

Kaufman Independent School District
Helen Edwards Early Childhood Center
2018-2019 Plan for website



Mission Statement

At Helen Edwards we strive to enlighten and spark the wisdom and imagination of all children. For students and staff alike, learning is our business! We encourage collaboration between school and home in an effort to provide each student with a well-balanced social and academic early childhood learning experience.

Vision

We will cultivate an environment filled with dedicated educators who serve our staff, students, families, and community with purpose and passion. Collectively, we will engage and support all learners, uncover their hidden talents, and reveal their successes. We will send them off better prepared to embrace their academic and social/emotional futures than when they arrived.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Helen Edwards Early Childhood Center provides a unique learning experience for Pre-K and Kindergarten students that will enable them to establish a solid educational foundation and support their social-emotional needs. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Enrollment has increased and we currently serve 472 students (284 Kindergarten, 103 Pre-K, and 85 Head Start) with 13 sections of Kindergarten, 7 sections of Pre-K and 5 sections of Head Start. We are a Title 1 campus that houses 4 sections of bilingual students (2 Kinder, 1 Pre-K, 1 Head Start), 2 PPCD units, a Pre-K program, and a Head Start program. According to last year's data, we have 68% Economically Disadvantaged children, which we have increased by 5% this year to 73%. Our demographic breakdown includes; 54% Hispanic, a 4% increase, 40% white which is a 1% decrease, 6% African American with a 1% increase, and .6% Asian with a .1% decrease compared to last years data. Based on the Woodcock Munoz Assessment that is driven by the Home Language Survey forms, 26% of our students are Limited English Proficient (LEP), which is a 3% increase from last year. Our students that are identified at-risk have maintained at 37% since last year. Our students with disabilities are served either in our Inclusion, Resource or PPCD classrooms.

Student Demographics 2018-2019 as of September 22, 2018

- 472 Students; 284 in Kindergarten, 103 in Pre-K, and 85 in Head Start
- 253 Hispanic, 188 White, 28 African American, 3 Asian
- 241 males and 231 female students
- 55 SPED (41 male, 14 female), 41 Speech, 2 OHI, 1 LD, 4 Autism, 3 OI, 1 ED, 3 noncategorical

Staff Demographics 2018-2019 as of September 22, 2018

- 67 staff members
- 35 Certified Teachers (14 Kindergarten, 5 Pre-K, 5 Head Start, 2 PPCD, 9 other capacities)
- 2 Administration, 1 Diagnostician, 1 Speech Pathologist, 1 School Nurse, 27 Support Staff
- 20 Hispanic and 47 White
- 2 males and 65 females

Demographics Strengths

- Enrollment numbers have increased this current school year by 21 students.
- Kindergarten bilingual class has a modified schedule with a certified ESL teacher for targeted reading instruction, with small groups.
- We have 4 certified bilingual teachers (2 Kindergarten, 1 Pre-K, 1 Head Start) to serve the high percentage of bilingual students.
- For the 2018-2019 school year 91% of our certified teachers are ESL certified.
- District Bilingual Facilitator is housed on our campus to support staff and families.
- We have 2 certified PPCD teachers that serve our students who qualify with special needs and services.
- Campus Diagnostician is now housed on campus.
- Through our Head Start and Pre-K programs, we are able to enroll at risk 4 year old students to better prepare them for Kindergarten.
- We have added a BAU aide to target extreme behaviors.

Student Academic Achievement

Student Academic Achievement Summary

On the Kindergarten Texas Primary Reading Inventory (TPRI) End of Year (EOY) assessment, 90% of students were Developed (4% decrease from previous year), with 67% being Fully Developed (7% decrease from previous year). 10% of students were Still Developing (4% increase from previous year).

TPRI Results for End of Year	2016- 2017	2017- 2018
Total Number of Students Tested	238	266
Total Number of Students Developed on Screening	233 (94%)	240 (90%)
Total Number of Students Still Developing on Screening	15 (6%)	26 (10%)
Total Number of Students Fully Developed	177 (74%)	173 (67%)

According to the Fountas and Pinnell Benchmark Assessment.

