

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Leonel Castillo Early Childhood Campus Improvement Plan 2024/2025

Pride in what we do. Courage in how we do it. Determination to get it done.



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DMAC Solutions ®

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LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Mission

Leonel Castillo Early Childhood STEM Academy will provide a high-quality academic, social, and emotional environment, to help our children develop the necessary skills to become critical thinkers and lifelong learners.

Vision

At Castillo STEM we instill pride in what we do, courage in how we do it, and determination to get it done! Leonel Castillo Early Childhood STEM Academy is committed to offer our students' academic excellence in a nurturing environment where school, families, and community come together to share the responsibility for the success of the whole child. Leonel Castillo Early Childhood STEM Academy will celebrate the uniqueness of each student, as we focus on the growth of each child. Our vision is built upon Leonel Castillo's legacy of pride, courage, and determination.

Nondiscrimination Notice

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY Site Base

Name	Position
Gloria, Sylvia	Parent Engagement
Gutierrez, Martiza	Parent
Aguillera, Tina	Parent
Padilla, Asbeidy	Teacher, PreK
Duett, Lindsey	Teacher
Lopez, Paola	Teacher
Lechuga, Arcenia	Paraprofessional
Salinas, Mario	Community Member: Pct. 2
Nuncio, Carmen	Community Member
Fuentes, Justin	District Member- Chief School Officer
Miranda, Angie	Executive Director of Federal and State Compliance
Pansmith, Susan	Executive Director of Special Education
Martinez, Pablo	Data Quality Manager
Zepeda, Axinia	Principal

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS data

Demographics Strengths

Leonel Castillo ECC has a diverse population of students, including three classrooms that provide instruction in Spanish. Leonel Castillo adopted an Early Exit Transitional Bilingual Program to adequately serve our students. Currently, LCEC serves four students under the special education umbrella. Because provides universal screening for gifted and talented at the kinder level, students are not identified until the end of the school year.

Demographics Weaknesses

The majority Castillo PreK students enroll without any prior school experience. Castillo students need rigorous teaching in writing across the curriculum.

Demographics Needs

Continued Professional Development to target all ELPS for our Emergent Bilingual students.
Professional Development to implement strong English oral language development for all Emergent Bilingual students.
Professional Development to effectively implement the PreK curriculum (Teaching Strategies)
Professional Development on how to effectively internalize lessons.

Demographics Summary

Leonel Castillo serves a diverse population of students that includes emergent bilinguals being served in bilingual (Spanish) classrooms. Leonel Castillo will continue to provide support and development in order for teachers to better serve this diverse population, specifically in the area of small group instruction.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
Formative Assessments
GOLD
iReady
TTESS
TX Kea

Student Achievement Strengths

- 80% of kinder students are considered "Emerging Kinder" as evidenced from the iReady reading data
- 20% of kinder students are considered on or above grade level as evidenced from the iReady reading data.
- 70% of kinder students are considered "Emerging Kinder" as evidenced from the iReady math data.
- 30% of kinder students are considered on or above grade level as evidenced from the iReady math data.
- 90% of kinder students are on grade level as evidenced by TX KEA data.
- The majority of PreK students are considered "progressing" which is on target for the beginning of the year.

Student Achievement Weaknesses

There seems to be a disparity between the two sets of data points (iReady and TX KEA) for kinder students which needs to be addressed. While the data is on par for the beginning of the year, the need to focus on phonics instruction is evident. Students out performed in the domain of comprehension literature (45%) versus phonic (25%). PreK students need to continue to develop language including formulating full sentences.

Student Achievement Needs

Coaching is needed to continue support the implementation of phonics instruction, read alouds, and overall comprehension (kinder students). PreK teachers need to continue to focus on implementing Teaching Strategies with fidelity. More support is needed for the GOLD assessment to ensure a more accurate depiction of where students are (holistically) in their learning. Additionally, the environment in which kinder students are assessed needs to be addressed to ensure that the assessments are administered with fidelity.

Comprehensive Needs Assessment

Student Achievement Summary

Overall student achievement at Leonel Castillo is on track for the majority of students to be on/above grade level by the end of the school year. While there are concerns with respect to the disparity between the two kinder assessments, the belief is that students will continue to grow and achieve.

