

Channelview Independent School District

2015-2016 Improvement Plan

Accountability Rating: Met Standard

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.

- 577 students, grades K-5
- 84% Hispanic, 12 % White, 1.6 % African American, 2.2% Other or multiracial
- 89% Economically disadvantaged, 51% LEP, 6% Special Ed
- 2014 - 19 students retained, 27 students placed. 2015 - 11 students retained, 40 students placed,
- GT program - 20 students
- 11 students identified as homeless
- over 3500 student absences, over 1800 tardies
- 98 students had an excess of 10 absences, 93 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

CRENSHAW

14-15

ENROLLEMENT

African Amer.	1%		
Hispanic	86%		
white	11%	Econ Dis.	90%
Amer. Indian	1%	ELL	50%
Asian	1%	Sped	6%
2+ races	1%	mobility	16%

GRADE Levels - class size	GT/ sped / 504	attend.	>10	# tardies	
kinder	18	1 GT, 3 spch	95 %	20	305
first	22	5 spch, 3 res, 3 pass	95%	25	430
second	18	7 GT,4 testing, 3 spch	95%	10	222
third	17	1 GT, 5 sped, 1 spch, 1 dys	95%	12	440
fourth	18	5 GT, 5 sped, 2 spch	97%	14	246
fifth	20	5 GT, 3 sped, 4 504, 2 spch	96%	17	226

CRENSHAW 14-15

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fourth	18 5 GT, 5 sped, 2 spch	97%	14 246
fifth	20 5 GT, 3 sped, 4 504, 2 spch	96%	17 226

Demographics Strengths

- Total School Attendance rate remains high - 97%
- GT enrollment has increased from 12 - 20 (29 new students referred and tested)
- Class sizes remain average for most grade levels (18-20)
- Ethnic make up of campus is fairly consistent
- 15 out of 31 homeroom classes are bilingual
- Staff ethnic breakdown - 16 hispanic, 22 white, 3 african american, 5 males, and 26 females
- Staff backgrounds are varied, 13 staff members reside in the near school area
- Several staff members are Channelview ISD graduates

Demographics Needs

- Mobility rate 15.7%, Mobile homes, rentals, and multifamily dwellings
- High occurrence of in district mobility
- Regular, clear, concise communication with the home in native language is critical to student success
- Need for new, innovative means of communicating with parents such as texting, email, and social media
- 51% ELL students and many additional non English speaking parents
- There is a need for language support for ELL parents
- Students lack positive role models with diploma, degree, and emphasis on education
- Single parent homes, grandparents raising children, incarcerated parents, drug and alcohol abuse, gang involvement
- Over 3500 student absences, 36 absences due to suspension
- Nearly 20% of student population has chronic absenteeism or tardies
- Number of students checked out early increased by nearly 150. Lack of supervision after school was most used reason.
- There seems to be a lack of value for school attendance, completion of classwork and homework, and parental involvement
- Attendance and tardy issues increased greatly in the second semester
- There is a need for early recognition of good attendance, and early intervention for problems
- 11 students were identified as homeless, 13 students worked with the district CYS worker throughout the year,
- At least 4 families experienced death of a parent in the 14-15 school year.
- A large percentage of Crenshaw students lack emotional support needed to deal with the stresses of life and school

Student Achievement

Student Achievement Summary

CRENSHAW ELEMENTARY 2015

READING	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP	F	S	Sp Ed
3rd grade	97	54	53	50	57	53	21	100 50		0.5
4th grade	74	50	50	100	75	50	13	100	64	50
5th grade	84	86	85		86	87	29	100 100		33

MATH	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP	total	Sp Ed
3rd grade	98	47	46	50 n/a	57 n/a		24	36	0
4th grade	74	44	50	0	50 n/a		37	40	0
5th grade	84	82	70		100 n/a		71	82	60

WRITING	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP		Sp Ed
4th grade	79	54	57	0	40		34	100	71 29

SCIENCE	# students	ALL	Hispanic	Afr. Amer	White	Eco. Dis	LEP	Sp Ed
5th grade	84	64	62		86		7	50 62 33

3 YEAR STAAR TRENDS

CRENSHAW	2012	2013	2014	2015	level II final	level III
3RD GRADE ELA	65	71	56	54	11%	3%
MATH	70	69	46	47		
4TH GRADE ELA	79	42	64	50	25%	8%
WRITING	69	75	70	54	25%	5%
MATH	66	61	57	44		
5TH GRADE ELA	72	75	72	86	level II final	level III
MATH	79	78	84	82	38%	15%
SCIENCE	52	60	64	64	27%	7%

Primary Reading Results:

% on grade level (Rigby test)		% on grade level (Istation)		Reading CBA Passing %			
				CBA 2	CBA 4		
Kinder	42%	kinder	30% eng	0% span	kinder	52%	75%
First	41%	First	25%		First	58%	28%

Second	54%	Second	35%	Second	22%	4%
		Third	20%			
		Fourth	10%			
		Fifth	13%			

Primary Math Results:

% passing CBA # 4

Kinder	89%
first	81%
Second	63%

Math CBA Passing %

	CBA 2	CBA 4
kinder	75%	89%
First	61%	80%
Second	42%	62%

Science CBA #2 % pass

kinder	98%
First	86%
Second	64%
Third	32%
Fourth	16%

Student Achievement Strengths

- 5th grade STAAR Reading passing rate was above district passing rate
- 5th grade student group increased 15% from the previous year

- 4th grade LEP student group increased passing rate by 2%
- 4th grade sped students increased passing rate by 50%
- 4th grade writing STAAR passing % was higher than CBA's and Benchmark scores
- STAAR A Reading scores were comparable / higher than district
- K-2nd grade 80% of all students showed gains in reading level and fluency
- Kindergarten and First grade writing CBA's scores were above district
- First and Second year monitored students scored consistently higher than non LEP peers on STAAR testing
- LEP students in GradesK-5 less than 2% still writing at a beginning level
- High percentage of students making at least one year growth in English on TELPAS -
- 1st - 79%, 2ND - 29%, 3RD - 63%, 4TH - 57%, 5th - 50%
- Crenshaw Elementary Met Standard on all four indexes for STAAR

