

# Spring Branch Independent School District

## The Wildcat Way School

### 2019-2020 Campus Improvement Plan



# Mission Statement

To ignite life-long learners by creating a safe and inspiring environment for students, families, and staff

## Vision

To provide our students with high quality instruction  
To ensure our families have the support they need for their children to succeed  
To ensure our students are ready for academic and lifelong success

## Core Values

### **Every Child**

We put students at the heart of everything we do.

### **Collective Greatness**

We, as a community, leverage our individual strengths to reach challenging goals.

### **Collaborative Spirit**

We believe in each other and find joy in our work.

### **Limitless Curiosity**

We never stop learning and growing.

### **Moral Compass**

We are guided by strong character, ethics and integrity.

# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment  | 4  |
| Demographics  | 4  |
| Student Academic Achievement  | 5  |
| School Processes & Programs   | 6  |
| Perceptions   | 7  |
| Priority Problem Statements   | 8  |
| Comprehensive Needs Assessment Data Documentation   | 9  |
| Goals   | 11 |
| Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.                     | 11 |
| Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.          | 13 |
| Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.                                       | 15 |
| Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps. | 16 |
| Goal 5: To remain in compliance with Federal and State law.   | 17 |
| Campus Improvement Committee  | 23 |
| Campus Funding Summary  | 24 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our PK3 program began the 2017-2018 school year with four sections, 3 ESL/Mainstream section and 1 Bilingual Spanish.

Due to low enrollment in the Bilingual program in the 17.18/18.19 school year, we decided to switch our bilingual classroom to an ESL section in August of 2019.

We currently have 18 students in all 4 ESL Pre-K 3 sections.

Wildcat Way has 13 Pre-K 4 ESL classrooms , 2 Pre-K 4 bilingual classrooms, and 2 PPCD classrooms.

All general ed classrooms have full enrollment with 23-24 students sitting in each classroom.

### Demographics Strengths

# Student Academic Achievement

## Student Academic Achievement Summary

### Student Academic Achievement

#### WWS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at End of School Year 2018-2019:

- Rapid Letter Naming - Bilingual: 92% & Mainstream: 92%
- Rapid Vocabulary - Bilingual: 38% & Mainstream: 71%
- Phonological Awareness - Bilingual: 88% & Mainstream: 60%
- Early Writing - Bilingual: 94% & Mainstream: 94%
- Math Assessment- 92% (all English)
- 

### Student Academic Achievement Strengths

Expectations on Circle Assessment are met.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** ESL students outperform bilingual students on circle assessment data **Root Cause:** Parental involvement and support is higher among ESL classrooms

# **School Processes & Programs**

## **School Processes & Programs Summary**

Wildcat Way is a school for early learning located centrally within Spring Branch ISD. The campus serves three and four year old students in Prekindergarten from 9 Elementary feeder schools. Each classroom is lead by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost.

## **School Processes & Programs Strengths**

# Perceptions

## Perceptions Summary

Teachers at Wildcat Way are responsible for meeting weekly with their PLC teams and instructional teams. During this time, teachers discuss and develop lesson plans that implement small group literacy instruction to include differentiation of leveled readers, word work, and interactive writing. Teachers implement modeled/shared/guided/independent reading and writing. Teachers meet in PLCs to plan and implement math large group, small group and workstations. Teachers also plan interdisciplinary projects. Our professional development at Wildcat Way is planned around teacher interest and need. We have many teachers on our campus that are experts and excellent resources in many different areas of early childhood education and these teachers are used to present during our professional development.

## Perceptions Strengths

Our success is attributed but not limited to the following factors:

- Professional Development 2:30-3:20
- Weekly Instructional Planning
- Weekly PLC Meetings
- 4 days during the school year that are dedicated to road mapping, 2 in the winter, 2 in the spring
- Monthly Book Studys
- Pre-K Coaches on campus
- Monthly meeting with paraprofessionals

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Not enough time for independent Planning **Root Cause:** Pre-K Schedule

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 1:** By June 2020, at least 85% of PK4 students will meet benchmark scores on the Circle assessment for the following components: Rapid Letter Naming, Writing, Math, Social Emotional Learning; and 75% of PK4 students will meet benchmark scores in the area of Rapid Vocabulary.

