



CAMPUS IMPROVEMENT PLAN

2015-2016

10/19/15

Date of School Board Approval

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Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

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.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term
Dee Deitz	District Level	
Sheila Bradley	Principal	
Pam White	Special Ed Teacher	2015-2019
Eva Roman	Regular Ed/Bilingual Teacher	2015-2019
Rebecca Garcia	Regular Ed Teacher	2015-2019
Ivette Carrizales	Regular Ed Teacher	2015-2019
Laura Love	Motor Lab Teacher	2013-2016
Tracey Reed	Regular Ed Teacher	2013-2016
Victoria Campbell	Non Professional-Specials	2015-2019
Mary Brooks	PISD Child Dev. Center	2012-2016
Rhonda Herrington	Community	2011-2015
Freta Parkes	Community	2010-2014
Carson Wages	Business	2012-2016
Richard Kellar	Business	2012-2016
Joel Oliva	Business	2010-2014
Vicky Chivers	Community	2010-2014
Andrea Williams	Parent	2013-2014
Melissa Henderson	Parent	2013-2014
Petra DeLa Cruz	Parent	2013-2014

WASHINGTON CAMPUS COMMITTEES

LPAC

Sheila Bradley
Eva Roman-Riley – Teacher
Janie Rivera – Parent

SHAC

Laura Love, Teacher
Liz Missildine, Nurse
Byronne Barnes, Parent

Safety

Sheila Bradley
Liz Missildine
Mary Brooks
Benita Guzman

Head Start Parent Policy Council

Andrea Williams
Rosemary Sanchez
Melissa Henderson
Petra De La Cruz
Andrea Williams

PALESTINE INDEPENDENT SCHOOL DISTRICT
Washington Early Childhood Center Action Team Meeting
May 22, 2015
AGENDA
NOON

1. Review Campus Improvement Plan 2014-2015
 - a. Discussed the 14-15 plan with members with the additions made this year and with the accomplishments on preparing Pre K students for Kindergarten
2. The Washington Campus Action Team reviewed the data to be used in compiling the Campus Action Plan.

Data review:

 - a. STAAR Data
 - b. PBMAS reports
 - c. District discipline referral data
 - d. Parent, Community, Teacher, and /or Student surveys and trainings
 - e. Student attendance data
 - f. TPRI data
 - g. CIRCLE Data
 - h. Teacher retention data
 - i. Program Evaluations
3. Developed the Campus Parent Involvement Policy for 2015-2016
4. Developed the Campus Action Plan for 2015-2016
5. After discussion of the 2014-2015 Campus Improvement Plan revisions were made to accommodate all the changes for the 2015-16 Campus Plan.

6. Reviewed the Safety Reports for 2014-2015
 - a. Still are having trouble with security for the building.
 - b. Entrance has been locked this year to not let anyone just walk in.
 - c. Not enough help to watch the door
 - d. Teachers do know what to do for any intruder in the building.
7. Reviewed the draft of the 15-16 school calendar
8. Next Meeting – Fall 2015

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on
May 22, 2014

Participants in Attendance	Data Sources Examined
Rhonda Herrington, Principal	<i>STAAR Reports</i> <i>Federal Accountability Data for AYP</i> <i>PBMAS reports</i> <i>District discipline referral data</i> <i>Parent, Community, Teacher, and /or Student surveys</i> <i>Student attendance data</i> <i>TPRI Data</i> <i>CIRCLE Data</i> <i>Teacher retention data</i> <i>Program Evaluations</i> <i>Rtl Data</i>
Rebecca Garcia, Teacher	
Eva Roman, Teacher	
Pamela White, Teacher	
Ivette Carrizales, Teacher	
Tracey Reed, Teacher	
Laura Love, Motor Lab Teacher	
Mary Brooks, Child Care Center Asst. Director	
Victoria Campbell, Non-Professional-Specials	
Rhonda Herrington, Community Representative	
Rashad Mims, Community Representative	
Joel Oliva, Business Representative	
Richard Kellar, Business Representative	
Byronne Barnes, Parent Representative	
Jacklyn Jackson, Parent Representative	
Brittany Strong, Parent Representative	
Cynthia Alvarez, Parent Representative	

**COMPREHENSIVE NEEDS ASSESSMENT
Washington Early Childhood Center
Summary of Findings / 2014-2015**

An evaluation of the 2014-2015 Washington ECC Improvement Plan was conducted as part of a needs assessment for identifying objectives for 2015-2016 for Washington Early Childhood Center.

