sign in sheets, flyers and agendas				
	Funding Sources: 299 - Title I & II Pooled Funds - \$2000.00						
State System Safeguard Strategy Critical Success Factors CSF 6 9) Grade level Field trips to enhance curriculum and build background knowledge for critical thinking	1, 10	grade level PLC teams	surveys, Science CBA and STAAR tests				
	Funding Sources: 199 - Local Funds - \$3500.00						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 10) Educational conferences and content related professional development: CAMT, CAST, ELA conference, Science conference Guided REading / Balanced Literacy Sheltered Instruction Plus Dual Language Institute Science training GT training	3, 4, 5	Grade level teachers specialists	Certificates on campus training logs				
	Funding Sources: 199 - SCE - \$1000.00, 199 - SCE - \$1500.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 11) Provide homework assistance for students and guidance for parents in after school sessions 2 times per week		Classroom teachers and paraprofessionals	STAAR scores report cards District assessments				
	Funding Sources: 199 - SCE - \$3000.00						
							

Goal 1: Improve academic performance for all students

Performance Objective 2: Increase GT program implementation and participation on campus

Evaluation Data Source(s) 2: GT projects, GT fair, State Assessment Scores

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide pull out GT instruction on a regular basis with an emphasis on robotics and coding with Lego units</p>	1, 2	GT teachers					
<p>2) Seek out real world projects and activities for critical thinking, creativity, and enrichment to include in GT curriculum</p>							
<p>3) Participate in Field trip to A and M engineering festival (or equivalent opportunity)</p>		GT staff	event logs student surveys				
Funding Sources: 199 - GT/AP - \$1000.00							
							

Goal 1: Improve academic performance for all students

Performance Objective 3: Monitor progress and improvement of performance on state assessment for students who are served through intervention programs.

Evaluation Data Source(s) 3: RTI Logs, CBA data, STAAR data,

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Analyze campus and student data on a regular basis with grade level teams, campus teams, and curriculum department.	2, 8, 10	all teachers, leadership team	sign in sheets, CBA data				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) RTI / Problem Solving Team will meet on a regular basis to review student progress and develop intervention strategies		RTI team classroom teachers	Student scores on local and state assessments				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 3) Monitor interventions through google forms application, SeeSaw student portfolio, and student progress meetings each 9 weeks	1, 8, 9	RTI team classroom teachers	student scores on local and state assessments				
							

Goal 1: Improve academic performance for all students


Performance Objective 4: Hire and retain highly-qualified employees .

Evaluation Data Source(s) 4: HQ report, Professional Development portfolios, T-TESS

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p align="center">Critical Success Factors CSF 6</p> <p>1) Recognize staff accomplishments and contributions through monthly awards</p>	1, 5	Principals Team leaders	faculty meeting agendas				
Funding Sources: 199 - Local Funds - \$500.00							
2) Review certification of teachers on a regular basis and when grade level / subject changes are made	5	HR Principal	HR highly qualified report				
3) Utilize Eduphoria for Staff Development, Faculty meetings, CEIC meetings, Certification		Principal, Asst Principal	sign in sheets, agendas, teacher portfolios				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Inform and update teachers through monthly content meetings in core subject areas including Math, ELA, and Science</p>	2, 4, 5	Reading specialist Math specialist Lead Science teacher Special Ed team leader Curriculum Dept	sign in sheets agendas lesson plans walkthroughs and observations				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 3 CSF 7</p> <p>5) Provide opportunities for peer observations and modeling of instructional strategies on campus and within the district:</p> <p>Sheltered Instruction Guided Reading/Balanced Lit</p>	1, 3, 4, 5	Principals Team Leader	Walkthroughs and observations				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 6</p> <p>6) Rotation PLC time for grade level teachers and in class support staff to meet and plan</p>		Principals team Leaders	sign in sheets agendas Eduphoria reports				
---	--	----------------------------	--	--	--	--	--

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Improve academic performance for all students






Performance Objective 5: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement.

Evaluation Data Source(s) 5: PI reports, parent surveys, Raptor visitor and volunteer logs

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
State System Safeguard Strategy 1) Title I parent involvement training, including written communication and conferencing strategies.	1, 4, 5, 6	principals, Counselor, team leaders	parent contact logs parent surveys				
State System Safeguard Strategy Critical Success Factors CSF 3 CSF 5 2) Host family nights based on core subjects: Reading night Math night Science night	1, 6, 10	CEIC parent involvement sub committee grade level teams	sign in sheets agendas				
Funding Sources: 299 - Title I & II Pooled Funds - \$500.00							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 3) General information meetings such as Meet the Teacher, Open House, grade level orientations, STAAR information sessions, homework help nights, Annual Title I meeting parent and principal monthly mtg	6	ALL teachers Administrators	Sign in sheets, flyers, agendas				
Funding Sources: 299 - Title I & II Pooled Funds - \$500.00							
Critical Success Factors CSF 3 CSF 5 CSF 6 4) Continue to increase PTO meetings and activities	6	Principals CEIC PTO board members	sign in sheets, membership ballots				