- Kindergarten; 82% of students were reading on grade level (D)
- Kindergarten; 59% of students were reading above grade level (E+)
- Kindergarten Bilingual; 83% of students were reading on grade level (D)
- Kindergarten Bilingual; 60% of students were reading above grade level (E+)

Student Academic Achievement Strengths

- Implementing Guided Reading with fidelity
- Data driven small groups based off TPRI/CIRCLE, Lexia, OLSAT
- Writer's Workshop with supplemental

- Lexia web based program to target Reading Skills and Intervention
- Texas Go Math & Science Fusion online resources
- Individual teacher Data Meetings
- Purposeful and strategic RTI program for struggling learners
- ABC Boot camp for Pre-K program
- Shared Reading in all classrooms
- Building classroom Libraries
- Math scope and sequence with ongoing trainings
- Increased attendance and experiential learning experiences in Bilingual Summer Reading program

School Processes & Programs

School Processes & Programs Summary

Helen Edwards has 2 administrators, 1 Head Start Director, 1 Family Service Provider, 1 Diagnostician, 1 Bilingual Facilitator, 1 counselor, 25 homeroom teachers, 1 special education teacher, 1 Art/Music teacher, 1 PE teacher, 1 Science/Social Studies teacher, 1 Dyslexia/RTI teacher, 1 nurse and 25 paraprofessionals/clerical. We have 11 new staff members this year. The average years experience spent with Kaufman ISD as a district is 8.6, Helen Edwards teachers average 7.5 years experience with Kaufman ISD.

The past three summers, teachers have revised and updated our ELAR scope and sequence curriculum for Pre-K and Kindergarten. This current summer, kindergarten developed a Math Planning Team to develop and organize a scope and sequence along with academic vocabulary and suggested resources. New materials have been purchased and teachers have received trainings for the implementation of these materials for our Reading and Writing instruction. To help support our 3rd grade STAAR writing scores, we have purchased and received training on a supplementary packet that supports the Lucy Caulkins Writer Workshop program that we currently use.

We have recently implemented a New Teacher Academy for all teachers new to Helen Edwards. This two day training program focused on our district and campus vision, mission and goals. Our new teachers learned about programs that were specific to Helen Edwards (SST, Counseling), daily procedures and operations of our campus and specific curriculum and instructional programs for their grade level.

School Processes & Programs Strengths

- Established system for staff recruitment through on-line postings from Teacher Job Network and LEA intranet sit.
- Campus and district level committees for staff feedback and recommendations.
- Continued Guided Reading trainings and refreshers through out the year.
- Writer's Workshop training and curriculum (Units of Study).
- Established process (identifying, submitting, collaboration, and documentation) for SST/RTI program.
- Use of data from Lexia, TPRI/CIRCLE, and F&P Benchmark Assessment kit to drive SST and Data meetings.
- Continually keep technology update and purchase of new teacher and student computers, instructional programs, and 21st Century Learning through STEAM Lab.
- Staff book studies that improve leadership skills, relevant classroom practices and supports personal growth.

Perceptions

Perceptions Summary

Helen Edwards has an overall positive school climate for staff, students, parents and community stakeholders. Customer service is a top priority, especially in the front office, as we welcome and greet our students and visitors. Our campus grounds and exterior building area is well kept and groomed for a welcoming curb-side appeal. Our campus mission statement is prominently displayed. We have well established community partnerships through our Head Start program and work close with these agencies through-out the year for various projects and parent meetings.

Our campus values building character, teaching morals, and leading by example for our students. We want to help build family relations both between and within our school. We believe that children learn through play, communicating, and building trusting relationships. Our students are the most important resources we have for the future of our community.