Student Achievement Needs

- Istation and Rigby tests indicate a very high number of students reading far below grade level
- Reading CBA scores are inconsistent throughout the year in primary grades
- Students do not have basic work attack skills or necessary fluency and accuracy to be successful
- CBA analysis indicates most questions missed toward the end of the tests
- Students do not have endurance and stamina needed to read longer passages
- Vocabulary and higher level inferencing skills are the lowest skill areas
- Instruction needs to focus on critical thinking and discussion vs. rote recall of facts
- Math passing rates on CBA's decrease greatly from kindergarten to the upper grades
- Science passing rates on CBA's decrease greatly from Kindergarten to 4th grade
- Students are not mastering skills beyond the basic recall level
- LEP population scores significantly lower than non LEP students in nearly all areas
- 2nd grade tends to show the least amount of growth in English language acquisition
- Additional assistance needed for LEP students in all subject areas
- Report card grades are not consistent with assessment data, STAAR data, etc.
- STARR scores were extremely low compared to only 7 failing final grades on report cards
- High number of students were placed in the next grade level without necessary skills for success
- Grades need to reflect true ability and achievement

- Low grades need to be accompanied by documentation of interentions, assistance offered, accomodations made, etc
- Crenshaw Elementary missed state system safeguards in Writing with all subpopulations and Reading with ELL studentsje
- State safeguard predictions indicate that safeguards were missed for all populations in Reading, Writing, and Science.
- The lowest performing subject was writing
- The lowest performing group was the ELL population

School Culture and Climate

School Culture and Climate 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:

- 105 total discipline referrals
- Highest month of referrals was April (21), followed by March(17) and May (15)
- Bus warnings was the highest number of incidents early in the first semester and during the last 9 weeks.
- The other incident with the most occurrence was persistent level 1 and intimidation.
- Insubordination was more pertinent later in the school year.

Incidents by grade level:

- KG - 24
- 1st grade - 35
- 2nd grade -12
- 3rd grade -10
- 4th grade - 9
- 5th grade - 15

School Culture and Climate Strengths

Crenshaw points of pride and accomplishment:

- Science Fair
- District Honor Choir
- Choir Performance at Houston Zoo Lights - 3rd year
- 16 members of staff currently certified in non violent Crisis Prevention (CPI)
- Office referrals remained low - 105
- No incidents of fighting or violent behaviors
- Monthly guidance lessons were offered for all grade levels
- School wide participation in Red Ribbon Week and anti bullying curriculum
- Participation in District Art Show
- 6th Annual 5th grade Student Manners Banquet
- Each grade level participated in an educational off campus field trip
- First place in the Channleivew FFA Chili cook off
- Culture and Climate survey results indicated positive feedback from staff
- Active PTO
- GT field trip to Texas A&M University Physics Festival
- 75% of teachers trained in Capturing Kids Hearts
- All staff renewed training in Nurtured Heart Program for behavior management

School Culture and Climate Needs

CULTURE AND CLIMATE NEEDS - as indicated by survey results, Raptor reports, and Safety audits

- Continue to foster sense of citizenship, community involvement and purpose, and awareness of safety in upper grade level students through the Crenshaw Crusader student helper / mentor program
- Safety Audit done in spring 2014 indicated need for a more uniform and detailed crisis plan, repaired PA system, and shelter in place plans / supplies
- Update crisis plan to indicate official crisis command center titles, positions, and responsibilities.
- Culture and Climate survey results indicated a need for positive staff recognition and additional support in curriculum and instructional
- Continue to offer monthly guidance lessons through school counselor using district approved curriculum to reduce/prevent incidents of bullying .
- Continue to be proactive with training and information on avoiding sexual harassment in the workplace
- Teachers need continued training and updates on identifying and reporting suspected child abuse and suicide prevention
- Continue to follow a coordinated School Health Program integrating nutrition, physical fitness, and healthy choices in an effort to increase number of students passing the fitnessgram test and lower diabetes rates in our students.
- Develop and maintain an active Wellness Committee for the School

- Workers Comp reported incidents indicate need for continued emphasis on safety precautions at work
- Addition training in crisis prevention and de-escalation of student behavior training as well as PASS training for all staff
- Revisit Nurtured Heart concept for all staff in dealing with emotionally challenging students and situations
- Discipline data indicates more referrals in lower grades, mostly for persistent level I - possible additional time spent on routines, procedures, and consequences
- Remaining staff trained in Capturing Kids Hearts for relationship building and motivation
- recognize students as well as parents for academics, citizenship, attendance, and work completion throughout the year

BUILD AND MAINTAIN POSITIVE RELATIONSHIPS:

- Grade level expectations and planning times established
- Regular time for teams to plan and share
- Consistency in rules and procedures
- Clear, concise, and timely communication with and feedback to parents
- Effectively communicate zero tolerance for bullying
- School wide remediation / enrichment time to accomodate GT, dyslexia, remediations, peer tutoring, etc
- Regularly scheduled content area meetings for Science, Math, and ELA
- Utilize technology to increase participation and effectiveness of meetings, trainings, etc

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Crenshaw Elementary will be receiving an additional 68 students from Dezavala for the 2014-2015 school year. We will be adding 5 homeroom classes in order to accommodate the additional students. We will continue to have 3 special education teachers, 3 groups teachers, 11 paraprofessionals, 1 counselor, 1 assistant principal, and 1 principal. 18 of the homerooms will be bilingual classes. Ethnic breakdown of staff: African American-4, Hispanic - 17, White - 19. There are 5 males and 35 females. 38% of the teachers have 11-20 years experience. 40 % of the teachers have from 1-10 years experience. Crenshaw staff attained over 1600 hours of professional development, including 4 staff members completing their 30 hour GT training and 8 teachers getting the 6 hour GT update. 80% of the teachers are trained in Capturing Kids Hearts. 7 Bilingual teachers have begun training for the one way dual language approach. All K-2 teachers were trained in DRA assessment and the newly adopted Phonics Component. 8 Paraprofessionals and auxiliary staff studied How to Handle Difficult Parents, while teachers did a book study on things Great Teachers Do Differently.