Critical Success Factors CSF 5 5) Conduct at least 2 musical performances	6	Music Teacher, Fine Arts director	sign in sheets, lesson plans, calendar				
Critical Success Factors CSF 5 6) Host 2 book fairs with special family invitations	6	Library Aide Literacy Team	sign in sheets, flyers				
Critical Success Factors CSF 5 CSF 6 7) Create a parent volunteer program that enables parents to assist in library, workroom, classrooms, and cafeteria		Principals Office staff	sign in sheets raptor volunteer report				
	Funding Sources: 299 - Title I & II Pooled Funds - \$300.00						
State System Safeguard Strategy Critical Success Factors CSF 5 8) Continue parent involvement program (PACC - parents and crenshaw connected) with incentives	6	Administration All teachers	sign in sheets, raptor logs, agendas and flyers, parent surveys				
	Funding Sources: 199 - Local Funds - \$500.00						
9) Parent Partnership training and classes for parents	1, 6	Parent Partnership committee	parental involvement surveys Parental involvement logs				
	Funding Sources: 299 - Title I & II Pooled Funds - \$2500.00						
State System Safeguard Strategy Federal System Safeguard Strategy 10) Provide open library times during spring tutoring sessions for parents to read with their students.	1, 6	Teachers	Reading scores				
	Funding Sources: 299 - Title I & II Pooled Funds - \$1000.00, 199 - Local Funds - \$500.00						
State System Safeguard Strategy 11) Parent conferences with each parent at least once per semester, parent contact log for each 9 weeks	1, 6	All teachers	parent teacher conference logs				
Critical Success Factors CSF 5 12) Utilize agendas and/or take home folders to share student work, progress, and information with parents.	6, 10	All teachers	lesson plans, observation				
	Funding Sources: 199 - Local Funds - \$2000.00						
Critical Success Factors CSF 5 CSF 6 13) Send all communications home in English and Spanish	1, 6	Office Staff	calendars, notes collections				
	Funding Sources: 199 - Local Funds - \$1500.00						
14) Utilize School Messenger service for regular information and reminders of upcoming events	6	Office Staff, Principal	calendar, messenger log				
15) Publish Crenshaw newsletter each nine weeks, reminder stickers and posters, and signage for opportunities and information	6	Newsletter team, Grade level representatives	calendar, sample newsletters				

16) Parent involvement Policy and Compact - solicit volunteers, edit and revise, distribute to all parents in english and spanish	6	Asst Principal, CEIC	sign in sheets, minutes and agendas, policy drafts				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 1: Improve academic performance for all students

Performance Objective 6: Provide a safe and healthy learning environment for students , employees, and parents.

Evaluation Data Source(s) 6: climate and culture survey, crisis management logs, SHAC notes and documentation

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Strategies for security: Raptor system for all visitors, Staff ID badges, Locked classroom and outside doors, and car tags for student pick up	1	Office staff All staff	raptor/ visitor logs safety checks				
Funding Sources: 199 - Local Funds - \$500.00							
Critical Success Factors CSF 6 2) Distribute, discuss, model and enforce school wide rules and procedures for playground, hallways, gym, library, bus, and cafeteria.	1	classroom teachers CEIC	rules postings, lesson plans				
Critical Success Factors CSF 6 3) Upgrade and replace as needed walkie talkies, flashlights, first aide supplies, shelter in place supplies, and emergency signage .	1	First response team, administrators	safety audit, surveys				
Funding Sources: 199 - Local Funds - \$500.00							
4) Distribute to and review Campus Crisis Plan with all staff, students, and parents	1	Asst Principal	sign in sheets, agendas, drill logs				
5) Continue to implement recommendations from 2011 Safety Audit conducted by HCDE		Asst Principal	drill logs, Crisis plan updates, surveys				
6) Conduct monthly fire drills, semester disaster drills, and yearly shelter in place drill with all staff and students and keep updated logs and documentations.		Asst Principal	Logs				
7) Provide Safety, First Aid, AED, and CPR training for staff in after school staff development.	4	Nurse, PE teacher, Asst Principal	sign in sheets, certification records				
8) Follow a coordinated School Health Program integrating nutrition, physical fitness, and healthy choices and monitor effectiveness on a regular basis	1	PE teacher, cafeteria manager, Nurse, Asst Principal	lesson plans, calendar				


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Improve academic performance for all students

Performance Objective 7: Effectively use counselors to promote social, emotional, and academic health of the students.