Our campus has worked closely with the KISD Police Department and the Kaufman Police Department to make drop-off and pick-up easier, safer and faster for our parents and community members. We have received an enormous amount of positive feedback with this adjustment. We have also partnered with the KISD Police Department and State Police Department to eat breakfast and lunch with our students every Friday as an incentive for our Box Top program. Not only does this support our campus, but it also creates a positive culture between the community and our local police force.

Perceptions Strengths

- Morning greeters and music playing as staff and students enter the building
- Multiple forms of communication through social media (FB, twitter, instagram, etc)
- Annual art show and book fair
- Raising Highly Capable Kids parenting program
- Latino Literacy Program
- A campus based Parent Center with resources and opportunities for parents to help at school
- Family Engagement activities and workshops
- Parent conference per semester
- Head Start and Bilingual home visits
- Visible Staff "Family" board
- Box Top with Cops Program

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: STATE ASSESSMENT Reading, Math, Science, and Social Studies scores will meet or exceed Recognized standards for all student groups. All student groups in Pre-K will be Kindergarten Ready based on BOY TPRI scores. All student groups in Kindergarten will read on grade level based on EOY Fountas and Pinnell Reading Benchmark Assessment.

Evaluation Data Source(s) 1: Final STAAR data analysis, EOY TPRI and CIRCLE data analysis, Fountas and Pinnell Reading Benchmark Assessment, Lexia progress reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 1) Kindergarten teachers will measure students' reading levels and reading behaviors three times a year using the Fountas and Pinnell Reading Benchmark Assessment and use data to target instruction.	2.4, 2.6	Administration Classroom Teachers Reading Instructional Facilitator	Student reading levels will increase throughout the year. Goal is to reach level E for kindergarten.
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Students will meet the recommended time on Lexia according to their progress report.	2.4, 2.5, 2.6	Administration Classroom Teacher Computer Lab aide	Student reading skills will improve each month resulting in increase Lexia scores and increase TPRI scores. With improved reading skills, reading levels should also increase.
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 3) Teachers will utilize the Units of Study curriculum, and supplemental for Writer's Workshop and participate in on-going training and support.	2.4, 2.6	Administrators Classroom Teachers Planning Team	Students writing skills will improve and become more developed over time resulting in better reading skills and comprehension.

Critical Success Factors CSF 1 4) Pre-k teachers will continue to use Handwriting Without Tears as a supplementary curriculum to establish proper pencil grip and handwriting/letter formation with fidelity. (Kindergarten Readiness)	2.4, 2.6	Administration Pre-K Classroom Teachers Classroom Paraprofessionals	Students will hold the pencil correctly and form letters/numbers properly which will increase fine motor skills, handwriting, and letter knowledge. This will increase Kindergarten Readiness scores.
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 5) Increase time from 45-60 minutes for special education students in their Resource classroom, who qualify for additional support in ELAR and writing.	2.4, 2.6	Administration Special Education Teacher	Student's progress reports will show progress/mastery towards their goals and an increase understanding of reading and writing skills.
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 6) Targeted RTI instructional block for all students, especially our ELL students through Spanish support. Continue to offer opportunities for non-linguistic representations, use different learning modalities, and ELPS strategies.	2.4, 2.5, 2.6	Administration Classroom Teachers Reading Coach/RTI teacher RTI bilingual aide	Students should show growth on their progress monitoring data in our SST meetings, which would result in growth of Istation data, TPRI scores, and overall reading level with the English language.
Comprehensive Support Strategy Critical Success Factors CSF 1 7) Establish rotations for ABC Boot Camp for Pre-K program with an estimated 3 rotations per school year.	2.4, 2.6	Administration Pre-K Classroom Teachers	Increase knowledge of letter identification and letter sounds by the end of the school year to meet Pre-K standards.
Comprehensive Support Strategy Critical Success Factors CSF 1 8) All classroom teachers will establish Shared Reading into their daily curriculum.	2.4, 2.6	Administration Classroom Teachers	Students print awareness skills, reading comprehension and fluency will increases throughout the year.
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 9) Math scope and sequence with ongoing training for Kindergarten classroom teachers.	2.4, 2.6	Administration Math Instructional Facilitator Kindergarten Classroom Teachers	

