

**Weslaco Independent School District**  
**Early Learning Foundations Academy**  
**Improvement Plan**  
**2020-2021**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Early Learning Foundations Academy services 3 and 4 year old students at the Hidalgo County Head Starts. Currently Weslaco ISD has a partnership with Head Starts in Weslaco, Donna, Progreso and a center located at North Bridge Elementary. At the end of the 2018-2019 school year, Weslaco ISD served 547 students. The average class size is twenty to three (WISD teacher, HS teacher, and HS Assistant). Our ISD employs 17 professional staff members including 15 teachers, 1 professional support, and 1 campus administrator. The school also has 2 office staff members, for a total staff of 19. WISD teachers co-teach with Head Start teachers. Our student population is 99% Hispanic and 1% white. Eighty-six percent of our students are economically disadvantaged.

The attendance rate at the Early Learning Foundations Academy for the 2018-19 school year was 89.3%.

Attendance 2017-2018						
1st	2nd	3rd	4th	5th	6th	Total
94.24%	93.42%	89.51%	91.33%	91.52%	94.06%	92.35%

The ELF Academy student groups include 17.22% English Learners, Special Education 6.34% and 0.91%. 42.30% of our students were identified as At-Risk. We have 97.28 of our students that are economically disadvantaged.

The Early Learning Foundations Academy continues to place a high priority in employing a high-quality, talented staff. One new teacher was just hired for the 2018-2019 school year. The turnover rate among our staff is low because people love to work at the Early Learning Foundations Academy.

### Demographics Strengths

One of our strengths is the ratio of 20 to 3. Because there are three adults in the classroom, students get more one to one individualized small group instruction.

All of our Head Start classrooms have a Clear Touch panel in which teachers utilize to lead them in their songs and lessons during the day. Students are engaged with the use of technology that is incorporated in their lessons daily.

Teachers also have 10 touch chrome books to utilize during their learning centers. .

The Early Learning Foundations Academy has other strengths. Some of the most notable strengths include:

1. All staff and paraprofessionals are highly qualified.
2. Class size 20:3.
3. Teachers and staff are given leadership opportunities such as serving on SBDM, bilingual chair and District Advisory committee.
4. Campus Attendance rate (89.3%).
5. Minimal to no teacher turn over.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** According to end of the year CLI data ELF students area of weakness was in Math. **Root Cause:** The reason students did not show growth in the area of Math was that teachers focused in the area of Literacy.

# Student Learning

## Student Learning Summary

Early Learning Foundations Administrator and teachers evaluate student data by generating CLI reports. Administration analyzes trends in student achievement by evaluating data in our special population groups. The campus conducts meetings with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

## Student Learning Strengths

A student achievement strength at the ELF Academy is the belief system that educators and education can make a significant difference in the potential of each and every child. Our teachers and staff are willing to do whatever it takes to help student learn at high levels. Additional strengths are listed below.

Beginning of the year testing: 2018

Strengths:

70% of students met track on Phonics

60% of students me track on Math

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our students are scoring below 60 on rote counting and number recognition. **Root Cause:** The reason why our students are scoring below expectation in Math is due to the lack of consistent Math instruction.

# School Processes & Programs

## School Processes & Programs Summary

Early Learning Foundations Academy has a highly qualified staff. Upon employment, teachers are given professional development in the district and at Head Start Head Quarters. Professional development needs are determined by EOY testing results, and special campus programs that require training for implementation. All teachers are given opportunities to work together and plan during their conference period. They meet on Mondays and Tuesdays with teachers at Head Start and on Fridays they meet at the ELF Academy Office to collaborate and synergize.

## School Processes & Programs Strengths

In the area of staff quality, recruitment, and retention, the following strengths were identified:

- All staff and paraprofessionals are highly qualified.
- 90% of the teaching staff are new teachers having from 2-8 years of experience. This is a strength because they are implementing the newest research based lessons and are very equipped in technology.
- Teachers and staff are given leadership opportunities such as serving on SBDM serving as grade level chairs, and bilingual chair.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers don't plan together as often and campus teachers do. **Root Cause:** Because teachers are at different Head Start centers, they don't get to plan and synergize as often as teachers at the same campus.