2018-19: Rapid Letter- 91%; Rapid Vocabulary- 66%; Writing- 94%; SEL- 91%; Math- 92%

2017-18: Rapid Letter- 98%; Rapid Vocabulary- 47%; Writing- 83%; SEL- 96%; Math- 84%

**Evaluation Data Source(s) 1:** EOY Circle Assessment Data

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews  |     |     |
|---|---------------|---|--|--|-----|-----|
|   |               |   |  | Nov  | Jan | Mar |
| 1) Provide Literacy and Math tutor position to coach and mentor other teachers while working with struggling students in the classroom. | 2.4, 2.5, 2.6 | Director<br>District MCL<br>Lead Teacher<br>Pre-K Coach                       | Opportunity to grow teachers and campus leadership   |  |     |     |
|   |               |   |  | <b>Funding Sources:</b> 211 - Title I, Part A - 20000.00, 199 PIC 23 - Special Education - 162.00  |     |     |
| 2) Purchase literacy, math, and science materials for classrooms to enhance instruction.  | 2.4, 2.5, 2.6 | Director<br>Team leaders<br>Intervention<br>Specialist<br>Lead Teacher<br>MCL | Students will have increased opportunities to read, problem solve, and interact with greater text and to learn math concepts using a greater variety of manipulatives. |  |     |     |
|   |               |   |  | <b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 10207.00, 199 PIC 25 - ESL/Bilingual - 112.00, 199 PIC 35 -PreK Bilingual - 114.00, 211 - Title I, Part A - 0.00 |     |     |

| Strategy Description  | ELEMENTS           | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews   |     |     |
|---|--------------------|--|--|---|-----|-----|
|   |                    |  |  | Nov   | Jan | Mar |
| 3) Increase opportunities for student learning for authentic problem based learning so that 100% of students participate in three or more classroom projects and in 2 or more field investigation experiences (i.e. Zoo, Museum, Bugs on Wheels) to provide relevant connections to their learning. | 2.4, 2.5, 2.6, 3.2 | Director<br>MCL<br>Teachers<br>Field Investigation<br>Committees | Authentic application of literacy and math skills will result in making learning more purposeful and relevant. |   |     |     |
|   |                    |  |  | <b>Funding Sources:</b> 211 - Title I, Part A - 35500.00, 199 PIC 32 - Pre-Kindergarten - 1229.00 |     |     |
| = Accomplished       = No Progress       = Discontinue  |                    |  |  |   |     |     |

## Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

**Performance Objective 1:** By June 2019, at least 90% of students will respond favorably on the SEL portion of the Circle assessment.




2018-19: Social/Emotional - 91%

2017-18: Social/Emotional - 96%

**Evaluation Data Source(s) 1:** Social-Emotional Learning Circle EOY Checklist

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS  | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---|---|--|-------------------|-----|-----|
|   |   |   |  | Nov               | Jan | Mar |
| 1) Provide a behavior intervention specialist and social worker to work with families and students in crisis. | 2.4, 2.5, 2.6, 3.1, 3.2   | Director<br>Behavior<br>Intervention<br>Specialist<br>CIS | Provide interventions and supports for students who are struggling to regulate and/or in crisis. This will help them connect with school and be ready to learn. It will also provide support and resources to parents. |                   |     |     |
|   | <b>Funding Sources:</b> 211 - Title I, Part A - 63407.17  |   |  |                   |     |     |
| 2) Provide supplies for nurse/clinic.   | 2.4, 2.5  | Director<br>Nurse   |  |                   |     |     |
| 3) Provide high functioning and efficient front office to support families and staff.                         | 2.4, 2.6, 3.1   | Director  | Meeting family and staff needs will enhance building climate and increase student performance.   |                   |     |     |
|   | <b>Funding Sources:</b> 199 PIC 32 - Pre-Kindergarten - 7000.00, 199 PIC 99 - Undistributed - 4333.00 |   |  |                   |     |     |
| 4) Provide transition visits for our prekindergarten students to visit their future elementary campuses       | 2.6   | Director<br>Intervention<br>Specialist<br>ADA             | Enhance a positive transition from PK School to Elementary campuses.   |                   |     |     |
| 5) Provide Wildcat Way Community with after school opportunities for parental involvement                     | 2.4, 2.6  | Director<br>Teachers                                      | Wildcat Way families will feel a greater home/school connection  |                   |     |     |
|   | <b>Funding Sources:</b> 199 PIC 99 - Undistributed - 2000.00  |   |  |                   |     |     |

| Strategy Description  | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews |     |     |
|---|----------|---------|-----------------------------------|-------------------|-----|-----|
|   |          |         |                                   | Nov               | Jan | Mar |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |          |         |                                   |                   |     |     |

### Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

**Performance Objective 1:** By June 2019, at least 87% of PK4 students will perform at post-secondary ready levels on all benchmarks in Circle.