Evaluation Data Source(s) 7: counselor plan log, at risk report, homeless services report

Summative Evaluation 7:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Train staff on student safety steps such as CPS reporting, detecting and reporting abuse, suicide alert procedures, etc. Follow protocol on such occurrences	1, 10	counselor Principal	sign in sheets, agenda and notes from meeting				
<p>Critical Success Factors CSF 6</p> <p>2) Support system for students' emotional well being and safety:monthly guidance lessons, small group support sessions, counselor referral process in place, Go Leaps program for behavior intervention, PASS and BAC programs for teacher/student assistance and consultation. Motivational programs and assemblies</p>	1, 9	Counselor, Special Education , Administration, RTI team	lesson plans, discipline referrals report				
Funding Sources: 199 - Local Funds - \$500.00							
<p>Critical Success Factors CSF 6</p> <p>3) Strategies to encourage drug free / violence free lifestyle for students: Red Ribbon week activities, gang awareness lessons, anti bullying awareness programs and presentations, district curriculum on dating violence</p>	1, 5	counselor nurse	events calendar				
Funding Sources: 199 - Local Funds - \$1500.00							
							

Goal 1: Improve academic performance for all students

Performance Objective 8: Implement and monitor State/Federal program requirements to maintain district compliance

Evaluation Data Source(s) 8:

Summative Evaluation 8:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 3</p> <p>1) Campus Leadership team will attend Lead4Ward, Region IV, HCDE, SDE, and other trainings offered for STAAR testing, reporting, and accountability and share with staff.</p>	2, 4, 8, 10	principal, leadership team	meeting minutes, agendas, and sign in sheets				
Funding Sources: 299 - Title I & II Pooled Funds - \$1000.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 3 CSF 6</p> <p>2) CEIC will meet on a regular basis to review student performance, strategy and instructional implementation, and budget alignment</p>	10	CEIC team	sign in sheets, agendas, minutes from meetings				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 1: Special Education and bilingual /ESL students shall improve the performance in Reading/ELA, Math, Science, and Social Studies to address system safeguards missed along with PBMAS indicators.

Evaluation Data Source(s) 1: STAAR, PBMAS, IEP- ARD evaluations

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Review student progress and portfolio of Sped students each 9 weeks with homeroom teacher, Sped case worker, and administrator		Sped teacher Regular teacher Administrator	student scores on state and local assessments				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> 2) Provide instruction in the least restrictive environment with inclusion opportunities for special ed students in all grades	2	classroom teachers sped teachers ARD committee members and Administrators	PBMAS report				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> 3) Provide tutoring, in class support, and peer assistance to sped and Tier II RTI students		teachers and paras	PBMAS report Student STAAR scores Student readiness indicator				
Funding Sources: 199 - SCE - \$1000.00							
							


Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 2: Staff serving special education and bilingual/ESL students shall provide high quality instruction and evaluation services

Evaluation Data Source(s) 2: HQ audit report, AEIS report, AYP data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>1) Continue to utilize the following programs and strategies for Classroom management: Go Leaps PASS Nurtured Heart Capturing Kids Hearts PASS trianing</p>	1, 4	District behavior specialist Principals	walkthroughs and observations				
Funding Sources: 299 - Title I & II Pooled Funds - \$500.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Training for In Class support, Incusion, strategies for at risk students, modifications and accomodations, etc</p> <p>Guided Reading literature circles writers workshop</p>	1, 3, 5	Special Ed staff regular ed staff inclusion staff	sign in sheets agendas Eduphoria SD reports				
Funding Sources: 199 - SCE - \$2500.00, 299 - Title I & II Pooled Funds - \$1000.00, 263 - Title III - \$1000.00							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 2 CSF 4</p> <p>3) provide materials and resources for highly qualified instruction and differentiated instruction</p>	1, 8, 9, 10	classroom teachers in class support staff math and reading specialist special ed teachers	walkthroughs lesson plans PBMAS PEIMS report with sped student breakdown				


State System Safeguard Strategy Federal System Safeguard Strategy 4) provide technology for adaptive and accommodated instruction	1	sped and classroom teachers bilingual teacher					
Funding Sources: 299 - Title I & II Pooled Funds - \$2800.00, 263 - Title III - \$4820.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 2 CSF 3 5) Additional training in data analysis for STAAR, PBMAS, TAIS, and TAPR		admin and specialists					
							

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 3: Reduce retention and failure rates

Evaluation Data Source(s) 3: Staff surveys, staff retention report

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Conduct failure / retention meetings with teachers and parents at each 9 week period.	6, 8, 9	classroom teachers					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Employ Sheltered Instruction techniques and strategies to enhance instruction for sped and ELL Students	1, 2, 8, 9	All teachers	walkthroughs PD logs student scores				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 3) Mid year awards ceremony to motivate and encourage attendance and academic progress	1	teachers and administrators	report card grade summary report retention report				
							






Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 4: All campus personnel will participate in Sheltered Instruction Plus professional development, implement strategies , and monitor ELL progress .

