

Washington Early Childhood Center 2018-2019

Campus Improvement Plan

2018-2019 School Year

Campus Improvement Plan
Washington Early Childhood Center 2018-2019

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Deitz, Dee	District Representative	Palestine ISD	
Bradley, Sheila	Principal	Washington Early Childhood Center	
White, Pam	Special Education Teacher	Washington Early Childhood Center	5-2019
Roman, Eva	Bilingual Teacher	Washington Early Childhood Center	5-2019
Mims, Rashad	Community Representative	Washington Early Childhood Center	5-2020
Chivers, Vicky	Community Representative	Washington Early Childhood Center	5-2020
Lara, Victoria	Business Representative	Washington Early Childhood Center	5-2020
Kellar, Richard	Business Representative	Washington Early Childhood Center	5-2020
Wardell, Davida	Business Representative	Washington Early Childhood Center	5-2020
Love, Laura	Teacher	Washington Early Childhood Center	5-2020
Carrizales, Ivette	Teacher	Washington Early Childhood Center	5-2019
Oliva, Cynthia	Teacher	Washington Early Childhood Center	5-2019
Hudson, Ashley	Teacher	Washington Early Childhood Center	5-2020
Welch, Michella	Non-Professional	Washington Early Childhood Center	5-2022
Sanchez, Silvina	Parent	Washington Early Childhood Center	5-2020
Porrás, Veronica	Parent	Washington Early Childhood Center	5-2020
Garcia, Olga	Parent	Washington Early Childhood Center	5-2020
Brooks, Mary	PISD Child Development Center	Palestine ISD	5-2020

Campus Improvement Plan
Washington Early Childhood Center 2018-2019

Names of People Responsible For Implementation

Name	Title	Campus / District
Bradley, Shelia	Principal	Washington Early Childhood Center
Roman-Riley, Eva	Bilingual Teacher	Washington Early Childhood Center
Carrizales, Ivette	Teacher	Washington Early Childhood Center
White, Pam	Teacher	Washington Early Childhood Center

About Washington Early Childhood Center

Mission Statement: Washington Early Childhood Center exists to provide a quality, developmentally appropriate environment for preschool children. Our focus is to provide a stimulating early education experience which promotes each child's social/emotional, physical and cognitive development.

Vision Statement: At PISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.

School Motto:
"Where Everything is Possible"

Grade Span:
PK

Enrollment:
195

2018 State Accountability Summary:
Not Rated

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Components

Washington ECC conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

- Goal #1: Campus Performance Objectives Strategy
- Goal #1: Foundation Program Strategy
- Goal #1: Accelerated Instruction Strategy

2. Prepare a comprehensive Schoolwide Plan (SWP CNA).

- Goal #1: Foundation Program Strategy
- Goal #1: Early Intervention Strategy
- Goal #1: Accelerated Instruction Strategy
- Goal #2: Professional Development Program
- Goal #3: Safe Schools Initiatives Strategy
- Goal #3: Counseling Responsive Services Strategy
- Goal #5: Career Guidance and Counseling Strategy

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE)

- Goal #4: Parent and Family Engagement Strategy
- Goal #4: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #4: Building Capacity for Involvement

Needs Assessment Process

Comprehensive Needs Assessment Process

Each spring the CIP meets for a summative evaluation of the data. Each department reviews strengths and weakness, Information and recommendations are used to make adjustments.

Areas of Concern:

1. Demographics

a. Data Sources Reviewed: Annually and as needed by Principal

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Special Program Participation
- * Socioeconomic status
- * Special Program participation

b. Summary of Strengths

- * Washington ECC is a Title I campus that houses Pre-Kindergarten students. Having highly effective teachers is very important
- * We also have a staff that will call parents if students are absent.
- * Our demographics have been stable.

c. Summary of Weaknesses/Needs

- * Washington ECC would like to have more parents involved in school academically and socially.
- * I would like for our attendance to remain 96% or higher
- * Working with a high % of economically disadvantaged student continues to be a challenge

d. Prioritized list of Needs

- * Prekindergarten open enrollment
- * Parent involvement
- * Attendance
- * Tardies

e. Possible Actions

- * Here at Washington we provide newsletters, webpage, calls, reminders, volunteer process and face to face interactions to get parents involved.
- * Increase budget