2018-19: Rapid Letter- 85%; Rapid Vocabulary- 66%; Writing- 94%; SEL- 91%; Math- 92%

2017-18: Rapid Letter- 98%; Rapid Vocabulary- 47%; Writing- 83%; SEL- 96%; Math- 84%

**Evaluation Data Source(s) 1:** EOY Circle Assessment Data

#### Summative Evaluation 1:

| Strategy Description   | ELEMENTS  | Monitor                          | Strategy's Expected Result/Impact                                | Formative Reviews |     |     |
|--|---|----------------------------------|--|-------------------|-----|-----|
|  |   |                                  |  | Nov               | Jan | Mar |
| 1) Provide professional development opportunities for director, teachers and teacher assistants in early literacy, math, and the project approach. | 2.4, 2.5, 2.6   | Director Intervention Specialist | Better trained teachers will lead to higher performing students. |                   |     |     |
|  | <b>Funding Sources:</b> 211 - Title I, Part A - 23645.00, 199 PIC 11 - Instructional Services - 3000.00 |                                  |  |                   |     |     |
| 2) 1.) Provide planning days for teachers in the fall and in the spring to look at student data and use it to guide instruction                    | 2.4, 2.5, 2.6   | Director Pre-K Coach             | Better planned instruction                                       |                   |     |     |
|  | <b>Funding Sources:</b> 211 - Title I, Part A - 8447.83, 199 PIC 34 - Pre-K At Risk/SCE - 568.00        |                                  |  |                   |     |     |
| = Accomplished                 = No Progress                 = Discontinue   |   |                                  |  |                   |     |     |

## Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.







**Performance Objective 1:** By June 2019, PK4 will close existing achievement gaps by at least 3% on CIRCLE between English Learner/non-English Learner students while all performance improves.

2018-19: EL 82%; non-EL 87%

2017-18: EL 72%; non-EL 80%

**Evaluation Data Source(s) 1:** CIRCLE EOY Data

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|--|---------------|---|--|---|---|---|
|  |               |   |  | Nov   | Jan   | Mar   |
| 1) Offer technology tools to allow teachers to personalize student instruction.  | 2.4, 2.5, 2.6 | Director<br>MCL<br>Team Leaders<br>Campus<br>Technology<br>Representative | Increase student performance by offering rigorous personalized opportunities in reading and technology skills. |  |  |  |
| <b>Funding Sources:</b> 211 - Title I, Part A - 22500.00   |               |   |  |   |   |   |
|  = Accomplished  = No Progress  = Discontinue |               |   |  |   |   |   |



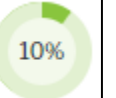


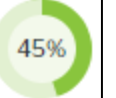


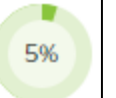


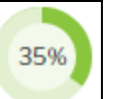


## Goal 5: To remain in compliance with Federal and State law.










**Performance Objective 1:** Meet all compliance timelines and reporting requirements.





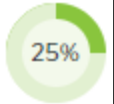
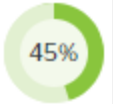




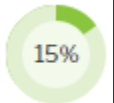

**Evaluation Data Source(s) 1:** All strategies will be implemented.













### Summative Evaluation 1:

| Strategy Description   | ELEMENTS      | Monitor                                   | Strategy's Expected Result/Impact                       | Formative Reviews   |   |   |
|--|---------------|---|---|---|---|---|
|  |               |   |   | Nov   | Jan   | Mar   |
| 1) Conduct annual program evaluation (CATE, SCE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision (One Way Dual Language).  | 2.4, 2.5, 2.6 | Behavior Intervention Specialist Director | growth in English Language acquisition                  |    |    |    |
| 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students meeting CIRCLE benchmark cut scores. Strategies include: weekly professional learning, PLC, data-informed lesson planning, and small group instruction.  | 2.4, 2.5, 2.6 | Director MCL Leadership Team              | Growth in reading proficiency                           |    |    |    |
| 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. Wildcat Way is an Early Learning Center and only have PK age students.   |               |   |   |    |    |    |
| 4) TECHNOLOGY - Provide opportunities, inclusive of professional learning, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the TEKS and STAAR. Participate in mento-mentee grant. Continue to provide support for new teachers through the on-boarding and induction program. Involve staff in recruiting and interviewing highly-qualified applicants. | 2.4, 2.5, 2.6 | Director Staff                            | Growth of teachers/leaders will support student growth. |  |  |  |