School Culture and Climate

School Culture and Climate Strengths

The Leonel Castillo ECC's community and families are highly involved. They are eager to be a part of the school whether it is attending programs, volunteering their time, or providing thoughtful suggestions. Teachers at Leonel Castillo desire to cultivate a positive class/school culture and climate to ensure students are in an environment that is safe and loving.

School Culture and Climate Weaknesses

Due to the lack of retention of teachers, the campus consistently has to enculturate new employees. There is a huge need to retain teachers beyond one year in order to create consistency.

Consistent communication across classrooms with parents/families is an area of growth.

School Culture and Climate Needs

Leonel Castillo ECC is a campus with four classrooms and a total of 11 employees. As a result, it is important to actively engage parents/families and the community to engage in activities and collaboration with the school community.

School Culture and Climate Summary

The teachers at Leonel Castillo are new to the school and there are opportunities to build a sense of community where faculty and staff take ownership of the school. The school is rich with tradition and has a strong community that wants to support the school.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Classroom Walkthrough Data

GOLD

iReady

Program Evaluations

TTESS

TX Kea

Curriculum, Instruction and Assessment Strengths

- Teaching Strategies has been implemented.
- Magnetic Reading, Eureka, Stemsscopes, and SAVVAS have been implemented.
- iReady, TX Kea, and the (holistic) GOLD assessments are being utilized to determine growth in reading and math from the beginning of the year to the end of the year.
- Anchor charts have been implemented.
- Classroom management systems have been implemented across all classrooms for consistency.

Curriculum, Instruction and Assessment Weaknesses

Current needs include:

- weekly lesson internalizations to effectively prepare,
- small group instruction
- implementation of stations to enable small group instruction
- read alouds
- effective implementation of interest areas in the PreK classrooms
- effective implementation of science (Stemsscopes)
- personalized learning experiences (station rotation)

Additionally, due to the size of the campus, there are no opportunities for students to engage in enrichment activities such as PE, music and art. Teachers have to incorporate these into their daily lesson and/or outside resources are brought in (such as Alley theater).

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Continued support and development with Teaching Strategies along with a deeper understanding of how this rigorous curriculum incorporates all core areas and a STEM / play based methodology. There is a great need to provide students with opportunities to engage in learning outside of the classroom such as PE, music and art. Additionally, teachers need support in lesson internalization which requires the identification of an expert from the district or an outside source.

Curriculum, Instruction and Assessment Summary

There has been a lot of growth in the area of curriculum, instruction and assessment at Leonel Castillo. At the kinder level, much of the learning is new; however, the teacher has embraced the benefits of an explicit and systematic set of curricula. Teachers have embraced the robust and rigorous PreK curriculum. While there is much to learn, the learning environments are reflective of the curriculum.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance Data
Survey Data

Family and Community Involvement Strengths

- Monthly principal/parent meetings addressing special topics, questions and concerns.
- Monthly calendar of events.
- Weekly parent communication sent home by classroom teachers.
- Open Houses and parent conferences two times per year.
- Holiday events such as Pies for Parents and the holiday program.
- Partnerships with the community (the Gonzales family giveaway) and Precinct 2.

Family and Community Involvement Weaknesses

- Community members to serve as tutors and mentors for our students.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

- A continued safe, healthy and secure environment on campus for students, staff and parents.
- Additional opportunities for parents to be involved with their students at the school.
- Multiple communication methods with family members

Family and Community Involvement Needs

The greatest need at Leone Castillo is to increase the communication between school and home. Based on feedback provided, the communication between the classroom and home is inconsistent. To create consistency where all classrooms are communicating the same or similar message weekly is essential. Additionally, the weaknesses outlined serve a catalyst for growth and, therefore, a need.

- Community members to serve as tutors and mentors for our students.
- A continued safe, healthy and secure environment on campus for students, staff and parents.
- Additional opportunities for parents to be involved with their students at the school.
- Multiple communication methods with family members

Family and Community Involvement Summary

The community that surrounds Leonel Castillo is highly involved and caring. The sense of community is extremely important which is why effective communication is essential. Leonel Castillo has accomplished a great deal as listed in the strengths; however, there are opportunities to get stronger in order to create a collaborative environment that includes the school and community.