2. Parent and Community Involvement:

a. Data Sources Reviewed: As needed by Principal and Family Service Workers

- * Volunteering opportunities
- * Open house attendance
- * Involvement of parents and community in school decisions
- * Parent training workshops
- * Health services

b. Summary of Strengths

- * Parents love to volunteer when it's a family event.
- * Students' performance

c. Summary of Weaknesses/Needs

- * More parents volunteering during the day.
- * Reading, social interactions and tutoring

d. Prioritized list of Needs:

- * Family Service workers to reach out to parents more often to volunteer

e. Possible Actions:

- * Additional training with Family Service workers on strategies to get parents more involved

3. Curriculum, Instruction and Assessment

a. Data Sources Reviewed quarterly and as needed by Principal and Campus Improvement Team:

- * Academic performance – Report Card grades, Student work, Benchmarks
- * Instructional programs/activities – monitoring, evaluating and modifying programs; Maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks, Supplemental resources
- * Support personnel – Available professional and paraprofessional staff

b. Summary of Strengths

* Washington ECC strengths include the ability to be consistent with expectations, testing at the same time, Circle assessment, Brigance testing, BOY, MOY, EOY testing given by staff member other than teacher.

c. Summary of Weaknesses/Needs

- * Appropriate training with curriculum to ensure rigor.

d. Prioritized list of Needs

- * Training with Frog Street curriculum
- * How to teach with rigor expectations
- * Meeting the needs of Rtl students
- * Meeting the needs of bilingual students
- * Meeting the needs of ESL students

e. Possible Actions

- * Promote balanced literacy program through direct instruction, appropriate for 3 to 5 year olds based on the following components: vocabulary development (oral language and written), phonemic phonological awareness, comprehension and fluency in reading, writing, listening, and interactive reading and writing.
- * Promote and extend early mathematics development based on PK Guidelines and Head Start Outcomes which include the content areas of number concepts, extending patterns, names and recognizes shapes, understands measurement and sorts objects.

4. Staff Quality, Professional Development, Recruitment and Retention

a. Data Sources Reviewed monthly by Principal and Team Leaders

- * Professional development opportunities and resources
- * Staff demographics

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* School administrators – number of administrators and experience

b. Summary of Strengths

* Washington provides monthly campus based staff development focused on improving the quality and consistency of small group interaction and increasing proficient in use of research-based strategies including: Math/Science, motor development, CLI, Frog Street Press Curriculum, transitions and routines, parent involvement, PK guidelines, Head Star outcomes, Technology and computers.

c. Summary of Weaknesses/Needs

* Large number of economically disadvantaged students

d. Prioritized list of Needs:

* Title I

*Local budget

e. Possible Actions

* Evaluations, Staff development designed to meet the needs of the staff at Washington ECC, End of Year Pre-K assessment results in math and literacy, professional development end-of-the-year report, pre/post test for Kindergarten.

*Increase budget

5. Technology

a. Data Sources: Reviewed monthly, and daily if needed, by Principal, Campus Technology person and district Technology person

* Amount, quality and availability of equipment, software

* Extent to which teachers integrate technology into instruction

* Type of computer systems available

* Up-to-date/out –of-date hardware and software

* Barriers preventing effective use of technology

b. Summary of Strengths

* iPads for all teachers

* Teachers are able to do testing on iPads with students

c. Summary of Weaknesses/Needs

* iPads are outdated

* Technology needs to be updated

d. Prioritized list of Needs

* New iPads

* Better internet service

e. Possible Actions

* Increase budget

6. School Context and Organization

a. Data sources reviewed weekly, and monthly by Principal and Team Leaders

* Average class size

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- * School Climate - Quality of student-teacher relationships, student attitudes toward school, teacher job satisfaction
- * Discipline referrals and Attendance
- * Classroom management and organization
- * Extracurricular activities and clubs
- * Student, teacher, parents and community perceptions of the school – Surveys and meetings

b. Summary of Strengths

- * Provide professional development for new teachers
- * Assign mentor to new teachers
- * Monthly planning for staff
- * Planning for professional development

c. Summary of Weaknesses/Needs

- * More training on getting parents more involved

d. Prioritized list of Needs

- * Additional training

e. Possible Actions:

- * Increase budget

Washington Early Childhood Center Pledge

Washington Early Childhood Center believes that parents are a child's first and most important teachers. Washington ECC believes that parents are partners with teachers and other staff in the education of their children. Washington ECC believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures. And how to monitor their children's progress, in addition to working with educators to improve the achievement of their children. Washington ECC is a school-wide Title I campus, committed to each child's success. We will offer our support and cooperation to every student and family. This is our pledge to you:

- * Parents will receive annual information regarding our campus improvement plan and will be encouraged to offer suggestions for strengthening our programs.
- * Parents will be given timely information concerning campus and state assessment instruments.
- * Parents will have opportunities to learn how to foster improved academic performance for their children.
- * Parent representatives will be involved in the development, review and evaluation of our campus improvement plan and school/family compact.
- * Parents will be surveyed annually regarding our campus programs, including family involvement efforts: and
- * Parents will annually review this policy.

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7)] Objective(s): Pre-K Washington Early Childhood Center will prepare students for optimal academic performance by providing creative instructional activities that are developmentally appropriate for young learners while effectively addressing federally mandated child outcome measures and school readiness measures by 2019.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist the Washington ECC SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>After each benchmark (beginning, middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by special and general education teachers and highly qualified paraprofessionals.</p> <p>Washington ECC will adopt performance objectives reflective of their students' unique needs.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments- 12/18: 80% of students will pass campus benchmark tests.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Informal Assessment :Classroom Assessments- 05/19: 90% of all PK student will master the State's Prekindergarten Guidelines.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) --Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students.</p> <p>The campus promotes a balanced literacy program through direct instruction, appropriate for 3 to 5 year olds based on the following components: vocabulary development (oral language and written), phonemic/ phonological awareness, comprehension and fluency in reading, writing, listening, and interactive reading and writing. It promotes and extends early mathematics development based on PK Guidelines, NAEYC, and Head Start Outcomes which include the content areas of: number concepts, extending patterns, names and recognizes shapes, understands measurement and sorts objects.</p> <p>It promotes the science exploration of properties of materials, positions, and motion of objects through investigations which will allow students to use attributes to classify and sort objects, make observations and predictions, problem solve, compare and question.</p> <p>Through Social Studies, Pre-K students will concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture.</p> <p>Classrooms will have a variety of materials with which to implement engaging and relevant large group and small group lessons based on the state PK guidelines and PISD PK Curriculum This will include:</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments-12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

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<p>* Big books for shared reading * Guided reading books * Trade books for read a louds * Math manipulatives * Motor development * Social studies * Science technology</p> <p>Learning centers in all curricular areas will be established in the classrooms in order to provide independent learning as well as student choice.</p> <p>This will include: * Literacy centers * Math centers * Art centers * Social studies & science * Fine motor development * Technology</p> <p>Activity: Local Assessments Instruments (SWP CNA) - Students in Pre-K are given pre-assessments to determine if they are performing on grade level. These include the BOY Pre-K Assessment Brigance, CLI, Woodcock Munoz, and DIAL.</p> <p>Throughout the year, formative assessments are given to students. These include Benchmark tests given every 6 weeks, ongoing classroom assessments, BOY, MOY and EOY quarterly benchmark assessments, CLI quarterly and Brigance bi-annually.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

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Strategy: Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of DFPS and/or homeless. Washington ECC conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. There will be collaboration with the feeder school to ensure success of current and future students to * Provide joint staff development * Periodic meetings to analyze data to develop strategies to target areas of need *Purchase new materials and supplies to implement new teaching strategies	8/2018 - 5/2019	Principal - Shelia Bradley	Federal - Title I, Part A - Time Contributions of Motor Lab Teacher FTE: 0.60 <p style="text-align: right;">\$34,790.86</p> Federal - Title I, Part A - Supplemental Resources <p style="text-align: right;">\$5,263.00</p>	Informal Assessment :Classroom Assessments-12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