Staff Quality, Recruitment, and Retention Strengths

CRENSHAW STAFF:

- 100% highly qualified professional and paraprofessionals
- Very high staff retention rates
- Over 40% of staff is bilingual
- Many faculty members live in the area and / or are Channelview graduates
- Majority of faculty has earned an average of 20 Professional Development hours in the past year
- 80% of staff trained in Capturing Kids Hearts
- Several staff members trained in AGC (Access to General Curriculum) at Region IV
- 11 staff members attending Deb Diller Guided Reading, Balanced Literacy, and Guided math training this summer

Staff Quality, Recruitment, and Retention Needs

- STAFF DEVELOPMENT GOALS

- 100 % participation in campus and district initiative staff development. (** Literacy, Reading Fluency, and Writing)
- 100% implementation of campus and district initiatives for student success and achievement.
- 100% of all staff to reach exceeds expectations by obtaining the necessary professional development hours in areas identified by district, campus, or through personal evaluation.
- 100% of teaching staff to be highly qualified in GT training hours.
- ALL staff trained in Capturing Kids Hearts
- ALL staff adequately trained to fully implement Guided Reading / Literacy Circles
- Opportunities for teams to grow and develop a common expectation for teaching and learning
- Staff development and training on differentiated instruction, accommodations, modifications, learning styles, and other ways to assist TIER I struggling students in the classroom
- Reading and Writing staff development to address needs of ELL and struggling learners
- Bilingual staff gradually trained in One Way Dual Language - starting with kindergarten and first grade
- ALL K-2 staff trained in phonics component and implementing program within first semester
- ALL staff retrained in the Nurtured Heart Approach to dealing with difficult students

- SPECIAL PREPARATION FOR STAFF

- Give staff members knowledge and build empathy for our 90% Econ Disadvantaged student population
- Train staff in effective parent teacher conferences, phone conferences, and written communication home
- Ensure that ALL staff is trained on Title I components and requirements, sexual harassment in the workplace, Blood born pathogens, basic safety and first aide, and CPS reporting requirements
- Update staff on TEA changes in TEKS, Curriculum, testing requirements, testing administration, and identification of at risk students
- Build teacher capacity to reach struggling students through in class support, inclusion, and co-teaching
- Strengthen teachers' skills in increasing student English language proficiency through sheltered instruction
- Additional training for staff on technology uses for instruction in the classroom

- CAMPUS STAFF GOALS

- Improve staff attendance - 96% excluding school business days
- Encourage after school and Saturday Staff Development in order to limit loss of instruction
- decrease staff tardiness and number of times leaving early

- regular grade level lesson planning sessions using Eduphoria , Forethought, and individual templates
- Lesson plans turned in and reviewed weekly for correlation to curriculum, TEKS, and student data

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crenshaw teachers follow the Channelview Independent School District curriculum on Eduphoria's Forethought as a means to teach our children. Grade level teams conduct weekly PLC's in order to review curriculum plans and share strategies and activities. Plans are entered into Eduphoria cooperatively by the teams and then routinely reviewed by the principal and assistant principal. We regularly administer 9 week district curriculum based assessments in all grades as well as STAAR formatted Benchmark tests in the spring for grade 3-5. Each teacher and grade level team follows a systematic process for analyzing assessment data in order to improve instruction and make our students successful. Teachers also assess students through running records, dybels reading fluency probes, math fact checks, SRI, SMI, and classroom quizzes and assignments. Assessments are used as part of students' grade point average as well as an indicator for intervention and remediation. Students are initially identified as TIER I in need of classroom assistance based on Universal screeners in Math and Reading. Students are advanced to TIER II if progress is not being made after the initial 12 weeks of instruction . In class support is provided for TIER II students in their core classes by support staff members on a daily basis.

Curriculum, Instruction, and Assessment Strengths

Crenshaw follows the Channelview Independent School District Curriculum. Teachers access the curriculum scope and sequence, lesson planning, resource listings, and instructional materials through Eduphoria- the Forethought application.

- 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

Curriculum, Instruction, and Assessment Needs

Curriculum Goals:

- All materials included in curriculum available on campus
- technology to support curriculum
- 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 instrution, creating and developing lessons and skills, and student generated projects

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 now added an active PTO, 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.

Family and Community Involvement Strengths

Family Involvement :

- Meet the Teacher (Aug 25) 378
- Title I Meeting K-2 (Sept 9) 139
- Title I Meeting 3-5 (Sept 11) 66
- Pastries w Principals (Oct 17) 15
- Family Reading Night (Nov 13) 152
- Science Fair (Jan 15) 62
- PTO Spring Festival (Mar 7) 400+
- Math and Science Night (Apr 7) 89
- Pastries w Principals (Apr 29) 8
- Awards Assemblies (June 2, 3, 4) 379 combined

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
- 5th grade Manners Banquet
- field days
- STAAR parties
- 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 -

Family and Community Involvement Needs

Goals for Family Involvement:

- 100% of families accessing HAC with help of Home Access desk if needed
- email links for all parents for school messenger
- mobile apps for surveying parents on a regular basis
- family following Crenshaw Twitter and Facebook pages
- Increase parental involvement in fun activities as well as informational sessions
- Strengthen parental support for homework completion, reading at home, etc
- Student recognition mini- assemblies for each 9 week period for academics, behavior, attendance, and work completion

- Utilize Google Docs surveys on a regular basis for parental feedback

School Context and Organization

School Context and Organization Summary

The Crenshaw Elementary Community:

- Master Schedule designed by grade level representatives
- Regular staff meetings and grade level meetings
- Common planning time for each grade level
- TCB planning time for ICS staff and regular staff to collaborate
- ownership of all students
- Time on task - main focus
- Effective use of time
- Creative use of personnel to enhance learning and assist at risk students

School Context and Organization Strengths

- DATA DRIVEN INSTRUCTION
 - 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 needs
-
- CAMPUS ORGANIZATION AND DESIGN

- 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
-
- COMMUNICATION
 - 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 first class for events and deadlines
 - Remind 101 app for staff and parents

School Context and Organization Needs

- DATA DRIVEN INSTRUCTION
- train teachers to utilize data 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

- CAMPUS ORGANIZATION AND DESIGN

- 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
- 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

- COMMUNICATION

- 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

Technology

Technology Summary

Crenshaw is lacking in basic computers for instruction and we lack updated systems required to operate many of the programs and online resources needed to access and implement the district curriculum effectively. There has been a gradual decrease in staff attending technology training. This is primarily due to the lack on functional technology available for teachers on a regular basis. Teachers report that there is a lack of follow up and therefore they struggle with implementing new strategies and technology applications. Many classrooms do not have more than one student computer and inadequate teacher units make it difficult to incorporate newer programs and curriculum components. Walkthroughs and observations indicate an overall decrease in the use of technology applications for instruction and individual student assistance. While a majority of families report not having computers at home with Internet access, most have one or more devices such as smartphone, tablet, etc in the family that can access the internet. Students, on the other hand, are quite comfortable and efficient with technology.

Technology Strengths

Classrooms have:

- teacher computer
- 1 -2student computers
- wall mounted interactive projector
- document camera
- access to hall way networked printer
- wifi access

STAR Chart Info

- SUM - 55 Developing
- Teacher Web pages - 92% up to date

- 42 United Streaming
- student computer ratio (including iPads) 1:2.1

Campus Access:

- 3 computer labs
- school wide wifi
- A to Z learning/Raz Kids
- Starfall
- Waterford
- Dyned
- Language Nut
- Scholastic Reading Counts
- Upgraded Library System -Destiny

Technology Needs

- outdated hardware / equipment
- classrooms need more student access on a regular basis
- all teachers do not have iPad
- tablets/laptops needed for more student innovative learning
- Need for digital meeting / training to maximize time and effectiveness
- training for interactive boards, iPads, etc with follow up sessions to review and practice
- repair for interactive whiteboards not working properly
- upkeep for technology - printer parts, projector bulbs, headphones. etc
- additional training and incentives for updating web pages on regular basis

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
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB 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
- Progress of prior year STAAR failers
- 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
- Teacher STaR Chart Technology Data
- 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: Demonstrate at least one years growth in all academic areas with all individual student and student groups.

Performance Objective 1: All students shall increase their academic performance in ELA/Reading in order to meet or exceed state and AYP standards, including but not limited to ELL student and Econ Dis. student identified by System Safeguard on Index 1

Summative Evaluation: STAAR Reading, TPRI / Tejas Lee , SRI

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Increase Student fluency with DEAR time daily, SRC individual reading program , SRI reading assessment, Buddy Reading across grade levels, Read across the Galaxy reading incentive and recognition program</p>	1, 10	All staff	Reading logs, lesson plans, Scholastic Reading Inventory Assessment, I Station, Reading STAAR scores				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Utilize Research based Reading instruction models for reading and Writing instruction grades K-5:</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 	2, 9, 10	ELA teachers	Lesson plans, walkthroughs and observations, Running records, TELPAS writing, STAAR writing, district CBA				









<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>3) Individual computer aided instructional programs : Tumble books Starfall Waterford A to Z learning Istation</p>	9	Reading Specialist, computer lab aide, classroom teachers	Program student reports, AEIS, I Station, STAAR Reading scores				
<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 align="center">State System Safeguard Strategies</p> <p>5) Continue to expand library to include additional titles for upper elementary level students, non fiction selections, biographies, and poetry.</p>	1	ELA teachers, library staff, principal	inventory analysis from book companies Scholastic Book rating report				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>6) Purchase and utilize STAAR formatted materials for review and remediation of reading skills in grades 3 - 5 including ELL students.</p>	1, 8, 9	teachers curriculum coaches	Lesson plans, observations and walkthroughs, AEIS Reading, STAAR Reading				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>7) Administer and analyze district Reading and Writing Assessments and STAAR benchmark tests</p>	8, 9	All teachers	STAAR scores, I-Station, Rigby scores, SRI progress reports				
<p align="center">State System Safeguard Strategies</p> <p>8) Provide small group Reading remediation and intervention throughout school and with after school tutoring with certified substitute teachers, computer lab aide, instructional aide, and Reading Specialist</p>	1, 9	Reading Specialist RTI team Instructional Aide	I-Station, Reading STAAR test scores, SRI results, fluency probes				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>9) Provide phonics remediation and practice materials for struggling and ELL students in grades K-3 through sources such as Scholastic Word Study, etc</p>	1, 9	teachers	I-Station and Rigby scores				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Demonstrate at least one years growth in all academic areas with all individual student and student groups.

Performance Objective 2: All students shall increase their academic performance in Math in order to meet or exceed state and AYP standards, including but not limited to ELL student and Econ Dis. student identified by System Safeguard on Index 1