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 1) Review Sheltered Instruction Plus strategies at faculty meetings and team meetings	2, 3, 4	administration Bilingual department classroom teachers	Eduphoria PD logs				
2) Initiate school teacher blog featuring Sheltered Instruction Plus components in classrooms	3	administration	blog contents				
Critical Success Factors CSF 6 CSF 7 3) Provide teachers access to observe peers for examples of Sheltered Instruction Plus strategies	3, 4	administration classroom teachers					


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Provide advanced academic opportunities for students through career and college awareness programs and events

Performance Objective 1: Provide information for college and career planning to upper elementary students and their families

Evaluation Data Source(s) 1: calendar of events, parent sign in sheets, student surveys

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Host a school wide career day	1	counselor, teachers	sign in sheets, lesson plans, agendas				
2) College day and staff college advertisements		counselor and teachers					
3) 5th grade students to tour a local college campus		counselor teachers					
Funding Sources: 199 - Local Funds - \$500.00							
							

Goal 4: Provide 21st century skills and opportunities for students through instructional technology

Performance Objective 1: Train teachers and staff to integrate technology into teaching and learning

Evaluation Data Source(s) 1: program and app reports, STAR chart technology survey, technology inventory, Professional development log

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>1) Provide training opportunities for teachers in Ipad use, smartboards, digital portfolios, classroom webpages, google classroom, See Saw, and more</p>	5, 7	Technology department representative' campus administration classroom teachers	Star chart survey web based program use reports teacher portfolios				
<p>2) Students and teachers will participate in Cyber safety training. Teachers will use systematic approach to monitor student activity on computers, Ipads, etc.</p>		teachers technology department					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Provide 21st century skills and opportunities for students through instructional technology

Performance Objective 2: Provide necessary technology tools for effective teaching and learning

Evaluation Data Source(s) 2: technology inventory, technology survey

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide Ipads for classroom instruction and interventions	1	Classroom teachers and specialists	Star chart survey student survey				
Funding Sources: 299 - Title I & II Pooled Funds - \$13000.00							
2) Think Pads for use in labs to enable overflow students to work in computer labs, print projects, and use as word processor.		computer lab aide classroom teachers					
Funding Sources: 299 - Title I & II Pooled Funds - \$2000.00							
Critical Success Factors CSF 1 CSF 4	1, 10	classroom teachers technology representative	stAr report program usage reports and student progress reports				
3) Update red lab with newer model computers to run current academic programs successfully							
Funding Sources: 299 - Title I & II Pooled Funds - \$6000.00							
							

Goal 4: Provide 21st century skills and opportunities for students through instructional technology

Performance Objective 3: Support effective communication utilizing technology resources

Evaluation Data Source(s) 3: agendas and meeting notes, google docs, forms, and collaborative works

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide campus training for enhancing instruction using technology and equipment, teacher website training, IPAD training TCEA -technology conference</p>	3, 5	tech support staff tech representatives on campus administrators and specialist	sign in sheets , agendas				
Funding Sources: 199 - Local Funds - \$500.00, 299 - Title I & II Pooled Funds - \$2000.00							
<p>Critical Success Factors CSF 5</p> <p>2) Provide computer station in front office area for parents to access Home Access, Website, volunteer spot for PTO, etc</p>	6	Front Office staff	PI reports and surveys				
<p>3) Campus representative will keep website updated with campus calendar of activities.</p>	6	Nurse - Website rep	calendar, website printouts, agendas, newsletters				
<p>Critical Success Factors CSF 3</p> <p>4) Create cooperative and collaborate opportunities for teachers through google docs, forms, and sheets.</p>		administration team leaders					
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>5) use of Chromebooks by team leaders and specialist for collaboration and planning</p>	3, 8, 9	team leaders administration specialists					
Funding Sources: 299 - Title I & II Pooled Funds - \$4000.00							
							

Goal 4: Provide 21st century skills and opportunities for students through instructional technology

Performance Objective 4: Achieve an average at or above the Advanced Tech level on the Texas Teacher STaR Chart by the end of the 2017-18 school year.