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Activity: Prekindergarten Transition Services --Prekindergarten students and their families participate in the Kindergarten Roundup activities at Washington ECC. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include visits to Northside Primary. The Prekindergarten teachers will introduce early Kindergarten-level activities to the students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Pre-K Staff	Informal Assessment :Classroom Assessments - - 12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

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Activity: Individualized Instruction - The Washington ECC paraprofessionals will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in Reading, Math, Science or Social Studies.	8/2018 - 9/2019	Principal - Shelia Bradley	Federal - Title I, Part A - Time Contributions of Paraprofessionals FTE: 2.00 \$33,007.02	Informal Assessment :Classroom Assessments - - 12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2018 - 5/2019	Principal - Shelia Bradley	State - State Special Education Block Grant - Time Contributions of Special Education Teachers		Students with disabilities have every opportunity to meet their full educational potential.	Documents :Student Records- 05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has is an English Language Learner, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Evaluations include: * Wechsler Intelligence Scale for Children (WISC IV) * Gillam Autism Rating Scale (GARS) * Comprehensive Assessment of Spoken Language (CASL) * Woodcock Johnson IV Cognitive, Oral Language, Achievement Tests * Wechsler Preschool and Primary Scale of Intelligence (WPPSI – IV) * Goldman Fristoe Test of Articulation * Developmental Assessment of Young Children (DAYC-2)	8/2018 - 5/2019	Principal - Shelia Bradley	State - State Special Education Block Grant - Assessment Instruments		Increased student achievement.	Documents :School Records - - 05/19: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p> <p>Activity:</p> <p>Special Education Modifications - Palestine ISD provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees.</p> <p>The Preschool Program for Children with Disabilities (PPCD) is available for students. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	State - State Special Education Block Grant - Time Contributions of Special Education Staff		Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.

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<p>Activity:</p> <p>Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, and Visually Impaired Services.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	State - State Special Education Block Grant - Time Contributions of Related Services Personnel		Increased student achievement.	Documents :Student Records - - 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
<p>Strategy:</p> <p>English Language Learner Program - Washington ECC offers an English as a Second Language (ESL) and a bilingual program whose goal whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The programs emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable ELLs to participate equitably in school.</p>	8/2018 - 5/2019	Principal - Shelia Bradley Bilingual Teacher - Eva Roman-Riley Teacher - Ivette Carrizales	Federal - State Bilingual Supplement Block Grant - Time Contributions of Staff	See Activities Below.	Increased student achievement.	See Activities Below.

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7)] Objective(s): Pre-K Washington Early Childhood Center will prepare students for optimal academic performance by providing creative instructional activities that are developmentally appropriate for young learners while effectively addressing federally mandated child outcome measures and school readiness measures by 2019.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs. These include the Woodcock Munoz Language Survey. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/18: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 90% of students passing formal and informal assessment instruments.