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|---------------|---|---|-------------------|-----|-----|
|   |               |   |   | Nov               | Jan | Mar |
| 5) Promote parent and community engagement in drug and violence prevention programs/activities by: hosting parent meetings, parent training sessions, and distributing information.   | 3.1, 3.2      | CIS<br>Teachers<br>Director   | Increased parent engagement will support student growth                                       |                   |     |     |
| 6) Provide professional learning based on level of expertise and need in the following areas: Bullying Prevention, Violence/Conflict Resolution, Resiliency/Developmental Assets, Prevention Curriculum training, No Place for Hate, SEL, Love and Logic. The campus Social Emotional Learning Cadre will train all staff in professional learning sessions once per month throughout the school year. Additionally, teachers will receive campus training in August on teaching classroom routines and procedures, and positive behavioral supports. | 2.4, 2.6      | Director<br>Behavior Intervention Specialist<br>CIS<br>Teachers<br>Teacher Assistants | Developing student social emotional skills will support student growth.                       |                   |     |     |
| 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The campus has Preschool Program for Children with Disabilities services. A speech and language pathologist provides services to students on the campus within the LRE. District LSSP, Diagnostician, SLP and Behavior Intervention Specialist provide professional learning to support access, participation, and success within the general education curriculum for all students.    | 2.4, 2.5, 2.6 |   | PPCD Teachers<br>SLP<br>LSSP<br>Diagnostician<br>Behavior Intervention Specialist<br>Director |                   |     |     |
| 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Students with disabilities at Wildcat Way are preschool age and are not of participation age for state assessments.  |               |   |   |                   |     |     |
| 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education time lines and compliance requirements. District LSSP, Diagnostician, SLP, Counselor, and Director receive district level professional learning to remain in compliance with time lines and requirements   | 2.4, 2.5, 2.6 | LSSP<br>Diagnostician<br>SLP<br>Behavior Intervention Specialist<br>Director          | Inclusive programming and services support student growth.                                    |                   |     |     |

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact                         | Formative Reviews  |  |  |
|---|---------------|--|---|--|--|--|
|   |               |  |   | Nov  | Jan  | Mar  |
| 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: Language Arts, Math, Science, Social Studies, LEP Intervention Specialist. The campus does not have specialists to provide supplemental At-Risk services in the above listed content areas. However, the campus Intervention Specialist, and District PK Coach provide collaborative professional learning and technical assistance to supply teachers with strategies for struggling students weekly during professional learning sessions across the content areas. In addition, all teachers are either Bilingual or ESL certified.  | 2.4, 2.5, 2.6 | Director<br>Behavior Intervention Specialist<br>Leadership Team<br>Staff | Growth of teachers will support student growth            |   |   |   |
| 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students). Use content and developmentally appropriate manipulatives, (magnetic letters, puzzles, lacing cards, etc.), and literacy materials, leveled books, bilingual centers, etc.), to support instruction in the areas of listening, speaking, reading, and writing commensurate with the student's level of English. Students receiving bilingual or ESL support during the school year are eligible to participate in the Special Language Summer School Program. | 2.4, 2.5, 2.6 | Director<br>Leadership Team<br>Staff                                     | Providing supplemental services supports students growth. |   |   |   |
| 12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: recruitment, training/support, recognition of volunteers/partnerships. We build volunteer partnerships by: identifying and welcoming them; providing communication and collaboration opportunities about school events through a parent handbook, newsletters, notes home, etc; providing training and support through our CIS; and recognizing volunteers at the campus level and at the district Good Neighbor Ceremony.   |               |  |   |  |  |  |