School Context and Organization

School Context and Organization Data Sources

Attendance Data
Discipline Data
Survey Data

Comprehensive Needs Assessment

School Context and Organization Strengths

- Emergent bilinguals served by certified bilingual teachers
- School-wide systems in place for behavior management
- Pride, courage, and determination undergird all that is done by faculty, staff, and students
- Strong belief in play-based learning within the school community
- Learning is active and hands-on

School Context and Organization Weaknesses

- Communication between classrooms and parents/families
- Schedules that reflect bilingual only classrooms
- Stronger behavior management support for teachers
- Teachers beliefs that teaching and learning can happen regardless
- Attendance is a concern. Due to the school being an early childhood center, this is often a first time experience for families to engage their children in a school setting which often results in a learning curve for parents/families understanding the importance of arriving on time prior to ADA.

School Context and Organization Needs

In addition to finding opportunities to support the weaknesses listed, the following are additional needs.

- Support with expediting the process for referring students
- The need for a SPED teacher to support academically and behaviorally
- Cultivating a collegial and collaborative community

School Context and Organization Summary

Leonel Castillo remains in a growth stage as it increases enrollment year over year. What was formerly seamless and effective in previous years does not necessarily apply as the school grows. With growth comes growing pains as the school builds strong systems, processes and culture.

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 1. (Student Achievement) Leonel Castillo ECC will enhance Student Achievement for PK and Kindergarten students by bridging the gap between iReady and TX KEA assessments for Kindergarten students, focusing on advancing oral language skills to improve sentence formulation, and achieving notable progress in CIRCLE assessments for PK in both Math and Literacy domains.

Objective 1. (Curriculum Implementation, Collaboration, and Professional Development) Leonel Castillo ECC will execute a system that supports the implementation of the district curriculum to close the achievement gaps among all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Observations: Weekly Instructional walkthroughs to progress monitor implementation of curriculum. (Target Group: All,PRE K,K) (Strategic Priorities: 2) (ESF: 4,5)	Principal	August 2024-May 2025	(F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)GT Allotment, (S)HB3 Mentor Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: TTESS Data Walkthrough notes/Feedback
2. Weekly Lesson Planning- Staff will collaborate, internalize, practice and reflect on their teaching and instructional practices to develop confidence and successful execution of reading and math lessons. Staff will participate in weekly team planning to support the effective implementation of instructional practices that are aligned to the curriculum. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 2) (ESF: 5)	Principal, Teacher(s)	August 2024-May 2025	(F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)GT Allotment, (S)HB3 Mentor Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: Lesson Plans
3. PLC- Facilitate/Participate in monthly PLCs to support implementation of instructional best practices for literacy and math domains. The teachers would review data, and student work/portfolios and participate in book studies or in the moment PD to help support their instructional delivery. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2) (ESF: 4,5)	Principal, Teacher(s)	August 2024-May 2025	(F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)GT Allotment, (S)HB3 Mentor Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: PLC Meeting Agendas, Minutes and Handouts (if applicable)
4. Professional Development- Teachers and Teacher assistants will seek PD opportunities for core subjects tied to the district adopted curriculum, building teacher capacity in developing curriculum knowledge and	Executive Director of Academics, Principal, Teacher(s)	August 2024-May 2025	(F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual	Criteria: Sign In Sheets and Agendas if on campus PD Certificates/PD Transcripts

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

- Goal 1.** (Student Achievement) Leonel Castillo ECC will enhance Student Achievement for PK and Kindergarten students by bridging the gap between iReady and TX KEA assessments for Kindergarten students, focusing on advancing oral language skills to improve sentence formulation, and achieving notable progress in CIRCLE assessments for PK in both Math and Literacy domains.
- Objective 1.** (Curriculum Implementation, Collaboration, and Professional Development) Leonel Castillo ECC will execute a system that supports the implementation of the district curriculum to close the achievement gaps among all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instructional practices. Engage in ongoing training and coaching with Teaching Strategies, Amplify and Eureka curriculum. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2) (ESF: 5)			Allotment, (S)HB3 Mentor Allotment, (S)Local Funds, (S)SPED Funding, (S)Strong Foundations Implementation (LASO II), (S)Strong Foundations Planning Grant (LASO II)	
5. Coaching and Support- Teachers will engage in ongoing coaching and support to develop teacher expertise with adopted curriculum. Teachers will participate in peer observations, individual coaching and reflection and feedback opportunities to produce lessons that meet the needs of all students. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 2,4) (ESF: 4,5)	Executive Director of Academics, Principal, Teacher(s)	August 2024-May 2025	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)HB3 Mentor Allotment, (S)SPED Funding, (S)State Compensatory	Criteria: TTESS Observation Feedback Data Peer to Peer Observation Notes Coaching Feedback