Campus Improvement Plan
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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7)] Objective(s): Pre-K Washington Early Childhood Center will prepare students for optimal academic performance by providing creative instructional activities that are developmentally appropriate for young learners while effectively addressing federally mandated child outcome measures and school readiness measures by 2019.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Modifications for ELL Students - Washington ECC offers a content-based ESL program, which is an English program that serves ELLs in English only by providing full-time ESL certified teachers to provide supplementary instruction for all content area instruction.</p> <p>In compliance with State mandates, Washington ECC conducts a Bilingual Education Program. Classroom instruction will be provided that effectively integrates second language acquisition with quality content area instruction, ensuring that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.</p> <p>Activity:</p> <p>Exit from Program - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but ELLs cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)).</p> <p>The LPAC reviews each ELLs' progress at the end of the school year in order to determine future appropriate placement.</p>	8/2018 - 5/2019	Principal - Shelia Bradley Bilingual Teacher - Eva Roman-Riley Teacher - Ivette Carrizales	Local Funds - Time Contributions of Bilingual and ESL Teachers Federal - Title III, Part A - ELA - ESL Instructional Resources \$2,639.00	Informal Assessment :Classroom Assessments - - 12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.
<p>Activity:</p> <p>Exit from Program - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but ELLs cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)).</p> <p>The LPAC reviews each ELLs' progress at the end of the school year in order to determine future appropriate placement.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7)] Objective(s): Pre-K Washington Early Childhood Center will prepare students for optimal academic performance by providing creative instructional activities that are developmentally appropriate for young learners while effectively addressing federally mandated child outcome measures and school readiness measures by 2019.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. Those include CLI, Brigance and BOY benchmarks.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, supplemental aides, and extra time per Section 504 Committee decisions.</p>	8/2018 - 5/2019	Principal - Shelia Bradley Teacher - Ivette Carrizales Teacher - Pam White	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :School Records- 05/19: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance.
<p>Strategy:</p> <p>Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>Palestine ISD will be in compliance with federal Homeless regulations.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Federal - Title I, Part A - Homeless Resources \$500.00	Documents :School Records- 12/18: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	Increased student achievement.	Documents :School Records- 05/19: 100% of the homeless students identified received appropriate services based on their needs assessment.

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Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program [SWP CIP] - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. Annual needs assessment results indicate a need for: * Management and Structure through in-service, webinar, conference, campus staff and Eduhero * Data and Accountability through in-service, webinar, conference, and campus staff * Provides staff development to improve consistency in the administration of Pre-K assessments.	8/2018 - 5/2019	Principal - Shelia Bradley	Federal - Title I, Part A - Professional Development Travel and Registration \$377.79	Documents :PD Records-08/18: The SBDMC will have designed a PD program that meets the needs of the Washington ECC faculty and is coordinated with the Palestine ISD PD program.	Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources.	Documents :PD Records-04/19: 100% of staff at Washington ECC will participate in activities that support their individual needs.

Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Recruitment and Retention Initiatives - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Administrators representing Palestine ISD will attend university job fairs to ensure that a diverse pool of applicants are being actively recruited. All applicants are screened prior to the interview process. Recruiting activities will ensure that Washington ECC has 100% fully certified faculty in each teaching position, as defined by ESSA. Washington ECC will provide continuing professional development, a mentoring program, collaborative meetings in small groups with staff, and New Teacher academy to support attracting and retaining fully certified teachers. Staff will be recognized through special emails, celebrations, Thank you notes and Teacher of the Year. Opportunities to promote staff expertise include mentoring, faculty presentations, and participation in special training and conferences.	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Staff		100% Fully certified and effective staff.	Documents :School Records- 05/19: 100% Fully Certified Faculty.

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Washington Early Childhood Center 2018-2019

Goal: 3 **Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)**
[TEC §4.001(b)(3)(8)]
 Objective(s): Pre-K Washington ECC will offer comprehensive, research-based practices to ensure the health and mental wellness of all students and their families.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>The Principal will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	<p>8/2018 - 5/2019</p>	<p>Principal - Shelia Bradley</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documents :School Records-08/18: All Parents will be provided with attendance requirements.</p>	<p>Decrease in unexcused absences and chronic absenteeism.</p>	<p>Documents :Attendance Records- 05/19: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p>

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): Pre-K Washington ECC will offer comprehensive, research-based practices to ensure the health and mental wellness of all students and their families.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments-12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Washington ECC will have a pervasive culture of safety and respect.	Informal Assessment :Classroom Assessments-05/19: An improvement in student behavior and a decrease in discipline referrals due to students' improved physical, social, mental and emotional health.