| Strategy Description   | ELEMENTS           | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|--|--------------------|---|---|---|---|---|
|  |                    |   |   | Nov   | Jan   | Mar   |
| 13) TITLE II A - Provide professional learning to CIT, teachers, and administrators that increases knowledge and skills related to: vertical alignment; instructional strategies to meet the needs of diverse student populations; integration of technology into curricula and instruction for improving teaching, learning, and technology literacy; state PK Guidelines in the content areas of English/Language Arts, social studies, and/or science, and/or math; Simultaneous Dual Language/Bi-Literacy; Project Approach; and small group personalized instruction. This includes opportunities for teachers to be coached, attend sustained training/workshops and/or conferences together with structured follow-up and technical support. Professional learning will be provided by campus Director, District PK Coach, Leadership Team, and staff impacting one or more of the above on a weekly basis. | 2.4, 2.5, 2.6, 3.2 | Director<br>Leadership Team<br>Staff                                  | Increasing staff knowledge and skills supports student growth.                                    |    |    |    |
| 14) Teachers/Administrator/Staff will develop understanding of the Professional Learning Framework and continue participation in professional learning via professional learning communities in areas of: teaching and learning, and leadership for results. Professional learning will be provided at the campus level on a weekly basis.   |                    | Director<br>Leadership Team<br>Behavior<br>Intervention<br>Specialist | Supporting teacher growth will increase student success.  |    |    |    |
| 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Support will be provided by assigned teacher partner and campus mentor in the areas of assessment, curriculum scope and sequence, daily routine, classroom environment, student progress, centers, and positive behavioral supports. The campus Team Leaders will provide guidance, and assessment/curriculum/lesson planning support.  | 2.4, 2.5, 2.6      | Director<br>Lead<br>Mentor/Mentors<br>Team Leaders                    | Supporting new teacher growth supports student growth   |   |   |   |
| 16) Recruit and retain highly-qualified staff, defined through state and local criteria by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website. Campus representatives will participate in district job fairs and meet and greets, etc.  | 2.4, 2.5, 2.6      | Director<br>Leadership Team<br>Staff                                  | Recruiting and retaining highly qualified staff in a collaborative manner supports student growth |  |  |  |

| Strategy Description   | ELEMENTS                | Monitor  | Strategy's Expected Result/Impact                                   | Formative Reviews  |  |  |
|--|-------------------------|--|---|--|--|--|
|  |                         |  |   | Nov  | Jan  | Mar  |
| 17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of professional learning that will build ties between parents and school. Collaboration will occur through CIT meetings, Parent meetings, Parent Conferences, Room Parents, and Parent trainings.  | 2.4, 2.5, 2.6, 3.1, 3.2 | Director<br>Behavior<br>Intervention<br>Specialist<br>CIT<br>Leadership<br>Team<br>Staff | Parents and school working collaboratively supports student growth. |   |   |   |
| 18) PK and K teachers develop transition strategies. Elementary campuses provide Kindergarten Orientation at different times and in a variety of settings to increase parent engagement in campus transition activities. Parents will be invited to visit their child's Kindergarten feeder school prior to the start of the school year. WWS students will visit their kindergarten elementary schools.   | 2.6, 3.2                | Director   |   |   |   |   |
| 19) GIFTED AND TALENTED - Provide opportunities for GT professional learning, based on level of expertise and need, in one of the following areas: nature and needs of GT students; assessing and identifying GT student needs; differentiating curriculum for GT students; assessing social and emotional needs of GT students; creativity and instructional strategies for GT students. We are an Early Learning School and have PK age students only.   |                         |  |   |   |   |   |
| 20) GIFTED AND TALENTED - Conduct annual GT evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those student showing great potential but how are difficult to identify as intellectually-gifted. Conduct an annual GT parent meeting to develop awareness of the program, identification, and requirements. We are an Early Learning School and have PK age students only |                         |  |   |  |  |  |