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

- Goal 1.** (Student Achievement) Leonel Castillo ECC with enhance Student Achievement for PK and Kindergarten students by bridging the gap between iReady and TX KEA assessments for Kindergarten students, focusing on advancing oral language skills to improve sentence formulation, and achieving notable progress in CIRCLE assessments for PK in both Math and Literacy domains.
- Objective 2.** (Differentiated Learning) Leonel Castillo ECC will execute a system that supports the implementation of blended learning to support all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Blended Learning- PK Teachers will implement Blended Learning within the literacy and math interest areas using identified research-based programs for PreK to meet needs and provide students with daily differentiated instruction. Kindergarten Teachers will implement blended learning stations, iReady, Summit, and other identified research-based programs to meet the needs of students and to provide students with daily differentiated instruction. Teachers will integrate the use of technology and digital platforms, and or App based programs to help support scaffolds needed for intervention and enrichment. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 2) (ESF: 5)</p>	<p>Principal, Teacher(s)</p>	<p>August 2024-May 2025</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds, (S)SPED Funding, (S)Strong Foundations Implementation (LASO II), (S)Strong Foundations Planning Grant (LASO II)</p>	<p>Criteria: TTESS Data Walkthrough notes/Feedback Program Usage Lesson Completion</p>
<p>2. Rtl and IAT Processes- Implement Rtl and IAT processes. Ensure teachers are trained on the policies and processes and are invited to be part of the decision making committee for Rtl and IAT. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 2,4) (ESF: 5)</p>	<p>Executive Director of Academics, Principal, Special Ed Teachers, Special Education Director, Teacher(s)</p>	<p>August 2024-May 2025</p>	<p>(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds, (S)SPED Funding, (S)Strong Foundations Implementation (LASO II), (S)Strong Foundations Planning Grant (LASO II)</p>	<p>Criteria: Sign in sheets Rti and IAT Documentation</p>

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

- Goal 1.** (Student Achievement) Leonel Castillo ECC will enhance Student Achievement for PK and Kindergarten students by bridging the gap between iReady and TX KEA assessments for Kindergarten students, focusing on advancing oral language skills to improve sentence formulation, and achieving notable progress in CIRCLE assessments for PK in both Math and Literacy domains.
- Objective 3.** (Academic Communication) Leonel Castillo ECC will execute a system to meet and support parents with students areas of growth and strengths, to enhance learning needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent Conferences- Teacher will hold parent/student conferences once every semester to discuss student growth and goals. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 2,4) (ESF: 5)	Principal, Teacher(s)	August 2024- May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds, (S)SPED Funding	Criteria: Sign In Sheets Dojo Communication
2. Progress reports/Report Cards- Teachers will send home progress reports for PK and report cards for kindergarten students so parents are abreast of their child's academic progress. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 2,4) (ESF: 5)	Outreach and Strategy Chief, Principal, Teacher(s)	August 2024- May 2024	(F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: Progress reports Report Cards

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 2. (Culture and Climate) Leonel Castillo ECC will align resources to meet the diverse social- emotional needs of the students to ensure that a positive, safe, secure, respectful and healthy learning environment for all students and staff members; ensuring that faculty, staff and school stakeholders feel connected and positive about the school, community and their work environment conducive to learning.