# Perceptions

## Perceptions Summary

The Early Learning Foundations Academy is comprised of 3 and 4 year old students that attend Hidalgo County Head Starts in Donna, Weslaco, Progreso and Mercedes.

ELF teachers collaborate and plan with the Head Start teachers to ensure academic learning.

All ELF teachers collaborate and plan on Fridays at the ELF office to ensure alignment amongst all Head Starts.

Weekly meetings are held at the ELF office to communicate and discuss any concerns or needs teachers may have.

Data from CLI testing and Istation is shared and analyzed to adjust instruction in the classrooms.

School safety continues to be emphasized.

## Perceptions Strengths

Reflecting on the culture and climate of The Early Learning Foundations Academy identified the following strengths:

- Open door policy for parents, students and staff concerns.
- The faculty and staff participate in weekly meetings.
- A safe and positive learning environment with differentiated instruction for all learners
- Incorporation of technology in the classrooms.
- Emphasis for students to be ready for Kindergarten.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** According to end of the year assessment more than 50% of our Head Start students were not Kinder ready by the end of the year.

**Root Cause:** The reason students weren't Kinder ready was that previous assessment used was not aligned to Pre-K guidelines.



# Priority Problem Statements

**Problem Statement 1:** Our students are scoring below 60 on rote counting and number recognition.

**Root Cause 1:** The reason why our students are scoring below expectation in Math is due to the lack of consistent Math instruction.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

## Student Data: Behavior and Other Indicators

- Enrollment trends

## Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

# Goals

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS-**Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military, and service ready leaders.

**Performance Objective 1:** By the end of the 2020-2021 school year, the number of students who will be Kinder ready will increase 20% in May 2021.

**Evaluation Data Sources:** 2020-2021 CLI Engage Assessment

**Summative Evaluation:** None

**Strategy 1:** Implement Read Alouds to model reading, build comprehension, and extend students' vocabulary.

Implement STAR(Sit Together and Read) strategies.

Implement individualized learning Math and Literacy centers.

Implement Conquering the Cosmos Unit.

<p><b>Strategy's Expected Result/Impact:</b> Performance on the assessment will improve.</p> <p>Daily Read Alouds</p> <p>Meet student's individualized learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>


**Problem Statements:** None

**Funding Sources:**

Instructional materials needed for hands on learning. State Comp Ed (SCE) 16411632900102830

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 2:** Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance along the continuum of learning environments.

**Performance Objective 1:** Implement the use of the Seesaw. The distance learning platform will be utilized to engage students, communicate with parents, and capture asynchronous attendance.

**Evaluation Data Sources:** Student, parent, and teacher participation on the platform.





**Summative Evaluation:** None

<b>Strategy 1:</b> Train teachers on how to utilize Seesaw to engage students and communicate with parents.	
<b>Strategy's Expected Result/Impact:</b> Student, parent, and teacher usage of Seesaw.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Principal Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> State Comp Ed (SCE)	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 2:** During the 2020-2021 school year, a 100% of scheduled safety drills (to include fire drills and lock downs) will be conducted.

**Evaluation Data Sources:** Documentation of monthly drills

**Summative Evaluation:** None

<b>Strategy 1:</b> Monthly drills will be conducted at the Head Starts.	
<b>Strategy's Expected Result/Impact:</b> Documented Drills	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Center Managers	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None
	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** During the 2020-2021 school year we will increase our use of technology to ensure that all staff and students have access to the resources they need for intervention.

**Evaluation Data Sources:** Sign in Sheets

**Summative Evaluation:** None

**Strategy 1:** Provide professional training on Seesaw, Zoom, and Screencastify to enhance their daily lessons.

Teachers will assign activities on Seesaw and record lessons using Screencastify during their conference time and staff development planning days.

**Strategy's Expected Result/Impact:** None

**Staff Responsible for Monitoring:** Principal

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Students will use technology to develop oral language skills. Technology will include Elmo, Smart Boards, Chrome books, Ipads, Hatch table, Touch Panels, Computer desktops, laptops, document cameras, printers, ink, media carts, speakers, laminator machine, scanners, and mounted projectors.