FINDINGS:

- Pre-K, Head Start and PPCD students are located at Washington Early Childhood Center for the 2013-2014 school year.
- Evaluation was done on CIRCLE assessment results and pre-kindergarten guidelines.
- Changes needed for 2015-2016 are as follows:
 - Emphasis on math and science
 - Emphasis on technology integration into the curriculum
 - Staff development to meet the needs of a diverse population
 - Transitional strategies and collaborations are needed for Pre-K students moving to feeder school for kindergarten
 - Consistent discipline
 - Hold teachers accountable for: teaching bell to bell, bell ringers, stated objectives, justifying answers and monitoring students
 - Provide parent opportunities to support awareness of their students' academic achievement
 - Increase the number of opportunities for parental involvement in the educational process of the students

Demographics: Washington ECC is a Title I school that houses pre-kindergarten students. The campus is 100% economically disadvantaged and 100% at-risk. Of the 210 students enrolled for the 2014-2015 school year 39 % are African-American, 46% Hispanic, 13% White, 1% Multi-Racial and 1% other. Approximately 13.5% (14 students) receive services of special education, 29% are limited English proficient and receive services in the ESL/Bilingual program. All students are included in the services provided by the Title I school-wide program.

DATA: A needs survey was distributed at Washington ECC with questions concerning staff development, culture, safety, curriculum, and areas of need. A parent survey was distributed to each campus for informational purposes. Washington ECC addresses the needs of its at-risk students which are identified in the campus plan. We have offer an ESL and bilingual program at Washington ECC.

State Compensatory Education

STATE COMPENSATORY FUNDS ARE USED TO SUPPORT TITLE I INITIATIVES.

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Washington Early Childhood Center are \$71,115.32.

Total FTEs and PTE's funded through SCE at Washington Early Childhood Center are 5 FTE.

Total Title funds allotted to Washington Early Childhood Center are \$53,331.29

Total FTEs and PTEs funded through Title at Washington Early Childhood Center are 2 FTE and 1 PTE.

The process used to identify at-risk students is governed by the state requirements. At the beginning of each year, each student is reviewed using the following criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in Pre-K and K that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Is currently on parole, probation, deferred prosecution, or other conditional release.
8. Is a student of limited English proficiency.
9. Is in the custody or care of DPRS, or has during the current school year, been referred to DPRS.
10. Is homeless.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source	Program/Funding Source
Federal Programs	State Programs/Funding Source
Title 1, Part A	State Compensatory Education
Title I, Part C (Migrant) – Region VII	Dyslexia
Title II, Part A (TPTR)	Bilingual/ESL Program
Title VI, Part B Rural/Low Income	
Special Education	
	Local Programs/Funding Source

Washington Early Childhood Center Parent Involvement Policy

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 1 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.

Title I School-Wide Components

In accordance with the revised Section 1114(b) (1) of Title 1, Part A, a School-wide program shall include the following ten federally required components:

1. Comprehensive needs assessment.
2. Scientifically based-research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards.
3. Instruction by highly qualified teachers.
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others.
5. Strategies to attract excellent highly qualified teachers.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program.
9. Effective, timely additional assistance for students that experience difficulty mastering state standards.
10. Coordination and integration of federal, state, and local services and programs.

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.

CAMPUS OBJECTIVE 1: 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 2015.

SUMMATIVE EVALUATION: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
WECC will provide consumables, instructional materials, furnishings, learning experiences, activities, and other items, including those required to meet federal performance standards, as needed for implementation of a high quality early childhood program and comprehensive child development services.	1, 2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card
All children will be assessed using the Head Start Child Outcome Measures a minimum of three times annually in order to assess their developmental strengths and weaknesses, make instructional decisions, measure progress, report to parents, and assist in individualizing the curriculum.	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card
All children will be assessed three times annually (beginning, middle, and end of the school year) to measure their academic growth and school readiness skills and inform instructional planning.	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • End-of-year report card
Assessment data will be disaggregated and the information will be utilized to make individualized plans and programmatic adjustments as indicated by the outcomes and to plan for staff development needs.	2,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.

CAMPUS OBJECTIVE 2: Washington ECC will ensure that all students will receive a balanced program that includes differentiated instruction in literacy, math, science and social studies along with research-based programs to learn and develop. Instruction will be designed to build on the interests, strengths and gifts of each child. Learning must be relevant and include a variety of real life experiences. These opportunities will help students actively engage in learning.

SUMMATIVE EVALUATION: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Promote 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.	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card
Promote and extend 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.	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card
Promote 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.	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.

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SUMMATIVE EVALUATION: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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.	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card
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: <ul style="list-style-type: none"> • Big books for shared reading • Guided reading books • Trade books for read alouds • Math manipulatives • Motor development • Social studies • Science technology 	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card
Learning centers in all curricular areas will be established in the classrooms in order to provide independent learning as well as student choice. This will include: <ul style="list-style-type: none"> • Literacy centers • Math centers • Art centers • Social studies & science • Fine motor development • technology 	2,3,7,8,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.*

CAMPUS OBJECTIVE 2: Washington ECC will ensure that all students will receive a balanced program that includes differentiated instruction in literacy, math, science and social studies along with research based programs to learn and develop.

