

**Willis Independent School District**  
**Roark Early Education Center**  
**2023-2024 Improvement Plan**



# Mission Statement

**Roark Early Education Center will set the foundation of learning by developing social/emotional and academic skills for ALL students.**

## Vision

### Little Learners Building BRIGHT Futures

- Provide a consistent environment that recognizes and accepts students' social-emotional, academic and cultural needs.
- Work as a professional learning community of collaborating to provide ALL students a high level of instruction.
- Collaborate to provide interventions and enrichment with consistent monitoring for growth for ALL students.
- Model positive attitudes, values and ethics between staff students and parents.
- Commit to embracing change with a focus on what we can control.

## Collective Commitments

- Be Committed
- Be Exceptional
- Be Flexible
- Be Compassionate
- Be ALL In

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# Comprehensive Needs Assessment

## School Processes & Programs

### School Processes & Programs Summary

**Interview Process for Recruiting High Quality Teachers:** Interview questions from our district set of questions with additional questions based on campus needs and personality.

**District Strategic Implementation Guide 3.0 (SIG):** This document drives our PLC process at REEC. We use this document to consistently drive growth through collaborative meetings to increase our ability to function as a professional learning community.

**Texas Prekindergarten Guidelines (2015 & 2022):** A TEA resource used to build a guaranteed and viable curriculum for all students. The content allows teachers to plan lessons focused on the essentials.

**Response to Intervention (RtI):** A tool specifically designed to lessen gaps in instruction for students. We use this time to remediate and intervene with students who are struggling with essential standards.

**Essential Standards:** Standards chosen from our Texas PreKindergarten Guidelines that must be mastered to be successful in Kindergarten. Students are given opportunities for reteach and reassessment on these specific standards to ensure mastery at high levels.

**Essential Standard Unit Plan:** our planning document where we breakdown the prioritized standard and create a plan for what we will teach to ensure mastery of the essentials.

**Academic/Family Nights:** These nights are used to increase parent involvement and activities for families to work on skills at home. The skills taught include SEL, reading and math strategies.

### School Processes & Programs Strengths

PLC Collaboratives drive:

- Mastery of the PreK Essential Standards
- Data protocol discussions
- Interventions and Enrichment
- Shared instructional strategies

Binders and charts allow students to track their progress and set goals.

Common planning time of collaborative meetings are productive.

Technology:

- Carts of 25 Ipads in every classroom
- Technology based reading, math and science apps for extending learning (Waterford, Math Shelf, Starfall, and Imagine Learning)

# 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 goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

## 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** All students will show measurable growth toward kindergarten readiness, at a minimum attaining approaching or mastered on the Prekindergarten essential standards and CIRCLE Progress Monitoring PreK.





**Performance Objective 1:** By May of 2024, 90% of prekindergarten students will achieve at meets or master on the Prekindergarten essential standards.

**HB3 Goal**

**Evaluation Data Sources:** Prekindergarten essential standard data and nine week Report Cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prekindergarten teachers will utilize collaborative team time to share strategies to improve learning and teaching based on specific data from daily binders of Basic PreK skills and nine week summative assessments to design small group instruction and individual interventions to ensure mastery of PreK guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team Teachers Leadership Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Prekindergarten teachers and special education staff will use the PreK Guidelines and design qualities to create engaging lessons for all students</p> <p><b>Strategy's Expected Result/Impact:</b> Engaging instruction based on best practices will be evident in walk-throughs and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team Teachers Leadership Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will set professional goals that will be supported through staff development, coaching and data monitoring to aid in student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> T-TESS walk-throughs and formal evaluations, assessment data and effective research-based data.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team Teachers Leadership Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SpEd staff will gather anecdotal observation notes and other evidence that measure student performance on the IEP mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> SpEd staff will be able to use assessment data to monitor student progress and make instructional adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team Teachers Leadership Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** All students will show measurable growth toward kindergarten readiness, at a minimum attaining approaching or mastered on the Prekindergarten essential standards and CIRCLE Progress Monitoring PreK.

**Performance Objective 2:** By May of 2024, all prekindergarten students will show 50% growth toward readiness on the CIRCLE Progress Monitoring tool from BOY to EOY.