| Strategy Description  | ELEMENTS           | Monitor   | Strategy's Expected Result/Impact                       | Formative Reviews |     |     |
|---|--------------------|---|---|-------------------|-----|-----|
|   |                    |   |   | Nov               | Jan | Mar |
| 21) COORDINATED SCHOOL HEALTH (CSH) and CIP -<br>1. appropriate labeling, stowing, and usage of cleaning solution;<br>2. appropriate labeling, stowing, and distribution of hand sanitizer;<br>3. implementation of required monthly safety drills;<br>4. Classroom guidance lessons focused on topics from Texas PK Developmental Guidance Plan;<br>5. Staff implementation of Social Emotional strategies, Project Class and SOC support.   | 2.4, 2.5, 2.6      | Director<br>Nurse<br>Behavior<br>Intervention<br>Specialist<br>CIS<br>Crisis Response<br>Safety Team<br>Staff |   |                   |     |     |
| 22) Review and revisit both the Home/School Compact and Parental Engagement Policy by: offering several opportunities for parent input; develop, with parent input, current school year compact and policy in English and Spanish; share compact with parents and document. The Home/School Compact and the Parental Engagement Policy is collaboratively developed by staff and parents at the Back to School Night held within the first nine weeks of the school year, curing which final copies are given to parents, signed, and returned. For parents unable to attend this meeting a copy is sent home in the weekly folder. The Home/School Compact and the Parent Engagement Policy are included in the Title I Portfolio. | 2.4, 2.5, 2.6, 3.1 | Director<br>CIS<br>Staff  | Increasing parental engagement supports student growth. |                   |     |     |
| 23) ) Increase parent attendance at Title I Annual Meeting to share the following: parents' rights; curriculum; school report card; Title I participation; offer a flexible number of meetings. Meetings will be held in August during Orientation and in October during Back to School Night. English and Spanish translators will be provided.  | 2.4, 3.1, 3.2      | Director<br>Behavior<br>Intervention<br>Specialist<br>CIS<br>Staff  |   |                   |     |     |
| = Accomplished                = No Progress                = Discontinue  |                    |   |   |                   |     |     |

# Campus Improvement Committee

| <b>Committee Role</b>       | <b>Name</b>        | <b>Position</b> |
|-----------------------------|--------------------|-----------------|
| Administrator               | Morella Tapia      |                 |
| Classroom Teacher           | Cheryll Ownby      | teacher         |
| Classroom Teacher           | Lindsay Bryan      |                 |
| Non-classroom Professional  | Catheryn Hefner    |                 |
| District-level Professional | Stephanie Sandifer |                 |
| Parent                      | Megan Gilchrist    |                 |
| Parent                      | Katin Ashley       |                 |

# Campus Funding Summary

| 199 PIC 11 - Instructional Services |           |          |   |                                 |             |
|-------------------------------------|-----------|----------|---|---------------------------------|-------------|
| Goal                                | Objective | Strategy | Resources Needed                                    | Account Code                    | Amount      |
| 1                                   | 1         | 2        | Equipment Repairation                               | 199.11.6244.000.128.32.0.128    | \$400.00    |
| 1                                   | 1         | 2        | Technology Installation                             | 199.11.6249.000.128.32.0.128    | \$1,000.00  |
| 1                                   | 1         | 2        | Instructional Materials                             | 199.11.6399.000.128.32.0.128    | \$8,807.00  |
| 3                                   | 1         | 1        | Substitutes for Professional Learning Opportunities | 199.13.6112.000.128.1101280.131 | \$3,000.00  |
| <b>Sub-Total</b>                    |           |          |   |                                 | \$13,207.00 |
| <b>Budgeted Fund Source Amount</b>  |           |          |   |                                 | \$13,207.00 |
| <b>+/- Difference</b>               |           |          |   |                                 | \$0         |
| 199 PIC 23 - Special Education      |           |          |   |                                 |             |
| Goal                                | Objective | Strategy | Resources Needed                                    | Account Code                    | Amount      |
| 1                                   | 1         | 1        | Sped Classroom Materials                            | 199.11.6399.000.128.23.0.128    | \$162.00    |
| <b>Sub-Total</b>                    |           |          |   |                                 | \$162.00    |
| <b>Budgeted Fund Source Amount</b>  |           |          |   |                                 | \$162.00    |
| <b>+/- Difference</b>               |           |          |   |                                 | \$0         |
| 199 PIC 25 - ESL/Bilingual          |           |          |   |                                 |             |
| Goal                                | Objective | Strategy | Resources Needed                                    | Account Code                    | Amount      |
| 1                                   | 1         | 2        | ESL/Bilingual Materials                             | 199.11.6399.00.128.32.0.128     | \$112.00    |
| <b>Sub-Total</b>                    |           |          |   |                                 | \$112.00    |
| <b>Budgeted Fund Source Amount</b>  |           |          |   |                                 | \$112.00    |
| <b>+/- Difference</b>               |           |          |   |                                 | \$0         |