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 10) Incorporate the web based program ABC Mouse for Pre-k students.	2.4, 2.5, 2.6	Administration Pre-K Classroom Teachers	Students phonemic awareness and pre-reading skills will increase based on student data.
Comprehensive Support Strategy Critical Success Factors CSF 1 11) Continue growing Kindergarten classrooms with more Fountas and Pinnell Guided Reading books.	2.4, 2.6	Administration Kindergarten Classroom Teachers	Students will be reading from books on their appropriate grade level using a variety of text (fiction and nonfiction) that targets various skills.
Critical Success Factors CSF 1 CSF 6 12) Building all classroom libraries with more books for students.	2.4, 2.6	Administration Classroom Teachers	Students will be exposed to a variety of texts, literature and genera as appropriate for their grade level.

Goal 1: Improve Student Achievement

Performance Objective 2: State Accountability Level III Advanced performance standards will be met in Reading, Math, Science, and Social Studies for all student groups. Students at Helen Edwards will have opportunities to participate in activities/projects that support advanced performance standards.

Evaluation Data Source(s) 2: Final STAAR data analysis, EOY TPRI and CIRCLE data analysis, Lexia progress Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 1) Maintain a STEAM/Maker Space classroom to build creativity, problem solving and higher order thinking skills for Kindergarten students led by the STEAM Lab Facilitator.	2.5	Administration Kidsville teacher STEAM Lab Facilitator Classroom teachers	Support overall problem solving skills and encourage higher order thinking skills that will reflect increased vocabulary scores, show growth on math and science assessment and provide opportunities for advanced learning using 21st Century tools.
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 2) Reorganize the Project-based learning for accelerated readers/learners to encourage and challenge larger sampling size within each kindergarten pod.	2.5	Administration Counselor Classroom teacher	This will provide more students an opportunity to participate in project-based learning and increase academic exposure, expectations and learning experiences outside the classroom.
Critical Success Factors CSF 1 CSF 2 3) Improve quarterly incentive celebration program for recognition of monthly growth of Lexia data.	2.5	Administration Classroom teacher Campus technology coordinator	We will see monthly growth on Lexia reports which will support advancing reading levels in the classroom.

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Completion rates, attendance rates, and dropout rates will meet or exceed state standards. Helen Edwards will encourage and motivate high attendance rates.

Evaluation Data Source(s) 1: PEIMS reports for attendance and at risk along with SST data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Maintain a minimum of 96% campus wide attendance rate using rewards for perfect attendance.	2.5	Administration Attendance Clerk Classroom teacher	More exposure to literacy, writing and math skills for better understanding and development.
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Establish and implement district truancy standards for our campus.	2.5, 2.6	Administration Attendance Clerk Counselor	Decreased absences and tardies to maintain a minimum of 96% attendance rate.
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Increase parental awareness between academic success and student attendance/tardies through parent meetings, quarterly newsletters, and visual signs in the front of our campus.	3.1, 3.2	Administration Front office staff	With increase awareness, we should see less absences and tardies on Skyward and Raptor reports.
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 4) Establish a Parent Information Night to inform the school community of policies and procedures in both English and Spanish.	3.1, 3.2	Administration Classroom teacher	Parents will be better informed of district policies, campus procedures and classroom expectations so that students perform higher academically.
Critical Success Factors CSF 1 CSF 6 5) Implement a College day on campus for the staff and students.	2.4	Administrator Counselor	Bring awareness, understanding and excitement for continued learning.
Critical Success Factors CSF 5 CSF 6 6) Promote Job Day and Community Helpers with Kidsville Teacher.	2.4	Administrator Classroom teacher	Exposure and interactions with local community helpers as they learn about their role within our community.
Critical Success Factors CSF 1 CSF 3 CSF 6 7) Establish a "I Can" wall for staff to communicate their willingness to try to do something.	2.4	Administrator Classroom teacher	Encourage students and build self-confidence to accomplish academic and social-emotional goals.