Evaluation Data Source(s) 4: STaR chart report

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) develop schedule that allows for all students to have access to technology on a regular basis		schedule committee					
<p>Critical Success Factors CSF 6 CSF 7</p> 2) Provide teachers with examples of technology apps for instruction, students assessment, student interaction, and higher level thinking and problem solving		admin and technology department					
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Activities, programs, and incentives to increase basic Reading fluency and Math fact Fluency
1	1	2	Utilize Research based practices and strategies for improving Academic performance of all students such as: * Guided Reading/ Balanced Lit *Readers/Writers workshop *Literature Circles * Interactive writing journals *6 Traits of Writing *Thinking Maps *Sheltered Instruction plus *Blast Phonics instruction * Guided Math * Fast on Facts * Target Math
1	1	3	Individual computer aided instructional programs for improvement of REading, Math, and Science scores : Tumble books Starfall Waterford A to Z learning Istation Think through Math Raz Kids Waterford Reasoning Minds Reflex Math United streaming Flocabulary Enchanted learning
1	1	5	STAAR formatted review materials for intervention and additional skill practice
1	1	6	Provide small group Reading and Math remediation and intervention throughout school and with after school tutoring with certified substitute teachers, computer lab aide, instructional aide, Reading Specialist, and Math Specialist
1	1	7	Hands on Science experiments and demonstrations in a lab setting on a regular basis
1	1	8	Seek out and bring Educational Programs and presentations addressing Science TEKS to school for students - such as Zoomobile, reptile foundation, Space Center exhibits, Museum displays, etc. for building background knowledge and examples for new learning for ELL and all students.
1	1	9	Grade level Field trips to enhance curriculum and build background knowledge for critical thinking
1	1	10	Educational conferences and content related professional development: CAMT, CAST, ELA conference, Science conference Guided REading / Balanced Literacy Sheltered Instruction Plus Dual Language Institute Science training GT training
1	1	11	Provide homework assistance for students and guidance for parents in after school sessions 2 times per week
1	3	2	RTI / Problem Solving Team will meet on a regular basis to review student progress and develop intervention strategies
1	3	3	Monitor inteventions through google forms application, SeeSaw student portfolio, and student progress meetings each 9 weeks
1	4	4	Inform and update teachers through monthly content meetings in core subject areas including Math, ELA, and Science
1	4	5	Provide opportunities for peer observations and modeling of instructional strategies on campus and within the district: Sheltered Instruction Guided Reading/Balanced Lit
1	4	6	Rotation PLC time for grade level teachers and in class support staff to meet and plan
1	5	1	Title I parent involvement training, including written communication and conferencing strategies.
1	5	2	Host family nights based on core subjects: Reading night Math night Science night
1	5	3	General information meetings such as Meet the Teacher, Open House, grade level orientations, STAAR information sessions, homework help nights, Anual Title I meeting parent and principal monthly mtg

Goal	Objective	Strategy	Description
1	5	8	Continue parent involvement program (PACC - parents and crenshaw connected) with incentives
1	5	10	Provide open library times during spring tutoring sessions for parents to read with their students.
1	5	11	Parent conferences with each parent at least once per semester, parent contact log for each 9 weeks
1	8	1	Campus Leadership team will attend Lead4Ward, Region IV, HCDE, SDE, and other trainings offered for STAAR testing, reporting, and accountability and share with staff.
1	8	2	CEIC will meet on a regular basis to review student performance, strategy and instructional implementation, and budget alignment
2	1	2	Provide instruction in the least restrictive environment with inclusion opportunities for special ed students in all grades
2	1	3	Provide tutoring, in class support, and peer assistance to sped and Tier II RTI students
2	2	2	Training for In Class support, Incusion, strategies for at risk students, modifications and accomodations, etc Guided Reading literature circles writers workshop
2	2	3	provide materials and resources for highly qualified instruction and differentiated instruction
2	2	4	provide technology for adaptive and accommodated instruction
2	2	5	Additional training in data analysis for STAAR, PBMAS, TAIS, and TAPR
2	3	2	Employ Sheltered Instruction techniques and strategies to enhance instruction for sped and ELL Students
2	3	3	Mid year awards ceremony to motivate and encourage attendance and academic progress
2	4	1	Review Sheltered Instruction Plus strategies at faculty meetings and team meetings

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	STAAR formatted review materials for intervention and additional skill practice
1	1	6	Provide small group Reading and Math remediation and intervention throughout school and with after school tutoring with certified substitute teachers, computer lab aide, instructional aide, Reading Specialist, and Math Specialist
1	1	7	Hands on Science experiments and demonstrations in a lab setting on a regular basis
1	1	11	Provide homework assistance for students and guidance for parents in after school sessions 2 times per week
1	3	2	RTI / Problem Solving Team will meet on a regular basis to review student progress and develop intervention strategies
1	3	3	Monitor interventions through google forms application, SeeSaw student portfolio, and student progress meetings each 9 weeks
1	5	10	Provide open library times during spring tutoring sessions for parents to read with their students.
2	1	2	Provide instruction in the least restrictive environment with inclusion opportunities for special ed students in all grades
2	1	3	Provide tutoring, in class support, and peer assistance to sped and Tier II RTI students
2	2	3	provide materials and resources for highly qualified instruction and differentiated instruction
2	2	4	provide technology for adaptive and accommodated instruction
2	2	5	Additional training in data analysis for STAAR, PBMAS, TAIS, and TAPR
2	3	2	Employ Sheltered Instruction techniques and strategies to enhance instruction for sped and ELL Students
2	3	3	Mid year awards ceremony to motivate and encourage attendance and academic progress
2	4	1	Review Sheltered Instruction Plus strategies at faculty meetings and team meetings