Summative Evaluation: STAAR Math, Math CBA's, SMI, Think Through Math





Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</p> <p>1) Administer and analyze results of district Unit Assessments in Math to determine student progress and guide instruction.</p>	8	All Math teachers	Unit test results, lesson plans				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide small group Math remediation and intervention with computer lab aide, instructional aide, and Math Specialist.</p>	1, 9	Math Specialist RTI team	Math lab attendance, Math testing scores, SRI progress report, walkthroughs and observations				
<p>State System Safeguard Strategies</p> <p>3) Purchase and utilize Math materials for problem solving, daily practice, STAAR formatted materials, homework materials, fact practice games, etc.</p>	1, 2, 9	Grade level teachers, Math Specialist	lesson plans, work samples, walkthroughs and observations				
<p>4) Provide enrichment/ Accelerated Math instructions for Qualified 5th grade students to enter advanced 6th grade Math class</p>	5	Math specialist, 5th grade Math Teacher	sign in sheets, lesson plans walkthroughs and observations, qualified students report				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>5) Increase students' speed and accuracy grade level appropriate basic math facts and operations.</p> <p>* Fast on Facts * End of Year Math Tournament</p>	1	Math specialist, Grade level teachers	Math STAAR scores, report card grades, math CBA's, SMI, and universal screeners for Maht				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide individual computer aided instruction in Math with programs such Think through Math, Reasoning Minds, and others</p>	1, 9, 10	Math Specialist, computer aide, classroom teachers	computer program progress reports, SMI reports, Universal screener data				








<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>7) All teachers will utilize Target Board, Problem solving, and algebra readiness (for upper grades) on a daily basis in instruction</p>	1, 2, 9, 10	Math teachers	lesson plans, observations, student work samples				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>8) Equip classrooms with additional hands on math manipulative materials to teach newly revised TEKS to struggling students and ELL students as recommended by Curriculum team</p>	1, 2, 9	Math teachers math specialist	math scores on STAAR, SRI, and MSTAR				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>9) Provide after school tutoring and/or supervised access to computer labs for TTM and other Math assistance programs</p>	1, 9	classroom teachers	Math STAAR, SMI test, Math report card grade				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Demonstrate at least one years growth in all academic areas with all individual student and student groups.

Performance Objective 3: All students shall increase their academic performance in Science in order to meet or exceed state and AYP standards, including but not limited to ELL student and Econ Dis. student identified by System Safeguard on Index 1

Summative Evaluation: STAAR Science, CBA scores











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Utilize Science Lab for hands on experiments and demonstrations with students in grades K-5. Provide additional time for ELL students to work in cooperation with non ELL peers for hands on experiments</p>	1, 5	Science teachers	lesson plans, walkthroughs and observations, lab schedule, AEIS schedules				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Technology for Science instruction: United Streaming Enchanted learning Edusmart Flocabulary for science and other vocabulary assistance</p>	1, 5	Principal, Tech rep, District tech support	PDAS walkthrough, lesson plans, STAR survey				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) 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.</p>	1	Science teachers	lesson plans, sign in sheets, flyers and agendas				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 6</p> <p>4) Grade level Field trips to enhance curriculum and build background knowledge for critical thinking</p>	1, 10	grade level PLC teams	surveys, Science CBA and STAAR tests				

<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>5) Purchase and utilize STAAR formatted review material for regular ed. and ELL students in grades 3-5</p>	1, 9, 10	Science teachers	Science CBA's Science STAAR scores				
<p>6) Establish after school clubs and programs to enhance science instruction and develop student interest and skills. For example Garden club for 3-5th grade students, Science club for al grade levels.</p>	1, 10	Science teachers	Science CBA and STAAR scores student interest inventory				
<p align="center">State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1</p> <p>7) Purchase and use Gateways Science resources from REgion IV for Kindergarten classes</p>	1, 10	Kindergarten teachers	Science CBA				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Demonstrate at least one years growth in all academic areas with all individual student and student groups.

Performance Objective 4: All students shall increase their academic performance in Social Studies in order to meet or exceed state and AYP standards, including but not limited to ELL student and Econ Dis. student identified by System Safeguard on Index 1

Summative Evaluation: Social Studies CBA, Report card grades

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide cultural experiences that provide background knowledge and build vocabulary through assemblies , programs, and curriculum based field trips</p>	1	Fine Arts teachers	calendar of events				
<p>2) Participate in Constitution Day activities</p>	1	classroom teachers, library aide	lesson plans, sign in sheets				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Demonstrate at least one years growth in all academic areas with all individual student and student groups.

Performance Objective 5: Increase performance on College and Career Readiness indicators.






Summative Evaluation: STAAR scores, AEIS breakdown reports








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</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				
<p>2) Analyze campus and student data on a regular basis with grade level teams, campus teams, and curriculum department.</p>	2, 8, 10	all teachers, leadership team	sign in sheets, CBA data				
<p>3) Host a school wide career day</p>	1	counselor, teachers	sign in sheets, lesson plans, agendas				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 3 CSF 6</p> <p>4) 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: Maintain 100 % highly-qualified employees and less than 1% turnover rate.

Performance Objective 1: Provide relevant and effective staff development opportunities to enable teachers to grow professionally and earn at least 18 CPE hours for the 2014-2015 school year

Summative Evaluation: Eduphoria Staff Development report, SBEC HQ report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Content related staff development:</p> <p>ELA / Guided reading and balanced literacy, writing</p> <p>Math - critical thinking, manipulatives, new TEKS, problem solving</p> <p>Language Development - Sheltered instruction plus, Dyned, Dual Language</p> <p>Science - hands on instruction</p>	2, 3, 4, 5	Curriculum Dept specialists Region IV, HCDE, and other outside sources	sign in sheets, training agendas, SD reports in Eduphoria				
<p>State System Safeguard Strategies</p> <p>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>	1, 3, 5	Special Ed staff regular ed staff inclusion staff	sign in sheets agendas Eduphoria SD reports				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide campus training for enhancing instruction using technology and equipment, teacher website training, IPAD training</p>	3, 5	tech support staff	sign in sheets , agendas				
<p>State System Safeguard Strategies</p> <p>4) Title I parent involvement training, including written communication and conferencing strategies.</p>	1, 4, 5, 6	principals, Counselor, team leaders	parent contact logs parent surveys				
<p>Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>5) Book studies to enhance Guided Reading, classroom management, and student motivation</p>	2, 3, 4, 5	classroom teachers, team leaders, administrators	sign in sheets, study notes and agendas,				

<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>6) Continue to utilize the following programs and strategies for Classroom management: Go Leaps PASS Nurtured Heart Capturing Kids Hearts</p>	1, 4	District behavior specialist Principals	walkthroughs and observations				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) Educational conferences: CAMT, CAST, ELA conference, Science conference</p>	3, 4, 5	Grade level teachers specialists	Certificates on campus training logs				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Maintain 100 % highly-qualified employees and less than 1% turnover rate.