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE Progress Monitoring PreK, report cards, and PreK Basic Skill data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prekindergarten teachers will utilize collaborative team time to share strategies to improve learning and teaching based on specific data from CIRCLE Progress Monitoring to design small group instruction and individual interventions to ensure mastery of PreK guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of PreK Guidelines as measured by PreK Inventory and CIRCLE Progress Monitoring .</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team Teachers Leadership Administration</p> <p><b>Funding Sources:</b> Copy Paper to print binder pages - 199 - General Fund - 11-6399 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will set professional goals that will be supported through staff development, coaching and data monitoring to aid in student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> T-TESS walk-throughs and formal evaluations, assessment data and effective research-based data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Funding Sources:</b> Staff Development Training(CIRCLE, SPED, etc.) - 199 - General Fund - 13-6291 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Prekindergarten teachers and special education staff will use the PreK Guidelines and design qualities to create engaging lessons for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Engaging instruction based on best practices will be evident in walk-throughs and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team Teachers Leadership Administration</p> <p><b>Funding Sources:</b> PreK classroom center activities and manipulatives - 199 - General Fund - 11-6399 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SpEd staff will gather anecdotal observation notes and other evidence that measure student performance on the IEP mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> SpEd staff will be able to use assessment data to monitor student progress and make instructional adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator SpEd teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Classrooms teachers and teacher assistants will be trained in proper protocols and standardization for administering assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-throughs and observations will provide evidence of normed administration of assessments and students will consistently demonstrate mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers Instructional Aides</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All staff will increase their proficiency with current technologies to improve teacher efficiency, technology integration and student productivity.</p> <p><b>Strategy's Expected Result/Impact:</b> Tech challenges, applied integration, walk-throughs, student production and</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

meeting PreK Guidelines

**Staff Responsible for Monitoring:** Administration

Teachers

ICoach

Instructional Aides



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 2:** All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

**Performance Objective 1:** By May 2024, REEC will increase parental involvement opportunities by hosting parent academies and various events.

**HB3 Goal**

**Evaluation Data Sources:** Parent survey information  
 Sign-in attendance logs  
 Parent contact logs





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Dojo, emails, call-outs, social media and weekly/monthly newsletters to inform and communicate with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Funding Sources:</b> Copy paper to print monthly newsletter/calendar for student folders - 199 - General Fund - 11-6399 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> REEC will host family/parent involvement nights and parent academies to encourage SEL and academic skills to use at home and provide volunteer opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and family involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Prekindergarten teachers will utilize a monthly newsletter, printed, to communicate essential standards and increase communication between home and school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent/teacher communication Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Regularly scheduled REEC Newsletter sent to parents electronically on the first of every month in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement Increased parent awareness</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All staff will be prepared to support student achievement.

**Performance Objective 1:** By the end of June 2024, 100% of all Roark EEC teachers will have met the requirements as Highly Qualified(HQ).





**Evaluation Data Sources:** Reference checks of new hires  
Teacher certifications(SBEC)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Early recruitment of highly-qualified teachers in PreK and SpEd. <b>Strategy's Expected Result/Impact:</b> Retention of HQ teachers <b>Staff Responsible for Monitoring:</b> Administrators Human Resources SpEd Director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Roark EEC will retain highly qualified teachers by: a) Providing mentors for new teachers to the campus and/or district b) Providing professional growth opportunities c) Providing professional encouragement and instructional coaching <b>Strategy's Expected Result/Impact:</b> Higher levels of learning and improvement on CLI and binder data <b>Staff Responsible for Monitoring:</b> Administrators  <b>Funding Sources:</b> Staff development training for new teachers(CIRLE, Waterford, CLI, etc.) - 199 - General Fund - 13-6291 - \$1,500	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All staff will be prepared to support student achievement.

**Performance Objective 2:** By May 2024, all teachers will receive their required 30 hours of campus and professional development sessions .