State Compensatory

Budget for Crenshaw Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-105-5-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$9,000.00
299-11-6112-00-105-5-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199-11-6112-00-105-5-30	6121 Extra Duty Pay/Overtime - Support Personnel	\$6,500.00
6100 Subtotal:		\$17,500.00
6200 Professional and Contracted Services		
199-31-6219-00-105-5-99	6216 Professional Services - Locally Defined	\$600.00
199-11-6219-00-105-5-11	6219 Professional Services	\$2,400.00
199-11-6219-00-105-5-25	6219 Professional Services	\$1,000.00
199-11-6219-00-105-5-30	6219 Professional Services	\$10,000.00
299-11-6219-00-105-5-24	6219 Professional Services	\$3,000.00
199-11-6294-00-105-5-30	6294 Reclassified Transportation - Locally Defined	\$8,000.00
199-12-6294-00-105-5-99	6294 Reclassified Transportation - Locally Defined	\$1,800.00
263-11-6294-00-105-5-25	6294 Reclassified Transportation - Locally Defined	\$6,100.00
6200 Subtotal:		\$32,900.00
6300 Supplies and Services		
299-11-6399-00-105-5-24	6399 General Supplies	\$13,000.00
199-11-6399-00-105-5-11	6399 General Supplies	\$23,000.00
199-11-6399-00-105-5-21	6399 General Supplies	\$2,000.00
199-11-6399-00-105-5-23	6399 General Supplies	\$1,600.00
199-11-6399-00-105-5-25	6399 General Supplies	\$3,000.00

199-11-6399-00-105-5-30	6399 General Supplies	\$17,000.00
199-12-6399-00-105-5-99	6399 General Supplies	\$500.00
199-23-6399-00-105-5-99	6399 General Supplies	\$2,000.00
199-31-6399-00-105-5-99	6399 General Supplies	\$1,000.00
199-33-6399-00-105-5-99	6399 General Supplies	\$600.00
263-11-6399-00-105-5-25	6399 General Supplies	\$1,400.00
6300 Subtotal:		\$65,100.00
6400 Other Operating Costs		
263-11-6411-00-105-5-25	6410 Travel, Subsistence and Stipends	\$1,000.00
299-11-6411-00-105-5-24	6410 Travel, Subsistence and Stipends	\$8,200.00
199-11-6411-00-105-5-11	6410 Travel, Subsistence and Stipends	\$200.00
199-11-6411-00-105-5-21	6410 Travel, Subsistence and Stipends	\$1,000.00
199-11-6411-00-105-5-25	6410 Travel, Subsistence and Stipends	\$1,250.00
199-11-6411-00-105-5-30	6410 Travel, Subsistence and Stipends	\$2,000.00
199-23-6411-00-105-5-99	6410 Travel, Subsistence and Stipends	\$400.00
199-31-6411-00-105-5-99	6410 Travel, Subsistence and Stipends	\$125.00
199-33-6411-00-105-5-99	6410 Travel, Subsistence and Stipends	\$250.00
263-11-6411-00-105-5-25	6411 Employee Travel	\$1,000.00
299-11-6499-00-105-5-24	6499 Miscellaneous Operating Costs	\$1,285.00
6400 Subtotal:		\$16,710.00
6600 Capital Outlay Accounts		
199-12-6669-00-105-5-99	6669 Library Books and Media	\$2,000.00
6600 Subtotal:		\$2,000.00

Personnel for Crenshaw Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Dirksen	Reading Specialist	SCE	1.0
Silvia Puente	Computer Lab Aide	SCE	1.0

Title I

Schoolwide Program Plan

Crenshaw Elementary is a Title I campus with an 87.4 % economically disadvantaged student population. Title I funding provided multiple intervention strategies and special programs for our struggling students. Title I funds allowed Crenshaw to have a Math Lab staffed with a certified teacher and aide. Students received individualized assistance and instruction through the lab. Teachers utilized the Math Specialist for consultation and instructional ideas as well. Title I funds were used to prepare, administer, and analyze routine curriculum and TEKS based assessments in all core subject areas and all grade levels. This allowed us to focus in on particular student groups, specific skills and areas of need, and adjust our curriculum and instruction accordingly.

Crenshaw utilized several computer assisted learning programs with our students. Dyned was used to enhance students' acquisition of the English language. Istation and Scholastic Reading were used to build fluency and critical reading skills. Waterford Early Learning is an early reading program with an emphasis on phonetic foundation and fluency. Scholastic Math was used to help identify students working below level in Math and specific skill deficit areas.

Title I funding has allowed Crenshaw to continue adding materials, resources, special presentations, and teacher training to our Science Program. Instructional materials such as student subscriptions to Weekly Reader and Scholastic publications have enhanced both the Reading and Science curriculums. There has been a gradual decrease in our reading scores over the past few years.

This prompted using Title I funding to provide extensive and continual training sessions in Balanced Literacy and Literature Circles for all of our Reading / ELA teachers grades K-5. There were opportunities for feedback and suggestions for implementation, as well as teacher resources and materials to support the initiative.

Writing scores have recently decreased slightly as well. We have also done extensive teacher training in writing through the Empowering Writers program. Writing resources and curriculum extension activities for teachers were purchased and implemented. We also brought the district ELA coach to the campus to work directly with the fourth grade students in the 2 types of tested writing.