| 199 PIC 32 - Pre-Kindergarten      |           |          |  |                                |            |
|------------------------------------|-----------|----------|--|--------------------------------|------------|
| Goal                               | Objective | Strategy | Resources Needed                           | Account Code                   | Amount     |
| 1                                  | 1         | 3        | Authentic Problem Based Learning Materials | 199.11.6399.000.128.32.0.128   | \$1,229.00 |
| 2                                  | 1         | 3        | Substitutes for Teacher Assistants         | 199.11.6122                    | \$7,000.00 |
| <b>Sub-Total</b>                   |           |          |  |                                | \$8,229.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                                | \$8,229.00 |
| <b>+/- Difference</b>              |           |          |  |                                | \$0        |
| 199 PIC 34 - Pre-K At Risk/SCE     |           |          |  |                                |            |
| Goal                               | Objective | Strategy | Resources Needed                           | Account Code                   | Amount     |
| 3                                  | 1         | 2        | At Risk Materials for Targeted Students    | 199.11.34.6399.00.128.34.0.128 | \$568.00   |
| <b>Sub-Total</b>                   |           |          |  |                                | \$568.00   |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                                | \$568.00   |
| <b>+/- Difference</b>              |           |          |  |                                | \$0        |
| 199 PIC 35 -PreK Bilingual         |           |          |  |                                |            |
| Goal                               | Objective | Strategy | Resources Needed                           | Account Code                   | Amount     |
| 1                                  | 1         | 2        | Bilingual Projects                         | 199.11.6121.000.128.35.128     | \$114.00   |
| <b>Sub-Total</b>                   |           |          |  |                                | \$114.00   |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                                | \$114.00   |
| <b>+/- Difference</b>              |           |          |  |                                | \$0        |
| 199 PIC 99 - Undistributed         |           |          |  |                                |            |
| Goal                               | Objective | Strategy | Resources Needed                           | Account Code                   | Amount     |
| 2                                  | 1         | 3        | Office Supplies/Furniture                  | 199.23.6399.000.128.99.0.128   | \$4,333.00 |
| 2                                  | 1         | 5        | Miscellaneous Operating Expenses           | 199.61.6499.000.128.99.0.128   | \$2,000.00 |
| <b>Sub-Total</b>                   |           |          |  |                                | \$6,333.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                                | \$6,333.00 |
| <b>+/- Difference</b>              |           |          |  |                                | \$0        |

| 211 - Title I, Part A              |           |          |                                       |                                    |              |
|------------------------------------|-----------|----------|---------------------------------------|------------------------------------|--------------|
| Goal                               | Objective | Strategy | Resources Needed                      | Account Code                       | Amount       |
| 1                                  | 1         | 1        | Literacy and Math Tutor               | 211.11.6110                        | \$20,000.00  |
| 1                                  | 1         | 2        | Instructional Materials               | 211.61.6399                        | \$0.00       |
| 1                                  | 1         | 3        | Field Trips                           | 211.11.6299                        | \$4,000.00   |
| 1                                  | 1         | 3        | Transportation for Field Trips        | 211.11.6494                        | \$2,000.00   |
| 1                                  | 1         | 3        | Literacy, Math, Science Materials     | 211.11.6399                        | \$26,500.00  |
| 1                                  | 1         | 3        | Magazine/Literacy Subscriptions       | 211.11.6397                        | \$3,000.00   |
| 2                                  | 1         | 1        | Behavior Intervention Specialist      | 211.31.6299                        | \$61,907.17  |
| 2                                  | 1         | 1        | Snacks for Parental Involvement       | 211.61.6499                        | \$1,500.00   |
| 3                                  | 1         | 1        | Professional Development for Teachers | 211.13.6411                        | \$12,000.00  |
| 3                                  | 1         | 1        | Professional Development for Director | 211.23.6239                        | \$3,000.00   |
| 3                                  | 1         | 1        | Travel for director                   | 211.23.6299.000.128.34             | \$2,000.00   |
| 3                                  | 1         | 1        | Travel for Teacher                    | 211.13.6299.000.128.34             | \$3,000.00   |
| 3                                  | 1         | 1        | online software                       | 211.11.6499                        | \$300.00     |
| 3                                  | 1         | 1        | Region IV Professional development    | 211.13.6239.000.128.34.0.000.FB620 | \$3,345.00   |
| 3                                  | 1         | 2        | Substitutes                           | 211.11.6112                        | \$8,447.83   |
| 4                                  | 1         | 1        | Promethean Boards, etc.               | 211.11.6398                        | \$22,500.00  |
| <b>Sub-Total</b>                   |           |          |                                       |                                    | \$173,500.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |                                       |                                    | \$173,500.00 |
| <b>+/- Difference</b>              |           |          |                                       |                                    | \$0          |
| <b>Grand Total</b>                 |           |          |                                       |                                    | \$202,225.00 |