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Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): Pre-K Washington ECC will offer comprehensive, research-based practices to ensure the health and mental wellness of all students and their families.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Nursing Services - A campus nurse provides nursing services to students at each campus. Available services are *Immunization clinics *Vision, hearing and spinal screenings *Diabetic teaching *Asthma monitoring care plans *Administering medication *CPR training to staff *Class presentations on health, drug and alcohol abstinence, behavior and safety related issues Classroom lesson related to safety, health and social skills are presented to include *Dental hygiene *Hand washing *Car Seat Safety	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contribution of Nurse		Washington ECC will have a pervasive culture of safety and respect.	Documents :School Records - - 05/19: An improvement in student behavior due to students' improved physical, social, mental and emotional health.

Campus Improvement Plan
Washington Early Childhood Center 2018-2019

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(B)] Objective(s): Pre-K Washington ECC will offer comprehensive, research-based practices to ensure the health and mental wellness of all students and their families.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Safe Schools Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Washington ECC will conduct classroom lessons that support the Safe School environment. Topics may include: *Bullying *Teasing *Conflict resolution *Tattling *Conscious Discipline *Anger Management *Stranger Safety Classroom lessons will be conducted in each classroom related to self-concept skills, self-control skills, social competence skills, and social awareness skills. There are also special initiatives and activities that promote the Safe School environment: *Campus Safety Rules *Campus dress code *Campus discipline code *Medical service *Behavior Management classes *Emergency Response Protocol Security devises are employed at the campus also, to include cameras, alarms and visitor check-ins/badges. Parents are informed about safety issues, policies and procedures through monthly newsletters in English and Spanish, parent orientation, parent meetings, daily folder notes and School Messenger.	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Faculty and Staff		To promote self-regulated, appropriate behavior for prekindergarten children, all Washington ECC staff will utilize social skills curriculum to build a safe and respectful school environment.	Documents :School Records- 05/19: Washington ECC will ensure that all students have a strong foundation in ethics and character development.

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Goal: 3 **Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)**
[TEC §4.001(b)(3)(8)]
 Objective(s): Pre-K Washington ECC will offer comprehensive, research-based practices to ensure the health and mental wellness of all students and their families.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Safe schools Professional Development - Professional Development will be provided based on level of expertise and need in the following areas: *Bullying *Teasing *Conflict resolution *Tattling *Drug Prevention *Conscious Discipline *Anger Management	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Staff	Documents :School Records - - 12/18: Progress noted in social/emotional development	To promote self-regulated, appropriate behavior for prekindergarten children, all Washington ECC staff will utilize social skills curriculum to build a safe and respectful school environment.	Documents :School Records -- 05/19: Washington ECC will ensure that all students have a strong foundation in ethics and character development.

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Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): Pre-K Washington ECC will offer comprehensive, research-based practices to ensure the health and mental wellness of all students and their families.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Staff	Documents :School Records-12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): Pre-K Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Palestine ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and Family Engagement Policy will be available on the campus, in the Student Handbook, at parent meetings, and at orientation. It is distributed in English.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The campus will actively recruit the participation of a diverse population of parents. The meetings were scheduled on Tuesday in the morning at the campus.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): Pre-K Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Parents and Staff		Washington ECC will ensure that students, parents and the community will be active partners with educators in students' education.	Documents :Parent Involvement Records- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): Pre-K Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Events, Programs and Committees - The campus communicates with parents and the community through the website, newsletters, folders sent home with student, and Facebook. Both emails and phone calls are used to contact parents. The campus provides incentives to parents and community members to attend campus events such as translators, childcare, transportation assistance, door prizes and refreshments. Various events are held throughout the year to encourage attendance by parents and community members. These may include: * Conferences, Student Orientation, Mentoring Opportunities, Award Assemblies and Student programs. * Other opportunities include Winter Ball, McTeacher Night and Veteran's Program Volunteer opportunities are also available to assist with Book Fairs, Assisting teachers in the classroom, Red Ribbon Week activities, Fall Fest, and field trips	8/2018 - 5/2019	Principal - Shelia Bradley	Federal - Title I, Part A - Parent Involvement Supplies and Expenses \$1,505.00		Washington ECC will ensure that students, parents and the community will be active partners with educators in students' education.	Documents :Parent Involvement Records - - 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): Pre-K Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and the campuses will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement - literacy training <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options. 	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Parent Notification Resources		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: Family Engagement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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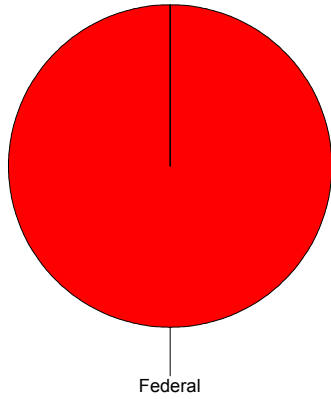
Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): Pre-K Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Washington ECC. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Palestine ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Committee Members	Documents :Agenda, Minutes, Sign-In Sheets- 12/18: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Agenda, Minutes, Sign-In Sheets- 05/19: A current CIP has been approved by the Palestine ISD Board of Trustees.