Title I funds were also used to increase our parental involvement. We continued to communicate to our parents through the school messenger system as well as in writing throughout the year. As requested by parents we initiated a school wide weekly information folder system of communication and continued with upper grade level agendas. We also held numerous events welcoming parents to be involved at Crenshaw.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Crenshaw CEIC began working on the CNA in April, 2015. CEIC met on several dates to review data and identify campus needs in several areas (see attached sign in sheets for attendance) We reviewed demographic data for trends in attendance, retention, and mobility. We looked at state testing, district testing, and special program information to evaluation student progress and achievement. We reviewed discipline reports and safety audits in order to assess school climate and culture. We used Eduphoria for information on staff development and employee recruitment and retention. Eduphoria was also the source for most of our information on curriculum and assessment. We also looked at our RTI process and interventions utilized. District Parent Involvement reports as well as Raptor (security sign in program), teacher/parent contact logs, and event agendas gave information pertaining to parental involvement. Finally, the STAR chart report as well as our own technology documentation and teacher surveys were the key pieces in assessing our technology needs. The CEIC will continue to meet at least 4 more times in the following year to assess progress on our plan and revisions as needed. CEIC will conduct additional meetings when additional needs are identified or new strategies are introduced.

2: Schoolwide Reform Strategies

Crenshaw Elementary is a Title I campus with an 89 % economically disadvantaged student population. Title I funding provided multiple intervention strategies and special programs for our struggling students. Title I funds allowed Crenshaw to have a Math Lab staffed with a certified teacher and aide. Students received individualized assistance and instruction through the lab. Teachers utilized the Math Specialist for consultation and instructional ideas as well. Title I funds were used to prepare, administer, and analyze routine curriculum and TEKS based assessments in all core subject areas and all grade levels. This allowed us to focus in on particular student groups, specific skills and areas of need, and adjust our curriculum and instruction accordingly.

Crenshaw utilized several computer assisted learning programs with our students. Dyned was used to enhance students' acquisition of the English language. Istation is a program that works with students individually in basic reading as well as critical reading skills. Waterford Early Learning is an early reading program with an emphasis on phonetic foundation and fluency. Scholastic Math was used to help identify students working below level in Math and specific skill deficit areas.

Title I funding has allowed Crenshaw to continue adding materials, resources, special presentations, and teacher training to our Science Program. Instructional materials such as student subscriptions to Weekly Reader and Scholastic publications have enhanced both the Reading and Science curriculum. There has been a gradual decrease in our reading scores over the past few years.

This prompted using Title I funding to provide extensive and continual training sessions in Balanced Literacy and Literature Circles for all

of our Reading / ELA teachers grades K-5. There were opportunities for feedback and suggestions for implementation, as well as teacher resources and materials to support the initiative.

Writing scores have recently decreased slightly as well. We have also done extensive teacher training in writing through Empowering Writers. Writing resources and curriculum extension activities for teachers were purchased and implemented. We have also called upon the district ELA coach to work directly with the fourth grade students.

Title I funds were also used to increase our parental involvement. We continued to communicate to our parents through the school messenger system as well as in writing throughout the year. As requested by parents we initiated a school wide weekly information folder system of communication and continued with upper grade level agendas. We also held 19 events welcoming parents to be involved at Crenshaw.

3: Instruction by highly qualified professional teachers

100% of our professional and paraprofessional staff are highly qualified with the necessary certification for their assignment. Many of our teachers also have supplemental certification in ESL, GT, Special Ed, and Early Childhood. 2 of our teachers are certified trainers for Sheltered Instruction Plus. 3 additional teachers are certified trainers for Thinking Maps. We have approximately 10 staff members trained in CPI (crisis Prevention Intervention). There are also 12 staff members that are CPR certified. Current certificates are kept on file and updated as teachers renew or add on to their credentials.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Our district provides 10 professional development days and 12 hours of student early release time for employees to build their professional portfolios. In addition, our district offers several hours of content and grade level related staff development after school and during the summer. Crenshaw utilized The Writing Academy, Brain Gym, Deb Diller, HCDE, Region IV, and Capturing Kids Hearts to address teacher needs identified in our CNA. Crenshaw also relied on campus and district personnel to train and update all staff on basic training such as CPS reporting, Blood Born Pathogens and other health issues, RTI process and procedures, Special Ed / IEP - Modifications , sexual harassment, and bullying. Teachers have input into the professional development opportunities offered through the CEIC. Trainings offered through Eduphoria are evaluated by teachers for effectiveness with an end of session survey.

5: Strategies to attract highly qualified teachers

District representatives from HR attend all the area job fairs on a regular basis as well as several campus administrators and department coordinators. Specialized jobs such as Reading Coach, Special Ed. teacher, etc are usually interviewed collaboratively with the campus

personnel and special program directors. Channelview ISD provides a First Year Teacher Academy that meets regularly to provide new teachers with classroom strategies and tools to be successful. They are also paired up with a veteran mentor teacher for assistance and feedback. Crenshaw tries to pair mentors and new teachers that are working in the same grade level. Our district also offers experienced teachers that are new to the district a mentor buddy to seek out for information and direction as well as a less intense introductory program .