Objective 1. (SEL) Leonel Castillo ECC will foster knowledge, skills and attitudes that positively support the social emotional development of all.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partnerships: Partner with senior citizens in the community to incorporate the intergenerational component where seniors come in and do activities with students, such as reading books, number recognition games, puzzles, painting, etc. (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024-May 2025	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Local Funds	Criteria: Schedule of Events
2. Partnerships: Partner with Alley Theater/TUTS to support the SEL wellbeing of students. (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024-May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: Successful completion of programs Survey data from parents and teachers
3. SEL Curriculum Implementation: Teachers will utilize the pillars of Lovescaping to develop the social and emotional well being of their students. (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024-May 2025	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: Evidence of implementation of Lovescaping in lesson plans Observation/Walkthrough feedback and data
4. Professional Development: Professional development opportunities and coaching through Conscious Discipline to be utilized to help support teachers in their understanding of brain research and strategies to utilize in the classroom in order to support the development of SEL skills PK and Kindergarten students need. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024-May 2025	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: PD Sign in Sheets PD agenda/Minutes/Handouts
5. Campus Wide Visuals: implement campus wide systems/expectations and visuals for	Principal, Teacher(s)	August 2024-May 2025	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective	Criteria: Campus Wide Posters with visuals

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

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Objective 1. (SEL) Leonel Castillo ECC will foster knowledge, skills and attitudes that positively support the social emotional development of all.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
teachers to refer to and use with students to see as they walk in the hallway, use in the classrooms etc. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)			Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)Local Funds, (S)State Compensatory	

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 2. (Culture and Climate) Leonel Castillo ECC will align resources to meet the diverse social- emotional needs of the students to ensure that a positive, safe, secure, respectful and healthy learning environment for all students and staff members; ensuring that faculty, staff and school stakeholders feel connected and positive about the school, community and their work environment conducive to learning.

Objective 2. (Safety and Security) Leonel Castillo ECC staff will stay abreast and comply with all state and local policies to increase the overall safety and security of all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional Development- Engage the faculty and staff in development that supports their understanding of school safety as aligned to research, local and state (TEA) guidelines. (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024- May 2025	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: Sign In sheets PD agenda/Minutes/Handouts
2. Safety Compliance- conduct monthly safety meetings and drills with staff to discuss topics to maintain campus safety. (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024- May 2025	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: Safety Committee Meeting Agenda/Minutes and Sign In Safety Binder- Annual Safety Inspection
3. Campus Safety Protocols- Campus will align with the best practices from the Texas School Safety Center and the Standard Operating procedures by training students and parents.; Conduct school safety walks, door sweeps etc. to ensure that staff and students are safe in the building. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024- May 2025	(F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds	Criteria: Door Sweep Daily Check Sheets Schedule of Drills (Fire, Intruder, Etc.) Safety Binder

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 2. (Culture and Climate) Leonel Castillo ECC will align resources to meet the diverse social- emotional needs of the students to ensure that a positive, safe, secure, respectful and healthy learning environment for all students and staff members; ensuring that faculty, staff and school stakeholders feel connected and positive about the school, community and their work environment conducive to learning.

Objective 3. (School Culture) Leonel Castillo ECC will feel connected and positive about the school, community and their work.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Culture and Climate Survey- Develop and administer a Culture and Climate survey to gather baseline data on the culture at Leonel Castillo to be able to target areas of need/support (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024-May 2025	(F)ESSER III, (F)Title I	Criteria: Survey Data
2. Attendance Incentives- Develop a monthly perfect attendance incentive so that students are celebrated (Certificate and picture to be taken and shared with school community and parents). (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024-May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL	Criteria: Attendance Lists Certificates & Pictures
3. Campus wide Family/Parent Expectations- update the employee and Family handbook. (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal	August 2024-May 2025	(F)Title I, (O)Local Districts, (S)Local Funds	Criteria: Handbooks

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

- Goal 3.** (Parent and Family Engagement) Leonel Castillo ECC will increase family and community engagement opportunities that support students' achievement outcomes.
- Objective 1.** (Historical/Community Preservation) Leonel Castillo ECC will feel connected and understand more about the building Namesake, Leonel Castillo and historical artifacts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Historical Preservation: Continue to work on the development of the Leonel Castillo Museum to cultivate a greater sense of belonging for staff, students, parents and the community. (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Outreach and Strategy Chief, Principal	August 2024-May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: Completion of Museum Area