**Strategy's Expected Result/Impact:** Increase teachers and students technology skills.

**Staff Responsible for Monitoring:** Principal  
Center Manager

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** The campus technology needs will be addressed through the purchases of necessary components such as but not limited to supplies, printers, projectors, scanner, cameras, laptops, light bulb, software, Elmo projector, HATCH tables, panels, Ipads, and toner for printers.

<b>Strategy's Expected Result/Impact:</b> Increase teachers and students technology skills.	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Principal Center Managers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Increase collaboration to make powerful connections between curriculum, instruction and technology use by expanding ELAR PLCs to include CTCs, Librarians, and instructional department mentor, ELAR Strategist, Instructional Technology dept.

<b>Strategy's Expected Result/Impact:</b> The increased understanding of our ELAR curriculum will help make connections to the developing framework. Participants will also better understand How our technology tools can support student literacy instruction.	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> ELAR Strategies CTC Librarians	
<b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	
	<b>Summative</b>
	<b>June</b>





 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue



**Performance Objective 4:** 100% of WISD students and staff employ safe, secure digital citizenship behaviors

**Evaluation Data Sources:** Eduphoria sign-in sheets: Internet safety training  
Certificate of Certified School status from curriculum vendor





**Summative Evaluation:** None

<b>Strategy 1:</b> Provide technology safety and etiquette to all staff.	
<b>Strategy's Expected Result/Impact:</b> Signed Technology Use form.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal Center Manager	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 5:** WISD teachers and Head Start teachers will be trained in CPR/AED/First Aid.

**Evaluation Data Sources:** Sign-in Roster; Eduphoria, CPR Cards

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide Staff CPR, AED, First Aid & CPI training.	
<b>Strategy's Expected Result/Impact:</b> Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Nurse Coordinator Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>Problem Statements:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS** -Foster exceptional community service, open communication and positive collaboration using innovative and multiple platforms that support teacher and student success.

**Performance Objective 1:** During the 2020-2021 school year, we will increase parental involvement and community engagement by increasing the number of opportunities for involvement by 5%.

**Evaluation Data Sources:** Campus Six Weeks Report, Parent sign in logs.

**Summative Evaluation:** None

<b>Strategy 1:</b> Recognize Red Ribbon week and Anti Bullying week, to bring an awareness to students.	
<b>Strategy's Expected Result/Impact:</b> Red Ribbon Activities Anti-Bullying Activities	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	
<b>Strategy 2:</b> Provide Career Awareness Activities (presentations, guest speakers, College Day)	
<b>Strategy's Expected Result/Impact:</b> Community Helpers Activities	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal Teachers Campus Counselor Center Manangers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	

**Strategy 3:** Utilize all forms of contact with parents through phone calls, email, parent teacher conference, school messenger, KWES and social media (Facebook, Twitter).

<b>Strategy's Expected Result/Impact:</b> When parents are engaged and participate with campus events/activities student achievement increase. Children whose parents are more motivated to learn are more successful in school.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Principal Parent Liaison Campus Counselor Ace Coordinator		<b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

**Strategy 4:** 4) Invite parents to come and read to their child. During National Read Aloud Day.

5) Conduct Monthly Meetings at the center to keep parents informed of upcoming events.

6) Conduct home visits to Head Start parents to discuss how their child is doing.

**Strategy's Expected Result/Impact:** Parent Sign Ins

Parent Sign Ins

Parent Logs

**Staff Responsible for Monitoring:** Center Managers

Principal

Teachers

Center Managers

Center Managers

WISD and HS

Teachers

**Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-**Implement high-quality, research based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.

**Performance Objective 1:** During the 2020-2021 school year, 100% of all staff members will participate in professional learning opportunities that support student learning and promote student achievement.