SUMMATIVE EVALUATION: 90% of all Washington ECC students will meet or exceed end of year pre-kindergarten assessment results.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Collaboration with feeder school to ensure success of current and future students to <ul style="list-style-type: none"> • 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 	1,2,3,4,7,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Evaluation of transition strategies/progress • Round-up sign in sheets • Round-up parent evaluations • Feedback from home campus and feeder school teachers
Prekindergarten students will visit Northside Primary to enhance transition to kindergarten.	7,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title Budget Local Budget \$17,575.00 SCE Budget	<ul style="list-style-type: none"> • Schedule of visits • Study trip request forms • Study trip permission forms

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.*

CAMPUS OBJECTIVE 3: WECC will provide academic support for students who are struggling with the curriculum or are behind academically as indicated by the assessments.

SUMMATIVE EVALUATION 90% of all Washington ECC students will meet or exceed end of year pre-kindergarten assessment results.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Identify at risk students: provide them with supplemental services and monitor progress (including continual English language development for ESL/Bilingual students) Materials used to support this activity: <ul style="list-style-type: none"> • Manipulatives • Literacy materials • RTI • Phonemic Awareness Intervention • Bilingual materials • ESL summer school 	2,9	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklists • CIRCLE assessments • Teaching strategies GOLD assessment • Brigance • End-of-year report card
In accordance with Special Education regulations Washington ECC will serve students w/disabilities in many instructional arrangements ensuring that students are served in the Least Restrictive Environment (LRE).	1,2,4,7,8,9,10	<ul style="list-style-type: none"> • Principal • Reg. Ed / Special Ed Teacher 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Special ed. services process for admission, review and dismissal procedures • 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEP's
Campus will support inclusion program for students with disabilities. Campus will also <ul style="list-style-type: none"> • Monitor LRE ratio • Support Staff • Sensory Room 	1,2,4,7,8,9,10	<ul style="list-style-type: none"> • Principal • Reg. Ed / Special Ed Teacher 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • LRE campus report • Stetson team
Addition of an Instructional Person for Language Acquisition Phonemic Awareness Intervention	4,10	<ul style="list-style-type: none"> • Principal • Teacher 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Six weeks checklist • Assessment • End of Year report card

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.*

CAMPUS OBJECTIVE 4: Washington ECC will enhance the children’s life experiences by investigating opportunities outside the classroom, which extends their learning.

SUMMATIVE EVALUATION: 100% of Washington ECC students will be given appropriate field investigations which support children’s interests and our curriculum.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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.	1,2,6,10	Aug 2015 – June 2016	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Field trips schedule • Bus logs • Attendance logs
Enhance field investigations appropriate for projects of interest to the children and continue to provide those activities which can be brought to campus which benefit large groups of children.	1,2,6,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Field trips schedule • Bus logs • Attendance logs
Provide activities for the students to support classroom learning projects and/or provide cultural arts experiences to enhance their learning: <ul style="list-style-type: none"> • Special event days • Career Awareness • Academic Night • Splash Day/Pumpkin Day • Other Special Events • Etc. 	1,2,6,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Field trips schedule • Lesson plans • Campus calendar of events • Evaluations
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.	1,2,6,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Field trips schedule • Bus logs • Attendance logs

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.*

CAMPUS OBJECTIVE 5: Washington ECC will adhere to all federal and state requirements, mandates, and laws.

SUMMATIVE EVALUATION: Washington ECC will meet all federal and state Requirements.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Conduct annual program evaluations: <ul style="list-style-type: none"> • State Comp-Ed • LEP • Rtl • Safe & Drug Free • Nutrition Utilizing student performance data derived from special populations for the purpose of program review and revision.	1,2,4,8,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Campus needs assessment • Progress reports • Report cards
Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency.	1,2,4,7,8,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Campus needs assessment • Progress reports • Report cards
Monitor progress of students failing to meet Student Outcome requirements.	1,2,7,8,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Campus needs assessment • Progress reports • Report cards

DISTRICT 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/reading and cross curricular writing skills to increase state assessment measures.

CAMPUS OBJECTIVE 6: Washington ECC will develop a more extensively organized parent education program to provide opportunities for parents including resources and parent education.

SUMMATIVE EVALUATION: Washington ECC will increase parent and community involvement training by 10%.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Promote ongoing parent and community involvement by providing opportunities for parent education training in the following areas: <ul style="list-style-type: none"> • GED • Parenting classes • Health classes • etc 	2,3,4,5	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Parent needs assessment • Parent interest survey • Rosters of attendance
Provide parents with a Lending Library to check out books to take home to their children to read.	2,3,4,5	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Parent needs assessment • Parent interest survey • Rosters of attendance • Check out information from Lending Library

DISTRICT 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.*

CAMPUS OBJECTIVE 1: Washington ECC will ensure that students will be provided a network of support based on individual needs through the use of highly qualified staff and campus volunteers.