**Evaluation Data Sources:** Lesson planning, integration of professional development in classroom instruction(walkthroughs), and Eduphoria STRIVEportfolios.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide campus and professional training on reading, writing, math and social-emotional best practices.</p> <ul style="list-style-type: none"> <li>-Scholastic PreK On My Way Staff Development</li> <li>-Heggerty Training</li> <li>-Waterford Early Learning Training</li> <li>-Imagine Learning</li> <li>-Math Shelf</li> <li>-CIRCLE Training</li> <li>-Learning Without Tears Training</li> <li>-Technology Training</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets, documentation and learning strategies used in class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** All staff will be prepared to support student achievement.

**Performance Objective 3:** By May 2024, all teachers will be ESL certified.





**Evaluation Data Sources:** ESL Certifications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers who are not certified will register for an ESL prep class. Teachers will sign up to take the test.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher quality</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** All district funds will be utilized for programs that ensure the success of every student.

**Performance Objective 1:** By the end of the 2024 school year, 100% of funding decisions made by the campus will be prioritized by campus initiatives during the 2022-2023 school year.





**Evaluation Data Sources:** Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All District and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines. <b>Strategy's Expected Result/Impact:</b> Budgets will be utilized and balanced accordingly at the end of the school year. <b>Staff Responsible for Monitoring:</b> Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus CEIC and Administrative Team will meet regularly to review campus needs, campus plan and budget items.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 1:** Roark Early Education Center staff will use multiple strategies and assessments measures to cultivate an emotionally and physically safe environment focused on a culture of universal achievement for 100% of our students by the end of the 2023-2024 school year.





**Evaluation Data Sources:** 100% effective implementation of social emotional instructional strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Roark EEC teachers and SpEd staff will plan and teach social emotional lessons daily (Clifford Mind Builders, Juan Pablo social skills lessons, Morning Meetings and Conscious Discipline strategies).</p> <p><b>Strategy's Expected Result/Impact:</b> Social/emotional lesson plans using Juan Pablo and PKOMW, IEPs, BIPs, walk-throughs and morning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator All teachers SpEd staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Roark EEC staff will serve on committees to meet the diverse needs of our school and enhance our culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more engaged with our school community and have more trust in REEC . They will attend Parent Involvement Committee meetings, participate in fundraisers, Homecoming Parade, Parent Academy and school/classroom events.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Paras</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff will receive additional training in Juan Pablo, Conscious Discipline and other SEL trainings, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence from walk-throughs will reveal a healthy social-emotional culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> Dan St. Romain Juan Pablo Curriculum - 199 - General Fund - 11-6399 - \$500, Conscious Discipline Training - 199 - General Fund - 13-6291 - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 2:** By the end of the 2023-2024 school year, 100% of staff will become more knowledgeable in ways to promote student safety, health and wellness, including: campus safety and security trainings, discipline management and Eduhero Trainings throughout the school year.





- Evaluation Data Sources:** Staff survey on safety  
 Parent survey on safety  
 Walkthroughs  
 Door checks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To ensure the safety of all students, the staff of Roark EEC will conduct 9 safety procedures meetings starting September 2023 and ending June 2024. Evaluation Data Source(s) :</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be determined by the lack of safety concerns on campus and staff surveys and a safer work environment with no workman comp incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Roark EEC staff will sign up and update phone numbers for the RAVE! Panic App, check to make sure the Bear-acade door devices are working properly, monthly fire/weather/shelter-in-place drills, safety door checks by the district constable and Crisis Team(CPR &amp; Diabetes certifications).</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 3:** In 2023-2024, Roark EEC will meet or exceed yearly average attendance rate of 92% or above.

**Evaluation Data Sources:** District weekly attendance rate report  
 Campus attendance reports  
 Bulletin board and student celebrations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will make phone calls or send a SeeSaw/Dojo message to parents on the first day the student is absent to find out why.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing Google sheet of documentation Increase in attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Clerk, Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom attendance celebrations using the word KATS23.</p> <p><b>Strategy's Expected Result/Impact:</b> When a class has spelled out KATS23, there will be a celebration in the class. Increase in attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Clerk, Staff</p> <p><b>Funding Sources:</b> Purchase celebration items(popsicles, treasure box toys, popcorn, certificates, cookies, etc.) - 199 - General Fund - 11-6499 - \$625</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classroom competition bulletin board display every 9 weeks resulting in the classroom with the highest percentage attendance getting a celebration(silly string, pie in the face, foam party, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, clerk, staff</p> <p><b>Funding Sources:</b> Celebration items(silly string, foam machine, whipped cream, tin pans, etc.) - 199 - General Fund - 11-6499 - \$625</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.