Goal 3: Improve Student Programs & Services

Performance Objective 1: Technology will be integrated throughout the district. Helen Edwards will maintain and integrate technology throughout the campus to allow exposure to various devices and programs.

Evaluation Data Source(s) 1: Campus Needs Assessment, Technology inventories

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 CSF 4 1) Additional devices will be provided to classrooms for student use. (IPads)	2.5	Administration Campus Technology Coordinator	Base student time on Lexia which should reflect less students on tier 3 and more students on tier 1 and reading on grade level.
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Add chrome books for STEAM lab to support digital learning and problem solving skills.	2.4, 2.6	Administration Kidsville teacher STEAM Lab Facilitator Campus technology coordinator	Increase exposure to 21st Century learning and various forms of technology that will promote discovery and higher order problem solving skills.
Critical Success Factors CSF 7 3) Continuous staff technology training.	2.5	Administration Campus Technology Coordinator	Increased use of technology by staff and students that supports student learning.
Critical Success Factors CSF 1 4) More headphones in the classroom for technology use from students.	2.4	Administration Classroom Teachers Campus Technology Facilitator	Students will use headphones in class for Lexia, ABC mouse and other educational apps/programs.
Critical Success Factors CSF 7 5) Add computers and laptops for Specials Teachers	2.4	Administration	Computers will be used by teachers to support student learning.
Critical Success Factors CSF 4 CSF 5 CSF 6 6) Create an outside STEAM Lab garden for students to explore and learn.	2.5, 2.6	Administration STEAM Lab Facilitator STEAM Lab Teacher	Increase students observation and problem solving skills as they relate to science and math TEKs.

Goal 3: Improve Student Programs & Services

Performance Objective 2: Students in need of specialized programs and services are properly identified and served. Helen Edwards is dedicated to properly identifying and serving students who qualify for specialized programs.

Evaluation Data Source(s) 2: SPED records, student performance on IEP, PEIMS

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6 1) Coordinate with Special Education Department to host specialized trainings for parents of special needs students.	3.1, 3.2	Administration Special Education Coordinator Special Education Teacher	Parents will feel informed and supported from their child's school district. Building relationships and communicating with our families supports the learning of our students.
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6 2) Identify and serve students with social/emotional needs in appropriate setting and through the use of compliance training, practice academies, and/or applied behavior analysis strategies.	2.6	Administration Special Education Teacher Counselor BAU aide	Through specific training, students will learn appropriate social behavior and responses. This will decrease referrals and increase social development and instructional learning.
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Students who are identified as English Language Learners (ELL) will have the opportunity to attend our Summer Bilingual Reading Program, have access to transportation, and attend local field trips during the summer.		Administration Bilingual teachers and staff	With an increase in our Bilingual Summer Reading Program, students will be better prepared for the next grade level and show less regression over the summer. Students should be Kindergarten Ready and/or reading on grade level.

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 4) Our campus has increased staff to support our PPCD program, special education program and bilingual program. (Additional PPCD teacher and two aides, diagnostician, district bilingual facilitator)	2.6	Central Office Administration Campus Administration	Increase awareness, activity and upward trend on data in the areas of Special Education and Bilingual.
PBMAS Critical Success Factors CSF 5 CSF 6 5) Establish a Bilingual Parent Meeting at the BOY.	3.1, 3.2	Administrator Teachers	Parents will have a better understanding of the English Language program along with campus procedures and classroom expectations.

Goal 3: Improve Student Programs & Services

Performance Objective 3: A safe and orderly learning environment will be provided on all campuses. Helen Edwards will maintain a safe and orderly learning environment for staff and students.