Summative Evaluation: Washington ECC Pre-K students will meet the state content and performance standards that all children are expected to meet to be Kindergarten ready through professional development activities.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize campus literacy, math and science teams to guide staff development for the campus, and to ensure that off campus staff development opportunities adhere to instructional focus.	2,3,4	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Appraisal goals • Individual goals • Teacher/Principal conferences • Eduphoria
Provide monthly campus based staff development focused on improving the quality and consistency of small group interaction and increasing proficiency in use of research-based strategies including: <ul style="list-style-type: none"> • Math/Science Strategies • Motor Development • CIRCLE • Frog Street Press Curriculum • Transitions and Routines • Brain Gym • Parent Involvement • PK Guidelines • Head Start Outcomes • Technology & computers 	2,3,4,5	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Evaluations • Staff development designed to meet needs of the staff at Washington ECC • End of Year Pre-K assessment results in math and literacy • Professional development end-of- year report

DISTRICT 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.*

CAMPUS OBJECTIVE 2: Washington ECC will empower all staff to consistently make informed instructional decisions through ongoing access to quality professional development and support from the school community.

SUMMATIVE EVALUATION: 100% of staff at Washington ECC will participate in activities that support their individual needs.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Enable each staff member to assume personal responsibility for their own professional growth through formulation of individual goals and action plans including completion of required professional development hours.	2,3,4	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Appraisal goals • Individual goals • Teacher/Principal conferences • Eduphoria
Provide 3-5 hours of monthly campus based staff development focused on improving the quality and consistency of small group interaction and increasing proficiency in use of research-based strategies including: <ul style="list-style-type: none"> • Math/Science Strategies • Motor Development • Frog Street Press Curriculum • Transitions and Routines • Brain Gym • Parent Involvement • PK Guidelines • Head Start Outcomes • Technology & computers 	2,3,4,5	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Evaluations • Staff development designed to meet needs of the staff at Washington ECC • End-of-year pre-kindergarten assessment results in math and literacy • Professional development end-of-year report

DISTRICT 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.*

CAMPUS OBJECTIVE 3: Washington ECC will provide professional development support for teachers to increase the instructional decisions that are based on assessment data.

SUMMATIVE EVALUATION: Washington ECC will ensure that 90 % of Pre-K students will be kindergarten ready by the end of the year.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide staff development to improve consistency in the administration of Pre-K assessments, including: <ul style="list-style-type: none"> • Report cards • Progress reports • Teaching Strategies GOLD • CIRCLE • Woodcock Munoz • Dial 3 • Brigrance 	1,2,3,4,7,8,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Review CIRCLE data from beginning, middle, end of year • Monitor report card for accuracy and relevant meaningful comments
Continue development of data analysis process using PK Guidelines. Develop instructional plan based on data analysis. Hold team meetings and opportunities of teachers to reflect on practice.	1,2,8,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • End of year CIRCLE assessments • Pre-kindergarten progress assessments
The CAT, teachers and administrators will complete professional development in clearly defined focus areas to meet No Child Left Behind (NCLB), district and campus goals and participate in campus district professional development survey accountability training.	1,2,8,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Summative appraisals • Results of surveys • Staff survey

DISTRICT 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.*

CAMPUS OBJECTIVE 4: Washington ECC will recognize staff by rewarding excellence/professionalism.

SUMMATIVE EVALUATION: 90% of staff will return to Washington ECC the next school year.

Data 2013-2014	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 School-wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to extend appreciation and recognition to staff through: <ul style="list-style-type: none"> • Special emails • Celebrations • Thank you notes • Teacher of the Year 	4,5,	<ul style="list-style-type: none"> • Principal • Mentors • Team Leaders • New Teachers • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Opportunities for appreciation and recognition scheduled throughout the school year
Encourage and promote staff expertise through experiences such as: <ul style="list-style-type: none"> • Mentoring • Faculty presentations • Participation in special training and conferences 	3,4,5,8	<ul style="list-style-type: none"> • Principal • Mentors • Team Leaders • New Teachers • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Mentors, student teachers if applicable assigned to teachers. • Staff presentations and collaboration during professional development
Train teachers on best practices for delivery of gross motor skill development instruction.	3,4	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Motor lab • Agenda • Gross motor skills checklist
Enhance technology skills of teachers and staff through targeted professional development integration into all discipline areas as mandated by the Pre-K Guidelines.	1,2,8,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Lesson plans

DISTRICT 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.*

CAMPUS OBJECTIVE 5: Washington ECC will provide professional development opportunities for teachers for continual growth.

SUMMATIVE EVALUATION: 100% of staff at Washington ECC will participate in activities that support their individual needs.