**Performance Objective 4:** Student with 100% attendance will receive certificates and awards at the end of 6 weeks and each 9 weeks.

**Evaluation Data Sources:** Increase in attendance

**Goal 6:** As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 44 % to 44 % by August 2024.

**Performance Objective 1:** The percent of PreK students that score on grade level or above in Reading on PreK Binder/Report Card will increase from 90% to 94% by June 2024.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will consistently teach Tier 1 reading lessons using the essential standards from the TX Prekindergarten Guidelines and intervene/enrich Tier 2 and 3 students with research-based lessons/strategies with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans with literacy and language essential standards and strategies, small group documentation of researched-based strategies, and data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> PreK research-based literacy and language materials and manipulatives for centers and small and whole group instruction/intervention/enrichment - 199 - General Fund - 11-6399 - \$2,750, Copy paper to print and make research-based literacy and language resources - 199 - General Fund - 11-6399 - \$650</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will consistently teach Tier 1 RLA lessons using the essential standards from the TX Prekindergarten Guidelines and intervene/enrich Tier 2 and 3 students with reserach-based lessons/strategies with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans with RLA essential standards and strategies, small group documentation of researched-based strategies, and data meetings.</p> <p><b>Funding Sources:</b> PreK research-based math materials and manipulatives for centers and small and whole group instruction/intervention/enrichment - 199 - General Fund - 11-6399 - \$2,750, Copy paper to print and make research-based math resources - 199 - General Fund - 11-6399 - \$650</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 7:** As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 46% by June 2024.

**Performance Objective 1:** The percent of PreK students that score on grade level or above in math on PreK Binder/Report Card will increase from 88% to 90% by June 2024.



# 2023-2024 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Calandra Lewis	Coordinator/Principal
Administrator	Joshua Kelley	Assistant Principal
Classroom Teacher	Mireya Hernandez	Prekindergarten Bilingual Teacher
Non-classroom Professional	Ana Bruce	REEC Clerk
District-level Professional	Debbie Walker	Director of Special Programs
Paraprofessional	Kim Heffernan	PreKindergarten Paraprofessional
Community Representative	sdfsdf sdfsdf	sdfsdf
Business Representative	werw werwe	yuiszdv
Parent	Cristin Wright	Mother

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Copy Paper to print binder pages	11-6399	\$200.00
1	2	2	Staff Development Training(CIRCLE, SPED, etc.)	13-6291	\$4,000.00
1	2	3	PreK classroom center activities and manipulatives	11-6399	\$3,000.00
2	1	1	Copy paper to print monthly newsletter/calendar for student folders	11-6399	\$300.00
3	1	2	Staff development training for new teachers(CIRLE, Waterford, CLI, etc.)	13-6291	\$1,500.00
5	1	3	Conscious Discipline Training	13-6291	\$2,500.00
5	1	3	Dan St. Romain Juan Pablo Curriculum	11-6399	\$500.00
5	3	2	Purchase celebration items(popsicles, treasure box toys, popcorn, certificates, cookies, etc.)	11-6499	\$625.00
5	3	3	Celebration items(silly string, foam machine, whipped cream, tin pans, etc.)	11-6499	\$625.00
6	1	1	PreK research-based literacy and language materials and manipulatives for centers and small and whole group instruction/intervention/enrichment	11-6399	\$2,750.00
6	1	1	Copy paper to print and make research-based literacy and language resources	11-6399	\$650.00
6	1	2	PreK research-based math materials and manipulatives for centers and small and whole group instruction/intervention/enrichment	11-6399	\$2,750.00
6	1	2	Copy paper to print and make research-based math resources	11-6399	\$650.00
<b>Sub-Total</b>					<b>\$20,050.00</b>