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

- Goal 3.** (Parent and Family Engagement) Leonel Castillo ECC will increase family and community engagement opportunities that support students' achievement outcomes.
- Objective 2.** (Family Engagement/Empowerment) Leonel Castillo ECC create multiple opportunities for parents and the community to be involved with their child's school success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Comprehensive Events Calendar- develop a comprehensive calendar of events that incorporates activities for the faculty, staff, parents and the community. (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All,PRE K) (Strategic Priorities: 4) (ESF: 3)	Outreach and Strategy Chief, Principal, Teacher(s)	August 2024-May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds	Criteria: Calendar of Events
2. Family Communication- Teachers will publish a weekly newsletter that emphasized curriculum, areas of family support, the highlighting of student work and upcoming events. The school will adopt a school wide communication system (Dojo), to communicate on with parents/families. Communication includes individual class reminders, campus reminders, and volunteering opportunities. (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	August 2024-May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free	Criteria: Weekly Newsletters Class Dojo Posts
3. Family and Community Engagement events- hold a Fall open house for parents to visit the classrooms, talk to teachers, and look at student portfolios. The campus will also partner with local corporations to enhance engagement through family nights (one in the Fall and one in the Spring). (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3)	Outreach and Strategy Chief, Principal, Teacher(s)	August 2024-May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free	Criteria: Event Sign in Sheets Event Agendas/Minutes Event Handouts
4. Monthly Family and Community Forum Opportunities- conduct community forums, trainings, Coffee with the Principal and or workshops to actively engage families addressing safety, early childhood, curriculum, health and wellness, and social emotional wellbeing of students. (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 2,3,4) (ESF: 3)	Outreach and Strategy Chief, Principal, Teacher(s)	August 2024-May 2025	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds	Criteria: Calendar/Flyers of events Event Sign in Sheets Event Agendas/Minutes Event Handouts
5. Wraparound services with the Tejano	Outreach and Strategy Chief,	August 2024-May	(F)ESSER III, (F)Stronger	Criteria: TCCC program support

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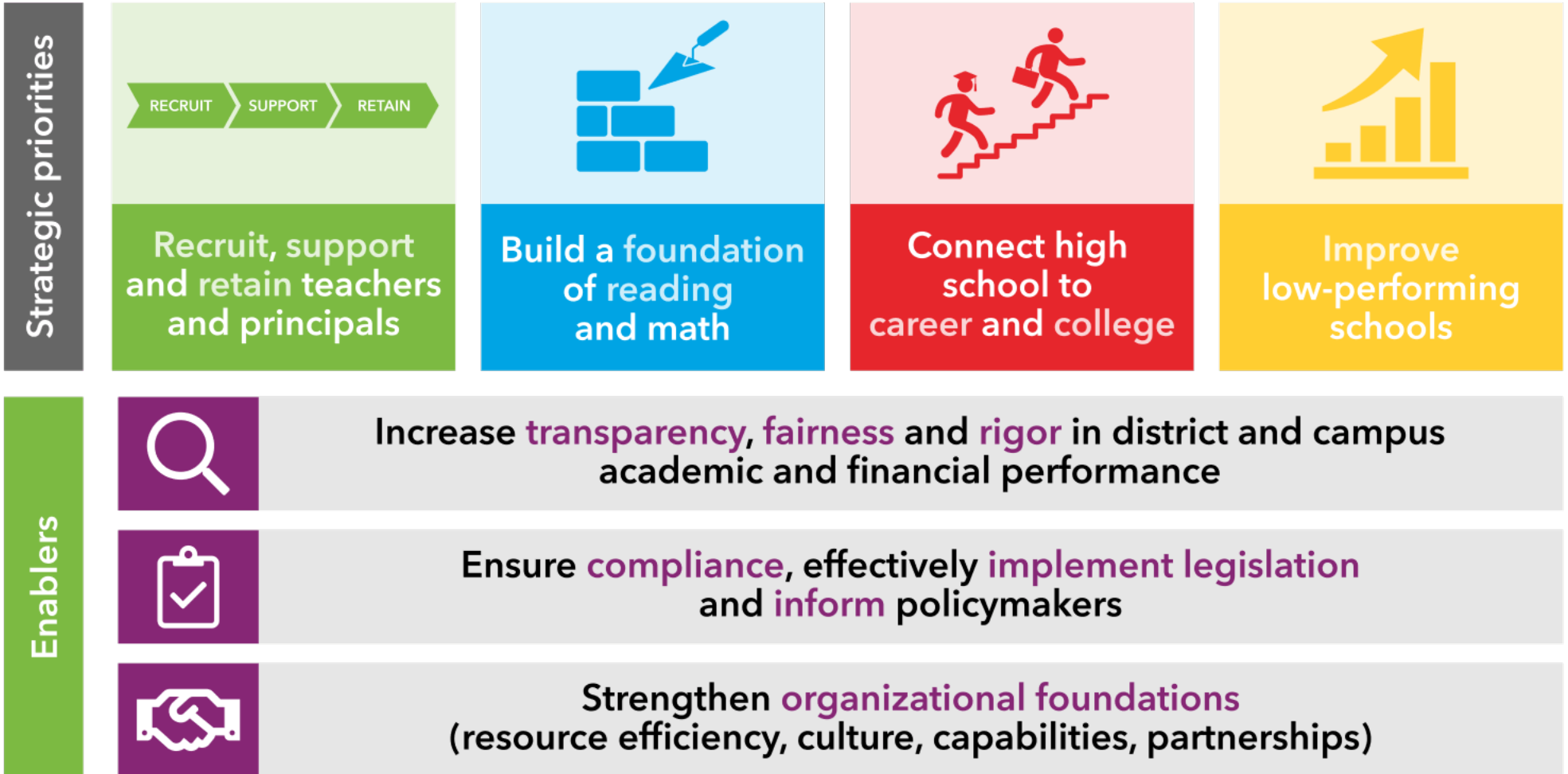
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Center- Partner with the community and corporate partners to bring or connect them to TCCC programs and as a way to improve the overall school experience. (Title I SW Elements: 1.1) (Target Group: All,K,1st) (Strategic Priorities: 4) (ESF: 3)	Principal, Teacher(s)	2025	Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Bilingual Allotment, (S)Local Funds, (S)State Compensatory, (S)Strong Foundations Implementation (LASO II), (S)Strong Foundations Planning Grant (LASO II)	Contacts Service Needs QR Code submission