**Evaluation Data Sources:** T-TESS Goals & Walk-Through, Sign in Logs

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide opportunities for teacher to network and collaborate with other teachers.	
<b>Strategy's Expected Result/Impact:</b> Performance on CLI  Curriculum Base Assessment District Benchmark STAAR  <b>Staff Responsible for Monitoring:</b> Principal CIF  <b>Title I Schoolwide Elements:</b> 2.5  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None  <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	


**Strategy 2:** Provide appropriate training in implementing Waterford Instruction in order to improve Phonemic Awareness, Letter Recognition, Math Skills and Social Studies and Science concepts.


<b>Strategy's Expected Result/Impact:</b> Performance on CLI assessment will improve.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal Teachers Center Managers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> General Fund 199-11-6399-00-102-7-11	
<b>ESF Levers:</b> None		<b>June</b>
<b>Comprehensive Support Strategy</b>		

**Strategy 3:** Professional Learning Communities will meet with their respective grade levels to collaborate on developing activities and share strategies.

<b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

**Evaluation Data Sources:** Eduphoria and sign in sheets

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide mentors and induction training for new teachers and administrators.	
<b>Strategy's Expected Result/Impact:</b> Mentor assignments, participant feedback	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principals	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> Title II Part A	
<b>Strategy 2:</b> Provide appropriate job-related training for paraprofessionals and other support personnel.	
Provide training on how to analyze CLI data to adjust instruction	
<b>Strategy's Expected Result/Impact:</b> Training records, evaluations, feedback	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>June</b>
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> General Fund	



**Strategy 3:** 3) Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.

**Strategy's Expected Result/Impact:** Training records, documentation

**Staff Responsible for Monitoring:** Director of Staff

Development

Asst. Superintendent  
of Elem. Education

Asst. Superintendent  
of Sec. Education

Special Programs  
Principals

**Title I Schoolwide Elements:** None

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**

Title II Part A  
State Gifted and Talented (G/T)  
State Special Education  
State Bilingual/ESL  
General Fund  
State Comp Ed (SCE)

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5: FINANCIAL STRENGTH-**Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

**Performance Objective 1:** All district procedures will be followed when submitting all purchase orders.

**Evaluation Data Sources:** Purchase orders, District Audits

**Summative Evaluation:** None

**Strategy 1:** Teachers will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed).

**Strategy's Expected Result/Impact:** All district procedures will be followed to ensure a clean audit.

**Staff Responsible for Monitoring:** Principal  
School Secretary  
District Business Office

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**  
None

**ESF Levers:** None

**Formative**


**Nov**


**Jan**


**Mar**


**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Budget for Early Learning Foundations Academy

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6399.00.118.0.32	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,500.00
	<b>6100 Subtotal:</b>	<b>\$1,500.00</b>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The ELF Academy comprehensive needs assessment was reviewed on October 4, 2020.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus Improvement Plan Committee:

- Jennifer Luna Principal
- Melly Olivares Counselor
- Alma Marines Teacher
- Denise Camargo Teacher

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan will be reviewed on November 8, 2020.

### **2.3: Available to parents and community in an understandable format and language**

The ELF Academy's CIP is located at the ELF office. You can also find the Campus Improvement Plan in the district's website ([wisd.us](http://wisd.us)) or in the ELF Academy website.

The campus improvement plan can be translated into Spanish if needed. For translation of the campus improvement plan, please contact the principal, Ms. Jennifer Luna at (956) 969-6620.

### **2.4: Opportunities for all children to meet State standards**

School Reform Strategies that the school will be implementing to address school needs, including a description of how:

ELF teachers will utilize technology to engage and communicate with students and their parents.

## **2.6: Address needs of all students, particularly at-risk**

- Ratio Of 3 to 20 students.
- Small group instruction.
- Students will be provided individualized small group instruction based on CLI data.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy Committee

1. Jennifer Luna Principal
2. Melly Olivarez Counselor

Need Parents

### **3.2: Offer flexible number of parent involvement meetings**

Head Starts provide monthly parent meetings.

# Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials needed for hands on learning.	16411632900102830	\$0.00
2	1	1			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,500.00
<b>+/- Difference</b>					\$1,500.00
<b>Grand Total</b>					\$0.00

# Addendums