Evaluation Data Source(s) 3: Safety Audit findings/recommendations, discipline reports, work orders

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 6 1) Encourage positive behaviors in students and/or classrooms through our campus Character Counts program. Each month our campus focuses on a different character trait and leadership.	2.6	Administration Counselor Classroom teacher	Decrease in office referrals, better understanding of appropriate behaviors and socially acceptable responses.
Critical Success Factors CSF 6 2) Administration will attend two-day workshop and acquire more information and knowledge over Restorative Practices. Start planning process of how to implement this program along with Conscious Discipline as a campus initiative.		Administration Counselor CEIC committee	Begin planning and formulating a plan of action to implement for next year. This will decrease discipline referrals for next year and increase conflict resolutions from students in the classroom.
Critical Success Factors CSF 6 3) Reconstruct a fence to enclose the playground at the back of the school.		Administrator Maintenance Department	Increase safety for all students during recess.
4) Change the procedures for dismissal and arrival for parents and staff into the parking lots and drop off/pick up area.		Administrator KISD Police Department KISD Transportation Department	Safer, effective and faster arrival and dismissal procedures for parents. Decreased concerns from parents and city.
Critical Success Factors CSF 6 5) Incorporate a campus wide strategy of 'peace and quiet' for staff and students to remain quiet and orderly in the hallways during school time.		Teachers Staff	Safe hallways and safe student behavior.
Critical Success Factors CSF 3 CSF 6 CSF 7 6) Deliver Ethics and Compliance training to staff during meetings.		Administrator	Better understanding of appropriate and ethical behavior in the work place. Continue to have zero to extremely low numbers of reports.

Goal 3: Improve Student Programs & Services

Performance Objective 4: Parental and community involvement will be encouraged. Parents and community stakeholders are encouraged and invited to be actively involved on campus.

Evaluation Data Source(s) 4: Parent surveys/feedback, Raptor reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 5 CSF 6 1) Restructured and updated a Parent Engagement Plan that supports the 6 dimension of the High Quality Pre-K program.	3.1, 3.2	Administration Teachers/Staff Parents	See increase parent participation each month with programs and activities.
Critical Success Factors CSF 3 CSF 5 CSF 6 2) Establish a New Student Welcome Committee to greet parents and students that are new to our campus and community. This would include a campus video, tour, and time for the teacher to get ready in the classroom.	3.2	Administration Counselor PEIMS Campus Coordinator	Families will feel welcomed, safe and part of their child's new school. Parents will feel informed and able to access school information easily. Students will transition into their new school and class easily.
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 3) Incorporate Latino Literacy Night for parents in the school community.	2.4, 2.6, 3.2	Administrator Bilingual Facilitator Bilingual Teachers	Increase scores in pre-reading skills for students. Increase parental understanding of academics expectations.
Critical Success Factors CSF 5 CSF 6 4) Continue to update and post on Parent Facebook Page for upcoming events, important information, and parental involvement opportunities.		Administrator Campus FB facilitator	Parents will feel more informed, increase in parent volunteering, increase in student participation with campus wide events.

Goal 3: Improve Student Programs & Services

Performance Objective 5: District will maintain compliance with state and federal laws and regulations. Helen Edwards will maintain compliance with state and federal laws and regulations.

Evaluation Data Source(s) 5: PBMAS reporting, safeguards, CIP formative review, Campus Needs Assessment review,

