

MARSHALL ISD District/Campus
Improvement Plan

2010-2011
WASHINGTON EARLY CHILDHOOD
CENTER

Date of School Board Approval

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 academic excellence 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 ECC IS A SCHOOL COMMITTED TO EXCELLENCE IN EDUCATION. THEREFORE, IT WILL BE RECOGNIZED AND MEET THE NEEDS OF OUR STUDENTS AND STAFF. OUR STUDENTS WILL FEEL SUCCESSFUL AND TAKE PRIDE IN THEMSELVES FOR WHO THEY ARE AND WHAT THEY BECOME.

OUR STUDENTS WILL DEVELOP AN AWARENESS OF THE RELEVANCY OF EDUCATION AND SEE A WORLD IN WHICH THEY CAN SUCCEED AND CONTRIBUTE. STUDENTS WILL ACQUIRE DECISION MAKING SKILLS AND THE UNDERSTANDING THAT THESE DECISIONS HAVE CONSEQUENCES. TEACHERS, PARENTS, AND COMMUNITY WILL PLAY A POSITIVE ROLE IN THE STUDENTS' ACHIEVING BEYOND BASIC SKILLS MASTERY.

WECC IS A PLACE WHERE EVERY CHILD WILL HAVE A GOOD START FOR A STRONG FUTURE.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term Begin/End Date	Signature
DANA CULBERSON	TEACHER		
NICOLE HORNE	TEACHER		
GAYLE JESSIE	TEACHER		
RUBY DEADRICK	COMMUNITY		
LUCY LONG	PARAPROFESSIONAL		
FRANKIE MCCONNELL	BUSINESS		
NAOMI ODUM	TEACHER		
PAULO PLIEGO	TEACHER		
CRYSTAL PRITCHARD	TEACHER		
DEISY MUNOZ	PARENT		
DEITRIECE FISHER	COUNSELOR		
ELOISE LAMBRIGHT	TEACHER		
TARA MURRAY	PRINCIPAL		

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on _____.

Participants in Attendance	Data Sources Examined
<i>KERRY PRINGLE</i>	<div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="color: red; margin: 0;"><i>AEIS</i></p> <p style="color: red; margin: 0;"><i>TAKS DATA</i></p> <p style="color: red; margin: 0;"><i>PEIMS reports DISTRICT AND CAMPUS</i></p> <p style="color: red; margin: 0;"><i>PBMAS reports</i></p> <p style="color: red; margin: 0;"><i>PARENT /TEACHER Student surveys</i></p> <p style="color: red; margin: 0;"><i>Student attendance data</i></p> <p style="color: red; margin: 0;"><i>Benchmark testing data</i></p> <p style="color: red; margin: 0;"><i>Referral percentages for students in Special Education</i></p> <p style="color: red; margin: 0;"><i>TPRI data/CIRCLE DATA</i></p> <p style="color: red; margin: 0;"><i>Campus parent participation record</i></p> <p style="color: red; margin: 0;"><i>Teacher retention data</i></p> </div>
<i>TERRI PYLES</i>	
<i>TARA MURRAY</i>	
<i>DEITRIECE FISHER</i>	
<i>ELOISE LAMBRIGHT</i>	

Comprehensive Needs Assessment: Summary of Findings

You may provide a chart or written summary of the findings from the data analysis, i.e. Blank Elementary School has need for improvement in the areas of math, 3rd grade reading, 5th grade science, classroom discipline, and parental involvement. Or choose to use something like the table below.

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>STUDENT ATTENDANCE</i>	<i>PEIMS REPORTS/DISTRICT AND CAMPUS</i>
<i>AT RISK POPULATION</i>	<i>PEIMS REPORT DISTRICT AND CAMPUS</i>
<i>SPECIAL EDUCATION/SELF CONTAINED</i>	<i>PBMAS</i>
<i>HIGHLY QUALIFIED TEACHERS (NCLB)</i>	<i>PROFESSIONAL DEVELOPMENT RECORDS TEEM GRANT REQUIREMENTS (2ND YEAR)</i>
<i>TECHNOLOGY CAMPUS PROGRAMS</i>	<i>TEACHER TECHNOLOGY PLANS/STAR CHARTS</i>
<i>LEP/BIINGUAL/ESL NCLB</i>	<i>STATE ACCOUNTABILITY(AEIS)</i>

In this plan, the term “student groups” refers to students who are H, W, AA, ED, At-Risk, Migrant, LEP, G/T, and Special Education (modify as necessary)

State Compensatory Education

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 this District/Campus_____

Total FTEs funded through SCE at this District/Campus_____

The process we use to identify students at risk is:

BRIGANCE SCEENING FOR HS TEACHER MADE SCREENING INSTRUMENT FOR PK

The process we use to exit students from the SCE program who no longer qualify is:

DATA FROM END OF YEAR M CLASS CIRCLE STUDENT ASSESSMENTS

*Optional for Title I School-wide schools:
At WECC School State Compensatory Funds are used to support Title I initiatives.*

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades _____PK_____**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Students At-Risk															
Students Not At-Risk		NA			NA			NA			NA			NA	

	Drop Out Data		Completion Data	
	2006	2007	2006	2007
Students At-Risk	NA	NA	NA	NA
Students Not At-Risk	NA	NA	NA	NA

The comprehensive, intensive, accelerated instruction program at this district/campus...*consists of after school tutorials for students at-risk, two additional math teachers to reduce the student teacher ratio in math, and the purchase and implementation of the Capturing Kids Hearts program to reduce the risk for student dropping out of school.*

Upon evaluation of the effectiveness of this program the committee finds that...