Performance Objective 2: Ensure that 100% of teachers and paraprofessionals are highly qualified.









Summative Evaluation: HQ audit report, AEIS report, AYP data




Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
1) Review certification of applicants prior to interviewing.	5	HR principals	HR highly qualified report				
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				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Maintain 100 % highly-qualified employees and less than 1% turnover rate.

Performance Objective 3: Create strong professional learning communities among all staff and within teaching teams the fosters individual growth and maintains a less than 2% teacher retention rate.

Summative Evaluation: Staff surveys, staff retention report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Coordinate teacher areas of strength with student needs</p>	9	Principals RTI team	class rosters and student profiles				
<p>Critical Success Factors CSF 6</p> <p>2) Recognize staff accomplishments and contributions through monthly awards</p>	1, 5	Principals Team leaders	faculty meeting agendas				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) 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>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 3 CSF 7</p> <p>4) 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>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>5) 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 3: Increase percentage of parents involved and participating in school events and activities by 50%.

Performance Objective 1: Improve School / Community relationship by increasing parental involvement to 2000 and family activities to a minimum of 1 per month.

Summative Evaluation: Parent Survey results, Parent Involvement reports, sign in sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Host family nights based on core subjects: Reading night Math night Science night</p>	1, 6, 10	CEIC parent involvement sub committee grade level teams	sign in sheets agendas				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) 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</p>	6	ALL teachers Administrators	Sign in sheets, flyers, agendas				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Continue to increase PTO meetings and activities</p>	6	Principals CEIC PTO board members	sign in sheets, membership ballots				
<p>Critical Success Factors CSF 5</p> <p>4) Conduct at least 2 musical performances</p>	6	Music Teacher, Fine Arts director	sign in sheets, lesson plans, calendar				
<p>Critical Success Factors CSF 5</p> <p>5) Host 2 book fairs with special family invitations</p>	6	Library Aide Literacy Team	sign in sheets, flyers				

Critical Success Factors CSF 5 CSF 6 6) 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				
State System Safeguard Strategies Critical Success Factors CSF 5 7) 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				
Critical Success Factors CSF 5 8) Provide computer station in front office area for parents to access Home Access, Website, volunteer spot for PTO, etc	6	Front Office staff	PI reports and surveys				
9) Parent Partnership training and classes for parents	1, 6	Parent Partnership committee	parental involvement surveys Parental involvement logs				
State System Safeguard Strategies Federal System Safeguard Strategies 10) Provide open library times during spring tutoring sessions for parents to read with their students.	1, 6	Teachers	Reading scores				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Increase percentage of parents involved and participating in school events and activities by 50%.

Performance Objective 2: Increase communication to a minimum of 3 times per family per semester.

















Summative Evaluation: Title I end of year Report, parent / student surveys, updated parent policy for 2014-2015, conference logs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
State System Safeguard Strategies 1) 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 2) Utilize agendas and/or take home folders to share student work, progress, and information with parents.	6, 10	All teachers	lesson plans, observation				
Critical Success Factors CSF 5 CSF 6 3) Send all communications home in English and Spanish	1, 6	Office Staff	calendars, notes collections				
4) Utilize School Messenger service for regular information and reminders of upcoming events	6	Office Staff, Principal	calendar, messenger log				
5) 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				
6) Campus representative will keep website updated with campus calendar of activities.	6	Nurse - Website rep	calendar, website printouts, agendas, newsletters				
7) 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 4: Provide a safe learning and working environment for students, employees and parents, while continuing the implementation of district initiatives for health/wellness and security.

Performance Objective 1: Ensure a safe, secure learning and working environment no incidents of violence, suicide, drug abuse, gang activity, or bullying among students.

Summative Evaluation: Discipline reports and referrals, AEIS reports, parent / student surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
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				
Critical Success Factors CSF 6	1, 5	counselor nurse	events calendar				
2) 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							
Critical Success Factors CSF 6	1	classroom teachers CEIC	rules postings, lesson plans				
3) Distribute, discuss, model and enforce school wide rules and procedures for playground, hallways, gym, library, bus, and cafeteria.							
Critical Success Factors CSF 6	1, 9	Counselor, Special Education , Administration, RTI team	lesson plans, discipline referrals report				
4) 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							
Critical Success Factors CSF 6	1	First response team, administrators	safety audit, surveys				
5) Upgrade and replace as needed walkie talkies, flashlights, first aide supplies, shelter in place supplies, and emergency signage .							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Provide a safe learning and working environment for students, employees and parents, while continuing the implementation of district initiatives for health/wellness and security.

Performance Objective 2: Revise and adhere to School Crisis Plan

Summative Evaluation: District evaluation of program, incident reports for campus, future safety audit, safety drill logs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
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				
2) Distribute to and review Campus Crisis Plan with all staff, students, and parents	1	Asst Principal	sign in sheets, agendas, drill logs				
3) Continue to implement recommendations from 2011 Safety Audit conducted by HCDE		Asst Principal	drill logs, Crisis plan updates, surveys				
4) 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				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Provide a safe learning and working environment for students, employees and parents, while continuing the implementation of district initiatives for health/wellness and security.

Performance Objective 3: Implement a coordinated Health / Wellness program that meets a minimum of 2 times per year.










Summative Evaluation: Wellness committee minutes, sign in sheets, agendas

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
1) Begin a staff Wellness and Walking club to encourage healthy habits and exercise	1	Nurse, PE teacher	sign in sheets, agendas, meeting notes, employee absence reports				
2) 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				
3) 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				
4) Invite representative to administer on site Flu vaccines to interested staff, students, and families.	1	school nurse	service logs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery.