Activity/Strategy	Title 1 School-wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Support new teachers with on-going mentoring and planning with certified staff.	1,4,10	<ul style="list-style-type: none"> Principal Mentors Team Leaders New Teachers 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> Team meeting minutes Campus mentor log Campus mentor/mentee calendar
Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs.	4,10	<ul style="list-style-type: none"> Principal Team Leaders Teachers Paraprofessionals Support Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> Prepare schedules for highlighting individual staff Highlight successes of teachers' students
Professional development opportunities will be provided for staff maintaining highly qualified required by No Child Left Behind. Based on identified needs PD programs & activities are available to both professionals & paraprofessionals. For example: <ul style="list-style-type: none"> Training to implement strategies for working with diverse populations & eliminating gender bias Using a variety of instructional resources to meet the needs of students Using manipulatives & multi-sensory resources to teach the core subject areas Instructional techniques to use with small groups 	3,4,5,10	<ul style="list-style-type: none"> Principal Team Leaders Teachers Paraprofessionals Support Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> Eduphoria Campus Calendars Agendas Sign-In Sheets Professional Development Report Mid-year assessment results for math and literacy

DISTRICT 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.*

CAMPUS OBJECTIVE 6: Washington ECC will provide ongoing training so that best practices are used campus-wide on a daily basis with increased proficiency.

SUMMATIVE EVALUATION: Washington ECC will increase in student achievement as teachers and paraprofessionals gain skills for teaching effectively to all populations of students.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide staff development in clearly defined focus areas to meet No Child Left Behind (NCLB) (on and off campus) that are related to scientifically research-based district and campus initiatives including: <ul style="list-style-type: none"> • Integration of Technology • Literacy Development • Fine/Gross Motor Skills • PreK Guidelines • Science • Math • Multicultural diversity • PDAS • RTI 	1,2,3,4,8,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Staff development designed to meet needs of the staff at Washington ECC • End-of-year pre-kindergarten assessment results in math and literacy • Professional development end-of-year report
Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service on committee of choice related to curriculum, technology and/or other campus events.	1,2,3,4,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Staff development designed to meet needs of the staff at Washington ECC • End-of-year pre-kindergarten assessment results in math and literacy • Professional development end-of-year report
Provide teachers with opportunities for extended planning once every six weeks. Teachers will utilize diagnostic data to plan instruction and assess student progress. This will include <ul style="list-style-type: none"> • Developing new rigorous & relevant lessons • Developing lesson plans 	1,2,3,4,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Sign in sheets • Lesson plans • Staff development designed to meet needs of the staff at Washington ECC • End-of-year pre-kindergarten assessment results in math and literacy • Professional development end-of-year report

DISTRICT GOAL #3: *Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.*

CAMPUS OBJECTIVE 1: 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.

SUMMATIVE EVALUATION: Washington ECC will ensure that all students have a strong foundation in ethics and character development.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
In an effort to promote “Safe Schools” Washington ECC will conduct classroom lessons including topics, such as: <ul style="list-style-type: none"> • Bullying • Teasing • Conflict resolution • Tattling • Drug Prevention • Alcohol Prevention • Tobacco Prevention • Conscious Discipline • Anger Management • Stranger Safety 	1,2,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • PEIMS incident report • Progress noted in social/emotional development • Decrease in student referrals for discipline • Improved classroom behavior
Conduct classroom lessons in each classroom related to self-concept skills, self-control skills, social competence skills, and social awareness skills.	1,2,9,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • PEIMS incident report • Progress noted in social/emotional development • Decrease in student referrals for discipline • Improved classroom behavior
Provide professional development based on level of expertise and need in the following areas: <ul style="list-style-type: none"> • Bullying • Teasing • Conflict resolution • Tattling • Drug Prevention • Alcohol Prevention • Tobacco Prevention • Conscious Discipline • Anger Management 	1,2,3,4,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • PEIMS incident report • Progress noted in social/emotional development • Decrease in student referrals for discipline

DISTRICT GOAL #3: *Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.*

CAMPUS OBJECTIVE 2: *To promote self-regulated, appropriate behavior for prekindergarten children, all Washington ECC staff will participate in the training and implementation of Conscious Discipline.*

SUMMATIVE EVALUATION Washington ECC will have a pervasive culture of safety and respect.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Review and revise Campus Emergency Operations Plan, communicate changes, and conduct practice drills to prepare for crisis situations.	1,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Campus Emergency Plans • Agendas • Minutes • Drill Reports
Review and revise Campus Safety Plan.	1,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Campus Safety Plan
Provide ongoing communication to parents about safety issues, policies, and procedures required to ensure safety at school on a daily basis via: <ul style="list-style-type: none"> • Monthly Newsletter (English & Spanish) • Parent Orientation • Parent Meetings • Daily folder notices • School Messenger 	1,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • School rules will be developed and implemented • End of Year Survey
Provide support for teachers and parents so that the needs of students with behavior challenges are met by means of: <ul style="list-style-type: none"> • Conscious Discipline strategies • Staff development on behavior management • Intervention plans • Implementation of “Time to Teach” 	1,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • PEIMS Incident Report • Progress noted in social/emotional development • Decrease in student referrals for discipline • Improved self-discipline and decrease in misbehavior

DISTRICT GOAL #3: *Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.*

CAMPUS OBJECTIVE 3: Washington ECC will offer comprehensive, research-based practices to ensure the health and mental wellness of all students and their families.