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 CSF 2 CSF 6 1) Keep accurate SPED records and comply with time lines to assess, evaluate, and notify parents.		Administration Special Education Department Special Education teacher	PBMAS reports will reflect accurate information so administration can use data with fidelity. Students with special needs will receive proper and timely services as stated in their IEP.
Critical Success Factors CSF 1 CSF 2 CSF 6 2) Provide all educational providers with current IEP documentation and ensure compliance, including applicable modifications.		Administration Special Education Department Special Education teacher	Staff will have copies of their student's IEP and implement their modifications as specified. This will improve learning for students and progression towards their IEP goals.
Critical Success Factors CSF 2 CSF 7 3) Bilingual and Translating Training to ensure accurate and reliable interpretation.		Administration Bilingual / ELL Department Bilingual interpreters	Parents will feel more comfortable during ARDs and confident that information is being translated correctly. ARD paperwork will be accurate and reliable.
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 4) Complete yearly Campus Needs Assessment.		Administration CNA committee All staff	Identify areas/programs on our campus that we could improve. All staff members feel heard and apart of the campus improvement process.
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 5) Evaluate and Monitor Campus Improvement Plan.		Administration CEIC committee / CIP committee	See continued improvement and results around our campus. Continue to stay focused on campus goals.
Critical Success Factors CSF 1 CSF 2 CSF 4 6) Comply with new state RTI requirements for our students.	2.4, 2.6	Administrator Counselor Classroom Teachers	Increase student achievement with phonemic awareness, pre-reading skills and reading levels.

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development. Helen Edwards will provide high quality staff development.

Evaluation Data Source(s) 1: Region 10 PD surveys, staff feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Professional development/collaboration opportunities will be routinely provided for staff based on their professional needs identified in the new growth model of T-TESS. Examples: classroom management, Pre-K guidelines training, data collections, etc.		Administration Curriculum Department Technology Department All teachers	Continued improvement and professional growth from classroom teachers resulting in improved instruction. Staff members will observe each other in classrooms and attend training outside of the campus.
Critical Success Factors CSF 3 CSF 6 CSF 7 2) Create New Teacher Academy for staff to participate in before school starts.		Administration	New teachers will have designated time to learn about the campus, curriculum and academic expectations for students.
Critical Success Factors CSF 3 CSF 6 CSF 7 3) Create new aide training for during back to school time for new aides to the campus.		Administration	New aides will become more informed, familiar and therefore productive to help support their designated teacher.
Critical Success Factors CSF 1 CSF 3 CSF 6 4) Develop Friday book talks from a special visitor on the campus during Morning Announcements.		Administration School Staff	Increase of students' reading interest as they see and hear from staff members and other student peers discuss their favorite book.
Critical Success Factors CSF 1 CSF 6 5) Incorporate Leadership through Literacy on campus.	2.4	Administration Teachers	The entire campus will focus on a book to read and then produce a reading response to post out in the hallway to promote conversation and understanding of the book. It will also increase exposure to various types of literature.
Critical Success Factors CSF 3 CSF 4 CSF 6 6) Create Principal Book Club for the campus.	2.5	Administration	Build leadership skills, camaraderie and campus unity through our staff.

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff. Helen Edwards will provide staff with training, materials and instructional resources to help recruit and retain fully certified and highly qualified staff.

Evaluation Data Source(s) 2: T-TESS, T-PESS, retention rates

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 3 CSF 6 1) Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service of committees of choice, curriculum and assessment input, and other campus related leadership opportunities.		Administration All staff	Positive campus climate where staff feels like they are actively apart of the overall success.
Critical Success Factors CSF 3 CSF 6 CSF 7 2) Promote higher education and provide specialized scheduling for certification, masters, and doctorate level courses.		Administration All staff	Staff confidence continues to rise as they progress and graduate with higher degrees of education. Positive campus morale and support for each others success.
Critical Success Factors CSF 6 3) Reconstruct and decorate the teachers lounge for staff.		Administration	Increased staff morale.
Critical Success Factors CSF 6 4) Add a coffee bar, candy, and coke fridge for staff on campus.		Administration	Increased staff morale.
5) Offer to pay for teachers to pass their ESL or Special Ed certification.		Administration	Increase certified staff for ESL and Sped to better serve students.
Critical Success Factors CSF 3 CSF 6 6) Incorporate Teacher and Paraprofessional of the month on campus.		Administration	Increase staff morale. Increase staff attendance.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Campus Needs Assessment will be completed in the Spring of 2018 through the new Plan4learning program.