Resources

Resource	Source
ESSER III	Federal
IDEA Special Education	Federal
Stronger Connections Grant	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
HB3 Mentor Allotment	State
Local Funds	State
SPED Funding	State

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

The Campus Improvement Plan Comprehensive Needs Assessment (CIP CNA) Process began with two critical meetings to ensure a thorough and collaborative approach to developing the CIP for the next school year.

The first meeting was convened on May 17, 2024, in the school library. The Principal, Dulce Slack, began the meeting with introductions and shared team expectations, emphasizing the importance of attendance and the role of the Title I SDMC team. The purpose of the Comprehensive Needs Assessment was explained, highlighting its significance as the foundation for the upcoming Campus Improvement Plan. The Principal provided each committee member with a sample list of data options to guide discussions on what data to review at the next meeting. The committee collectively decided to examine data points to identify strengths and challenges from the 2023-2024 school year.

The second meeting on June 3, 2024, also held in the library, focused on the outcomes of the CNA process. The team reviewed the previously identified data points and categorized them on chart paper into strengths and problems. While the team acknowledged the strengths from the 2023-2024 school year, most of the meeting centered on addressing the problems identified through the data. District Administrators in attendance, including Denise Martinez (Interim Principal), Angie Miranda (Executive Director of Federal and State Compliance), Susan Pansmith (Executive Director of Special Education), Justin Fuentes (Chief School Officer), and Pablo Martinez (Data Quality Manager), supported the Principal in leading the discussion.

During this meeting, each team member was asked to help identify the three focus areas for the next year based on the problems highlighted in the data. After thorough discussion and consensus-building, the team prioritized three main problems that represented the highest leverage focus areas: Student Achievement, School Culture and Climate, and Parent and Family Engagement. These priorities were set to guide the Campus Improvement Plan for the upcoming school year.

Documentation of the process, including meeting minutes, agendas, and sign-in sheets, was maintained to ensure transparency and accountability. This collaborative effort and thorough documentation set the stage for a well-informed and strategic Campus Improvement Plan, aimed at addressing the most pressing needs of the campus.