SUMMATIVE EVALUATION: Washington ECC will have a pervasive culture of safety and respect.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>A campus nurse provides nursing services to Palestine ISD students at each campus. Available services are:</p> <ul style="list-style-type: none"> • Immunization clinics • Vision, hearing and spinal screenings • Diabetic teaching (as needed) • Asthma monitoring care plans • Administering medications • CPR training to staff • Class presentations on health, drug & alcohol abstinence, behavior & safety related issues 	1	<ul style="list-style-type: none"> • Principal • CAT • Nursing Director 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Nurse records • Screening documentation
<p>Staff, nurse and Region VII Head Start collaboration to plan and present classroom lessons related to safety, health, and social skills:</p> <ul style="list-style-type: none"> • Dental Hygiene • Hand washing • Car Seat Safety 	1,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Parent Team • Staff 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Nurse records • Lesson plans

DISTRICT GOAL #4: Increase positive attitude of School District throughout Community by fostering Community Partnerships.

CAMPUS OBJECTIVE 1: Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students.

SUMMATIVE EVALUATION: Washington ECC will ensure that students, parents and the community will be active partners with educators in students' education.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide focused volunteer training for parents and community volunteers to support education of children.	6	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Training evaluation • Parent evaluation or survey • End-of-year surveys • Increase in parent volunteer hours
Promote parent community support through consistent communication and collaboration about their children's learning by sending the children to school on time ready to learn, attending parent/teacher conferences and other school events, volunteering and remaining informed through newsletters and school-related announcements.	6	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	Result of increased parent participation evidenced by: <ul style="list-style-type: none"> • Increase in student academic performance • Increase in student attendance
Provide parent training to enhance student progress and achievement including: <ul style="list-style-type: none"> • Reading with children • Parenting skills • Bedtime math problems 	6,10	<ul style="list-style-type: none"> • Principal • Head Start Site Staff • Region VII 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Schedules • Roster of volunteers • Volunteer hours
<ul style="list-style-type: none"> • Provide opportunities for parents to increase their knowledge of curriculum and support literacy and mathematical development in the home. • Parent conferences • Academic nights • Parenting skills • Share your love for reading 	6,10	<ul style="list-style-type: none"> • Principal • Head Start Site Staff • Region VII 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Schedules • Roster of volunteers • Volunteer hours

DISTRICT GOAL #4: Increase positive attitude of School District throughout Community by fostering Community Partnerships.

CAMPUS OBJECTIVE 2: Washington ECC will engage stakeholders in collaborative development of a plan to support students and families in crisis.

SUMMATIVE EVALUATION: Washington ECC will have a pervasive culture of safety and respect.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Inform parents of safety information and procedures to ensure understanding and compliance in the event of a crisis situation. <ul style="list-style-type: none"> • Parent Letter • Parent Orientation • Open House • Weekly communication 	6	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Parent letter • Newsletters/handouts/flyers • Agendas/sign-in information • Open house • Parent orientation • Parent conferences • Academic nights
Provide opportunities for all students to participate in special programs to promote personal health and safety in the school environment and the community.	6	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT • Head Start 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Staff & parent survey • Committee meeting minutes
Provide intervention services for students and families in crisis.	6,10	<ul style="list-style-type: none"> • Principal • Head Start Site Staff • Region VII 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Staff & parent survey • Annual report

DISTRICT GOAL #4: *Increase positive attitude of School District throughout Community by fostering Community Partnerships.*

CAMPUS OBJECTIVE 3: Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students.

SUMMATIVE EVALUATION: Washington ECC will ensure that students, parents and the community will be active partners with educators in students' education.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts an implementation of staff development that will build relationships between parents and schools.	4,6	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2015	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Training evaluation • Parent evaluation or survey
Develop, monitor and evaluate campus volunteers/partnerships programs that include: <ul style="list-style-type: none"> • Recruitment • Training/support • Recognition of volunteers/ partnerships 	6,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • End-of-year increase in numbers of volunteers/ partnerships • Survey • Evaluation
Review and revisit both the Home School Compact and Parental Involvement Policy. <ul style="list-style-type: none"> • Offer several opportunities for parent input • Develop, with parent input, current school year compact and policy in appropriate languages(s) English/Spanish. 	6,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	Title I Local Budget SCE Budget	<ul style="list-style-type: none"> • Final revised compact • Signed compacts • Compact usage data

DISTRICT GOAL #4: *Increase positive attitude of School District throughout Community by fostering Community Partnerships.*

CAMPUS OBJECTIVE 4: Washington ECC will increase the number of opportunities for parental involvement in the educational process of the students to build partnerships to ensure student success.