Performance Objective 1: Reduce retention rates by 10%

Summative Evaluation: AEIS retention data









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 1) Identify, monitor, and make instructional adjustments and recommendations for Tier I, below level, and struggling students.	1, 2, 9	counselor, RTI team	Universal screener results, RTI meeting notes and agendas, Tier I and II lists , In class support documentation logs				
Critical Success Factors CSF 6 2) Offer transitional activities for 5th grade student going to AJJH and Pre K students coming to Crenshaw	7	Counselor	calendar, observations, flyers and agendas				
Critical Success Factors CSF 1 CSF 6 3) Student academic recognition awards and mini ceremonies for each 9 weeks	9, 10	Asst Principal, classroom teachers	report cards				
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 4) Utilize Failure report logs with any students failing subjects on report cards.	1, 8, 9	Classroom teachers counselor and administrators	failure logs, report card summaries,				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery.

Performance Objective 2: Provide and monitor appropriate interventions for all At-Risk students

Summative Evaluation: AEIS data, STAAR scores, TPRI / Tejas Lee, AYP data, Math and Reading lab attendance, teacher intervention documentation










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
<p>State System Safeguard Strategies</p> <p>1) Initiate a peer tutoring program across grade levels</p>	9	classroom teachers	lesson plans, student tutor sign in sheets				
<p>State System Safeguard Strategies</p> <p>2) Monitor 504, Special Ed, and Bilingual students progress each nine weeks</p>	1, 8, 9	Asst Principal, Counselor	6 weeks monitor logs meeting minutes - RTI				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Utilize daily Waterford program for English letter and sound recognition and word building with all kindergarten and first grade students working below grade level</p>	1	Principals, kindergarten and first grade teachers	lesson plans, Waterford program reports				
<p>State System Safeguard Strategies</p> <p>4) Employ ESL, Sheltered Instruction Plus, and other language acquisition techniques and strategies with all bilingual students.</p>	1, 2	Bilingual teachers, bilingual director	lesson plans, observations, walkthrough data				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Follow inclusion support model for special education students that allows exposure to grade level curriculum and regular ed peers.</p>	1, 3, 9	Special Ed staff	lesson plans, observations , IEP data				
<p>6) Identify homeless students and families and provide them information about resources and assistance available</p>	9, 10	Registrar, Asst Superintendent, counselor	PEIMS report				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>7) Weekly PLC meetings with classroom teachers and ICS staff to plan for interentions and remediations. Planned review activities with each grade level student group during teacher PLC</p>		all staff administration	lesson plans CBA data and STAAR data for sped and RTI students				

8) Increase assistive technology access for below level students by adding: computers for student use in classrooms adding to and enhancing instructional technology such as interactive whiteboards, Ipads, etc	1, 5, 9	classroom teachers In class support staff	STAAR scores AEIS reports State Assessment data for K-2				
State System Safeguard Strategies Federal System Safeguard Strategies 9) Classroom Ipads for bilingual classrooms and students to use for intervention and remediation in core subject areas and english language.	1, 9	Classroom teachers - bilingual	TELPAS STAAR IPT Exit numbers DRA Istation				
State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 10) Computer program subscriptions to build vocabulary and background knowledge for struggling students (Flocabulary)	1, 9, 10	teachers and in class support staff	CBA scores reading fluency rates STAAR scores				
State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1 11) Provide classroom teachers with instructional materials to enhance regular curriculum and provide interventions and remediations for at risk students.	1, 9, 10	teachers	CBA scores Istation and TTM progress monitoring RTI reports STAAR				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery.

Performance Objective 3: Maintain student attendance rate of 97% or higher.









Summative Evaluation: AEIS, Eschool attendance / tardy reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
1) Prompt communication with parents regarding attendance concerns: School messenger auto call out system, person call home with consecutive absences, and official warning letters	1	Asst Principal	attendance reports				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> 2) Strategies to encourage good attendance for students: attendance charts in class, weekly attendance announcements, perfect attendance awards and recognition, and mini assemblies with parents invited to celebrate student success	1, 6	Asst Principal	attendance reports,				
3) Announce classes with weekly perfect attendance		Asst Principal	weekly attendance reports				
4) Adhere to tardy policy / detention assignments to reduce tardiness		Assistant principal	tardy reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery.

Performance Objective 4: Provide college/career information to students and parents.

Summative Evaluation: staff surveys, student interest surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	May	June
Critical Success Factors CSF 6 1) Participate in district " College Awareness Week activities	2, 7	teachers, counselor	lesson plans				
2) Participate in Career Day during district career awareness week		counselor	sign in sheets, observations				
State System Safeguard Strategies Critical Success Factors CSF 6 3) 5th grade students attend college orientation at U of H clear lake	1, 7	5th grade teachers counselor	trip report survey				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Increase Student fluency with DEAR time daily, SRC individual reading program , SRI reading assessment, Buddy Reading across grade levels, Read across the Galaxy reading incentive and recognition program
1	1	2	Utilize Research based Reading instruction models for reading and Writing instruction grades K-5: * Guided Reading/ Balanced Lit *Readers/Writers workshop *Literature Circles * Interactive writing journals *6 Traits of Writing *Thinking Maps *Sheltered Instruction plus *Blast Phonics instruction
1	1	3	Individual computer aided instructional programs : Tumble books Starfall Waterford A to Z learning Istation
1	1	5	Continue to expand library to include additional titles for upper elementary level students, non fiction selections,biographies, and poetry.
1	1	6	Purchase and utilize STAAR formatted materials for review and remediation of reading skills in grades 3 - 5 including ELL students.
1	1	7	Administer and analyze district Reading and Writing Assessments and STAAR benchmark tests
1	1	8	Provide small group Reading remediation and intervention throughout school and with after school tutoring with certified substitute teachers, computer lab aide, instructional aide, and Reading Specialist
1	1	9	Provide phonics remediation and practive materials for struggling and ELL students in grades K-3 through sources such as Scholastic Word Study, etc
1	2	1	Administer and analyze results of district Unit Assessments in Math to determine student progress and guide instruction.
1	2	2	Provide small group Math remediation and intervention with computer lab aide, instructional aide, and Math Specialist.
1	2	3	Purchase and utilize Math materials for problem solving, daily practice, STAAR formatted materials, homework materials, fact practice games, etc.
1	2	5	Increase students' speed and accuracy grade level appropriate basic math facts and operations. * Fast on Facts * End of Year Math Tournament
1	2	6	Provide individual computer aided instruction in Math with programs such Think through Math, Reasoning Minds, and others
1	2	7	All teachers will utilize Target Board, Problem solving, and algebra readiness (for upper grades) on a daily basis in instruction
1	2	8	Equip classrooms with additional hands on math manipulative materials to teach newly revised TEKS to struggling students and ELL students as recommended by Curriculum team
1	2	9	Provide after school tutoring and/or supervised access to computer labs for TTM and other Math assistance programs
1	3	1	Utilize Science Lab for hands on experiments and demonstrations with students in grades K-5. Provide additional time for ELL students to work in cooperation with non ELL peers for hands on experiments