Other features to attract highly qualified teachers are :

- growing technology equipment and applications with an excellent on line resource base and training opportunities
- Online curriculum and lesson planning tools that can be accessed from home.
- Grade level common conference time to allow for team planning, problem solving, and sharing.
- Active Educators Grant Foundation

6: Strategies to increase parental involvement

One of Crenshaw's top priorities every year is to get more parents involved with the school and their student's education. We send all written communication from the school and all school wide call outs are made in English and Spanish. We have grade level agendas and classroom folders in place as well as a school wide Wednesday folder where parents can expect to see important updates and information each week. In addition we offer several opportunities for parents to come to the school and be involved. Some activities are during the day and others are in the evening to accommodate parents' schedules. There are activities just for fun and others designed to train and/or inform parents. Upcoming events are posted on the district and campus websites and sent home in written form. We will be implementing a new program this year called PACC (Parents and Crenshaw Connected). In essence, parents will earn credits for time spent in school related activities or volunteering . If the parents earn enough points at mid semester the students will be invited to a special engagement as a reward. Points will start again at the second semester. Crenshaw also added an active PTO last year. The PTO held several family functions including a Spring Festival. They raised enough money to begin adding on to our playground.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

PreK students are bused to Crenshaw in the late spring to tour the building, see the Kindergarten area, and meet some of the key people on campus. They also receive invitations to Meet the Teacher in the mail. There are a number of Crenshaw teachers that assist with Pre K - K summer school as well, giving them another chance to meet and get familiar with some of the teachers they will see here.

5th grade students transitioning to Anthony Aguirre will attend various presentations from the Junior High including LOTC, Band, Choir, Athletics, and the counselor. AAJH staff, counselors, and the feeder school counselors will work cooperatively to host a Bulldog camp for

incoming 6th graders to be introduced to the building layout, class schedules, teachers, and routine procedures.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

District assessments are directly correlated to our curriculum and the state TEKS. Teachers representing every grade level and every campus are part of the CDT (curriculum development team). This team meets regularly to develop district assessments based upon our curriculum and keeping the state STAAR test in mind. They get feedback from campus teachers on questions and skills in order to make revision to the tests. Each teacher is also part of a grade level data conference and an individual conference with administration to review student strengths and weaknesses and make a plan for remediation. Campus representatives also participate in data conferences with the Curriculum department in order to revise assessments and make decisions to drive instruction.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Crenshaw has a Problem Solving / RTI team that meets regularly to review student assessments, provide teachers with intervention strategies, and set up TIER II assistance as needed. The team reviews student progress throughout the year and as needed should students experience failure or lack of progress. An In Class Support schedule has been developed to provide all students support in core areas on a regular basis. All teachers also participate in regular Data Conferences after each CBA assessment and Benchmark test. Student progress is reviewed and trends within classes / subject areas are identified as needs. Interventions, remediation, and reteaching as needed can occur before advancing in the curriculum. In Class Support personnel or Reading, Math, or Computer lab personnel assist with this.

10: Coordination and integration of federal, state and local services and programs

It requires a coordinated effort and coordinated funds to provide instructional tools and materials, programs and resources, and training necessary for student success. Several examples include after school and in class tutoring, Writing training for students and teachers, Computer Assisted instruction programs for Math and Reading, manipulatives and students materials. Funds are coordinated in order to add specialized STAAR formatted review materials and additional computer assisted programs to enhance instruction.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sharon Powell	Math specialist	Title I	1.0

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
ADMINISTRATION	Audry Lane	Principal
ADMINISTRATION	Kim Roberts	Asst Principal
Classroom Teacher	Liz Ricks	5th grade teacher 16-18
Classroom Teacher	Vanessa Flores	3rd grade teacher 14-16
Classroom Teacher	Pauline Garza	3rd grade teacher 14-16
Classroom Teacher	Sabrina Gonzalez	4th grade teacher 16-18
Classroom Teacher	Jillian Mejia	1st grade teacher 14-16
Classroom Teacher	Miriam Mendez	1st grade teacher 14-16
Classroom Teacher	Alicia Navarro	3rd grade teacher 16-18
Classroom Teacher	Jennifer Perez	2nd grade teacher 16-18
Classroom Teacher	Marta Ramirez	kinder teacher 14-16
Classroom Teacher	Karla Rios	5th grade teacher 16-18
Classroom Teacher	Barbara Shepherd	Kinder teacher 14-16
Classroom Teacher	Miren Zabala	4th grade teacher 16-18
COUNSELOR	Brandee Edward	Counselor
District-level Professional	Kay Kerr	HR Director
Non-classroom Professional	Rosalyn Carter	Music Teacher 16-18
Non-classroom Professional	Sharon Powell	Math Specialist 14-16
Paraprofessional	Silvia Puente	computer lab aide 16-17
Parent	Mishel DelAngel	parent
Parent	Carol Johnson	parent
Parent	Mara Moreno	parent
Special Education teacher	Jennifer Martin	Special Ed teacher 16-18
substitute	x	x
substitute	x	x

substitute	x	x
substitute	x	x
substitute	x	x