SUMMATIVE EVALUATION: Students, parents and the community will be active partners with educators in students' education.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Promote parent/community support through consistent communication and collaboration about their children's learning by:</p> <ul style="list-style-type: none"> • Sending the children to school on time ready to learn • Attending parent/teacher conferences and other school events • Volunteering • Remaining informed through newsletters and school-related announcements • Home Visits • Lending Library 	5,10	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	<p>Title I Local Budget SCE Budget</p> <p>Parent Involvement Budget</p>	<ul style="list-style-type: none"> • Student handbook • Home/School compact • Parent involvement policy • Newsletters • Orientation • Open house • Title I meeting
<p>Conduct an orientation in English and Spanish to provide parents with information regarding district and campus policies and procedures including:</p> <ul style="list-style-type: none"> • Tardies • Attendance • Pickup/drop off • Volunteer registration • Signed compact • Three weeks progress reports • Report card • Weekly folders • Home visits • Parent/teachers conferences • Federal guidelines 	6	<ul style="list-style-type: none"> • Principal • Team Leaders • CAT 	Aug 2015 – June 2016	<p>Title I Local Budget SCE Budget</p>	<ul style="list-style-type: none"> • Training evaluation • Parent evaluation or survey • End-of-year surveys • Increase in parent volunteer hours

DISTRICT GOAL #5: *Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.*

CAMPUS OBJECTIVE: Washington ECC will coordinate with Federal/State/Local programs to improve student achievement

SUMMATIVE EVALUATION: Washington ECC parents will create plans for providing facilities on campus to further the education of student(s).

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Washington ECC administration and staff will use efficient communications strategies to share all PISD ideas, plans, and programs.	2, 9, 10	<ul style="list-style-type: none"> • Campus Principals • Superintendent • Assistant Superintendent • Staff • Parents • Community 	Aug 2015 – June 2016	Local Funds	<ul style="list-style-type: none"> • Plans • Sign in sheets • Minutes

Region 7 Migrant Education Program

Project and SSA Identification and Recruitment (ID&R) Action Plan 2015-2016

ID&R Goal:
 To actively identify and recruit eligible migrant children and youth who:

- are enrolled or reside in our school District according to all applicable federal laws and regulations
- qualify for appropriate educational services
- meet requirements of:
 - State Comprehensive Needs Assessment,
 - Statewide Service Delivery Plan and
 - NCLB Consolidated Federal Grant Application, Title I, Part C

ID&R Objective:
 To ensure all eligible migrant children and youth residing in the District are properly identified, recruited, and effectively served through

- instructional services
- supplemental services such as health, clothing, school materials and referrals for social services
- Parent Advisory Council to empower parents to advocate at home and at school for their children’s academic success

Evidence of Need	Activity	Timeline	Staff Responsibility	Materials	Method of Evaluation
Need # 1 Meet federal requirements for annual ID&R training.	Ensure District Migrant staff receive annual ID&R training	August - September 2015	Region VII Migrant Personnel	ID&R Manual, TEA Power Point, and activities	Certification exam and required TEA certificate
Need #2 Meet with Migrant SSA and Project school personnel to brainstorm recruitment activities for the ID&R Action Plan	Develop, create and/or revise ID&R Action Plan	September 2015	Region VII & District Migrant Personnel	ID&R Plan Template, NCLB Consolidated Application, 2013-14 ID&R Action Plan, Statewide Delivery Plan	Distribution of revised/completed ID&R Action Plan to be attached to District Improvement Plans
Need #3 Based on the family survey there is a need to actively recruit	Ensure every family receives a Required Family Survey annually	Upon initial enrollment	Campus enrollment personnel	Family survey	Completed survey maintained for two years