Goal	Objective	Strategy	Description
1	3	2	Technology for Science instruction: United Streaming Enchanted learning Edusmart Flocabulary for science and other vocabulary assistance
1	3	3	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	3	4	Grade level Field trips to enhance curriculum and build background knowledge for critical thinking
1	3	5	Purchase and utilize STAAR formatted review material for regular ed. and ELL students in grades 3-5
1	3	7	Purchase and use Gateways Science resources from REgion IV for Kindergarten classes
1	5	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	5	4	CEIC will meet on a regular basis to review student performance, strategy and instructional implementation, and budget alignment
2	1	1	Content related staff development: ELA / Guided reading and balanced literacy, writing Math - critical thinking, manipulatives, new TEKS, problem solving Language Development - Sheltered instruction plus, Dyned, Dual Language Science - hands on instruction
2	1	2	Training for In Class support, Inclusion, strategies for at risk students, modifications and accommodations, etc
2	1	4	Title I parent involvement training, including written communication and conferencing strategies.
2	1	7	Educational conferences: CAMT, CAST, ELA conference, Science conference
2	3	1	Coordinate teacher areas of strength with student needs
2	3	3	Inform and update teachers through monthly content meetings in core subject areas including Math, ELA, and Science
2	3	4	Provide opportunities for peer observations and modeling of instructional strategies on campus and within the district: Sheltered Instruction Guided Reading/Balanced Lit
2	3	5	Rotation PLC time for grade level teachers and in class support staff to meet and plan
3	1	1	Host family nights based on core subjects: Reading night Math night Science night
3	1	2	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
3	1	7	Continue parent involvement program (PACC - parents and Crenshaw Connected) with incentives
3	1	10	Provide open library times during spring tutoring sessions for parents to read with their students.
3	2	1	Parent conferences with each parent at least once per semester, parent contact log for each 9 weeks

Goal	Objective	Strategy	Description
5	1	1	Identify, monitor, and make instructional adjustments and recommendations for Tier I, below level, and struggling students.
5	1	4	Utilize Failure report logs with any students failing subjects on report cards.
5	2	1	Initiate a peer tutoring program across grade levels
5	2	2	Monitor 504, Special Ed, and Bilingual students progress each nine weeks
5	2	3	Utilize daily Waterford program for English letter and sound recognition and word building with all kindergarten and first grade students working below grade level
5	2	4	Employ ESL, Sheltered Instruction Plus, and other language acquisition techniques and strategies with all bilingual students.
5	2	5	Follow inclusion support model for special education students that allows exposure to grade level curriculum and regular ed peers.
5	2	9	Classroom Ipads for bilingual classrooms and students to use for intervention and remediation in core subject areas and english language.
5	2	10	Computer program subscriptions to build vocabulary and background knowledge for struggling students (Flocabulary)
5	2	11	Provide classroom teachers with instructional materials to enhance regular curriculum and provide interventions and remediations for at risk students.
5	4	3	5th grade students attend college orientation at U of H clear lake

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	7	Purchase and use Gateways Science resources from REgion IV for Kindergarten classes
3	1	10	Provide open library times during spring tutoring sessions for parents to read with their students.
5	2	9	Classroom Ipads for bilingual classrooms and students to use for intervention and remediation in core subject areas and english language.
5	2	10	Computer program subscriptions to build vocabulary and background knowledge for struggling students (Flocabulary)
5	2	11	Provide classroom teachers with instructional materials to enhance regular curriculum and provide interventions and remediations for at risk students.

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.

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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

2015-2016 Campus Education Improvement Committee

Committee Role	Name	Position
ADMINISTRATION	Audry Lane	Principal
ADMINISTRATION	Kim Roberts	Asst Principal
Classroom Teacher	Brandon Starling	4th teacher - 2015-2016
Classroom Teacher	Vanessa Flores	3rd teacher - 2015-2017
Classroom Teacher	Eduardo Fraga	4th teacher - 2014-2016
Classroom Teacher	Robin Gross	5th teacher - 2014-2016
Classroom Teacher	Pauline Hargis	3rd teacher - 2015-2017
Classroom Teacher	Marcos Heredia	2nd teacher - 2014-2016
Classroom Teacher	Sharon Hines	Sped Teacher 2015-2017
Classroom Teacher	Jillian Mejia	1st Teacher - 2015-2017
Classroom Teacher	Miriam Mendez	1st teacher - 2015-2017
Classroom Teacher	Sharon Powell	Non homeroom professional
Classroom Teacher	Marta Ramirez	K teacher - 2015-2017
Classroom Teacher	Barbara Shepherd	K teacher - 2015-2017
Classroom Teacher	Rhonda Stringer	5th teacher - 2015-2016
Classroom Teacher	Alyssa Williams	2nd teacher- 2014-2016
COUNSELOR	Brandee Edward	counselor
Paraprofessional	Nora Moreno	Instructional Aide
Parent		
Parent		
Parent		