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Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Integrated Curriculum - Washington ECC classroom teachers are using technology as an alternative instructional tool. Students have access to the computer lab, and all teachers have iPads and they can be used to do testing with students.</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on CIRCLE assessments and six week checklists.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results
<p>Strategy:</p> <p>Technology Acceptable Use Policy - Every Washington ECC faculty member, student and parent having access to Palestine ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Washington ECC is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Washington ECC has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Palestine ISD School Board Policy CQ (Local).</p>	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Acceptable Use Policy	Documents :School Records- 08/18: 100% of the faculty, students and parents at Washington ECC that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Increased student achievement.	Documents :School Records- 05/19: No incidents of students, faculty or parents breaking the Acceptable Use Policy.

Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (SWP CIP) - Washington ECC staff will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. Students will have opportunities to attend study trips to various places of interest in the community (farm, zoo, theater, etc.) to increase their experiences and to enhance their understanding of thematic units. Activities for students will be provided to support classroom learning projects and/or provide cultural arts experiences to enhance learning. These include: * Special event days * Career awareness * Academic night * Other Special events Parents and staff will collaborate to create, plan, and hold special school wide outside of classroom events to promote social skills, enhance learning and build school community.	8/2018 - 5/2019	Principal - Shelia Bradley	Local Funds - Time Contributions of Staff		Washington ECC will enhance the children's life experiences by investigating opportunities outside the classroom, which extends their learning.	Documents :Student Records- 5/19: 100% of Washington ECC students will be given appropriate field investigations which support children's interests and our curriculum.

Funding Values By Program



■	Other	0.0%
■	Federal	100.0%
■	Other	0.0%
■	State	0.0%
Total:		100.0%

Campus Improvement Plan
Washington Early Childhood Center 2018-2019

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Time Contributions of Staff	0.00	\$0.00
		\$0.00
Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Parent Involvement Supplies and Expenses	0.00	\$1505.00
Time Contributions of Paraprofessionals	2.00	\$33007.02
Homeless Resources	0.00	\$500.00
Professional Development Travel and Registration	0.00	\$377.79
Time Contributions of Motor Lab Teacher	0.60	\$34790.86
Supplemental Resources	0.00	\$5263.00
Title III, Part A - ELA		
ESL Instructional Resources	0.00	\$2639.00

Campus Improvement Plan
Washington Early Childhood Center 2018-2019

Funding Values By Program

		\$78,082.67
Other	<u>FTE</u>	<u>DollarValue</u>
Local		
Time Contributions of Committee Members	0.00	\$0.00
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time contributions of Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Parent Notification Resources	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Nurse	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00

Campus Improvement Plan
Washington Early Childhood Center 2018-2019

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Pre-K Staff	0.00	\$0.00
Time Contributions of Pullout Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Bilingual and ESL Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
		<hr style="width: 100%; border: 0.5px solid black;"/> \$0.00 <hr style="width: 100%; border: 0.5px solid black;"/>
 State		
	<u>FTE</u>	<u>DollarValue</u>
State Special Education		
Block Grant		
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00
Time Contributions of Special Education Teachers	0.00	\$0.00
		<hr style="width: 100%; border: 0.5px solid black;"/> \$0.00 <hr style="width: 100%; border: 0.5px solid black;"/>
Grand Total:		\$78,082.67