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<p>children/youth who</p> <ul style="list-style-type: none"> • Are between the ages of birth through 21 • Cross District lines alone or with parents • Moved due to economic necessity to obtain temporary or seasonal agricultural employment 	<p>Screening family surveys for eligibility</p>	<p>August and ongoing</p>	<p>District and Region 7 Migrant Personnel</p>	<p>Family survey</p>	<p>Completed screening process on each family</p>
	<p>Use NGS/MSIX to verify previously eligible Migrant students</p>	<p>August and ongoing</p>	<p>NGS Data Specialist</p>	<p>Family survey and NGS/MSIX reports</p>	<p>NGS/MSIX reports</p>
	<p>Tracking late enrollment and early withdrawal</p>	<p>Ongoing throughout the school year</p>	<p>Campus Enrollment/Withdrawal personnel</p>	<p>Late Enrollment/Early Withdrawal Form, and/or PEIMS reports</p>	<p>PEIMS reports or Late Enrollment/Early Withdrawal Form</p>
<p>Need #4 Based on federal requirements, actively recruit out of school youth</p>	<p>Utilize Out of School Youth Survey</p>	<p>Ongoing throughout the school year</p>	<p>Region 7 and District Migrant personnel</p>	<p>Out of School Youth Survey</p>	<p>Completed Out of School Youth Survey</p>
<p>Need #5 Certificate of Eligibility (COE)</p>	<p>Complete the Certificate of Eligibility (COE)</p>	<p>Ongoing throughout the school year</p>	<p>Region 7 and District Migrant personnel</p>	<p>COE, COE Supplemental Documentation Form</p>	<p>Eligibility Reviewer signature on COE</p>
	<p>Submit and enter data into NGS Online System</p>	<p>Ongoing throughout the school year</p>	<p>NGS Data Specialist</p>	<p>COE, COE Supplemental Documentation Form, NGS Online System</p>	<p>NGS Reports</p>
<p>Need #6 Residency Verification (reporting period)</p>	<p>Verify continued residency for current Migrant students in 2nd or 3rd year of eligibility</p>	<p>Sept 1-Nov 1, 2012: For 2 year olds turning 3 on or after 3rd birthday</p>	<p>Region 7 and District Migrant personnel</p>	<p>COE, school records</p>	<p>NGS Residency Verification Report</p>

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<p>Need #7 Based on Texas state requirements maintain and improve a strong system of Quality Control.</p>	<p>Provide current mapping documentation</p>	<p>Ongoing throughout the school year</p>	<p>Region 7 and District Migrant personnel</p>	<p>Region 7 agricultural MEP grid, TX Produce Availability chart in ID&R Manual</p>	<p>Updated mapping grid for Districts and Region 7</p>
	<p>Conduct re-interview process</p>	<p>Jan to April 2015</p>	<p>Trained eligibility reviewers</p>	<p>ID&R Manual and TEA information, COE, COE Supplemental Documentation Form</p>	<p>Completed documentation returned to TEA</p>
	<p>Follow written procedures in ID&R and NGS Manuals for Quality Control</p>	<p>Ongoing throughout the school year</p>	<p>Region 7 and District Migrant Personnel</p>	<p>ID&R Manual, NGS Manual, NGS Reports</p>	<p>NGS Quality Control checklist</p>
<p>Need #8 Annual Evaluation of ID&R Program</p>	<p>Gather and analyze data from ID&R Action Plan</p>	<p>June 30, 2015</p>	<p>Region & District MEP Staff and Migrant PAC</p>	<p>ID&R Action Plan, current district data, NGS reports, NGS Quality Control list</p>	<p>Completed evaluation report for Migrant education program</p>

**Region 7 Migrant Education Program
Priority For Services (PFS) Action Plan 2015-16**

PFS Goal:
Provide Priority Services to migrant students who are failing or at risk of failing to meet the state achievement standards and who have had their education interrupted during the current school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.

PFS Objective:
Ensure that all Priority for Service (PFS) migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments, and accruing credits for on-time graduation.

Evidence of Need	Activity	Timeline	Staff Responsibility	Materials	Method of Evaluation
Migrant students who are at risk of failing due to: <ul style="list-style-type: none"> • Educational continuity • Mobility • Language barriers • Cultural differences • Attendance • Socio-economic issues • Over-age status • Failing grades • Failing state assessments • Partial credits 	Print and review NGS PFS report monthly	July 2015 through June 2016	Region 7 and District Migrant personnel	NGS PFS Report	PFS Tracking Report
	Share monthly report with campus administration and/or counselor and utilize response form to address student academic needs and placement	PFS Report: 15 th of the month; PFS Response Form: end of the month	Region 7 and District Migrant personnel	NGS PFS Report, PFS Response Form	PFS Response Form completed and submitted to Region 7 and/or District Migrant personnel
	Document parent contacts	As needed	District Migrant personnel	Parent Contact Log or Book	Completed Parent Contact Log or Book
	Document state assessment results and enter into NGS	Before July 15, 2016 if download by TEA is not completed	Region 7 and District Migrant personnel	State Assessment Report, DMAC	NGS Formal Assessment Report
	Meet the instructional and social supplemental needs such as social workers and community social services/agencies	Ongoing through the school year	Region 7 and District Migrant personnel	Family Needs Checklist	NGS Supplemental Services Form
	Evaluate PFS student program	End of each semester	District Migrant personnel and school personnel	Student grades, State assessment results	Completed PFS Evaluation Report