State Compensatory Education

State of Texas Student Eligibility 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
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 percent 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. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants TEXAS EARLY EDUCATION MODEL 2ND YEAR</i>

Goal 1: ENSURING STUDENT LEARNING

Objective 1: LAY FOUNDATION FOR NEW CURRICULUM

Summative Evaluation: PUBLICATION OF WRITTEN CURRICULUM DOCUMENT THAT ALIGNS WITH NEW TEXTBOOK ADOPTION FOR 2011-12

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
DEVELOP CORE UNITS OF STUDY	2,9	Core subject teachers PLC- TEXTBOOK	2010-11 SCHOOL YEAR	Title I Funds SCE Funds \$ # FTE	COLLABORATION AMONG TEACHERS/ PRINCIPAL
IMPLEMENT STRATEGIES FROM KAGAN TRAINING MODIFIED FOR EC		TEACHERS	YEAR	KAGAN MATERIALS	LESSON PLANS
ALL WRITTEN CURRICULUM WILL BE ACCESSIBLE TO EVERY INSTRUCTIONAL PERSONNEL AND WILL BE UPDATED REGULARLY		TEACHERS PLC— TEXTBOOK...	1 ST SIX WEEKS AND ONGOING	PLANNING TIME CIRCLE MANUALS TEACHSMART SYSTEM ALL PILOTED TEXTBOOK SYSTEMS PK GUIDELINES	WRITTEN CURRICULUM COMPLETED

DEVELOP ACTIVITIES TO PROMOTE LEARNING AND DEVELOPMENT OF SOCIAL, EMOTIONAL, PHYSICAL, LANGUAGE AND COGNITIVE SKILLS FOR THE NEW STATE ADOPTED CURRICULM		Teachers	2010-2011 school yr	Instructional budget Planning time	Collaboration among all <u>PLC's</u>
CONTINUE WITH ACTION PLAN INITIATIVES DEVELOPED LAST YEAR FROM PARTNERSHIP WITH MT.PLEASANT CDC		PLC COMMI. ACTION PLAN	ONGOING	PROFESSIONAL GROWTH FUNDS PLANNING TIME	DEVELOPED ACTION PLANS AND INITIATIVES
SCREENING FOR AT-RISK STUDENTS WILL OCCUR BOY MOY AND EOY WITH RESULTS REFLECTED IN PEIMS REPORTING		PLC ASSESS- MENT	BOY MOY EOY	PLANNING TIME	NUMBERS OF IDENTIFIED AT RISK STUDENT WILL DECREASE
GRACE AND COURTESY CURRICULUM WILL BE TAUGHT DURIING THE FIRST WEEK OF SCHOOL		N.ODUM, TEACHER LEADER TEACHERS	AUG. 16 2010	POWER POINT	

CAMPUS UNIVERSAL SCREENING PROCESS WILL BE DEVELOPED FOR ALL PK STUDENTS NOT MEETING MASTERY OF SKILLS		PLC STUDENT ASSESS.		CIRCLE ASSESSMENTS	
SMALL GROUP AND INDIVIDUAL INSTRUCTION FROM CIRCLE TRAINING, TEACHSMART AND K-CREW WORKSHOPS		PLC CURRIC.		INSTRUCTIONAL BUDGET	

***Identify the Title 1 Schoolwide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for schoolwide schools have been addressed. Delete the column if desired.**

Goal 2: PROMOTING COLLABORATION

Objective 1: ESTABLISHED PLC COMMITTEES FOR 2010-11 SCHOOL (SEE ATTACHMENT FOR MEMBERS)

Summative Evaluation: ALL MEMBERS OF PLC GROUPS WILL PERFORM ASSIGNED TASK AS CONTRIBUTING MEMBERS OF THEIR COMMITTEES.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>THE SEVEN ESTABLISHED PLC COMMITTEES FOR 2010-11 ARE AS FOLLOWS:</p> <p>1)BEST PRACTICES 2) ASSESSMENT/AT RISK 3)SAFETY/COMMUNICATIONS 4)PARENT EDUCATION/INVOLVEMENT 5)SCHOOL CLIMATE 6)CURRICULUM/TEXTBOOK 7)ATTENDANCE</p>		<p>1)N.ODUM 2)D.FISHER 3)L.MCCONNELL 4)G.JESSIE 5)N.HORNE 6)T.PYLES 7)F.JOHNSON</p> <p>*CHAIRPERSONS</p>	<p>ON GOING WEEKLY</p>	<p>State Funds Local Funds Title II Funds</p>	<p>ACTION PLANS FOR WEEKLY MEETINGS</p>
<p>PLC COMMITTEES WILL MAINTAIN INDIVIDUAL JOURNALS OF REFLECTIONS AND ACTION PLANS</p>	<p>3, 5</p>	<p>ALL STAFF</p>	<p>AUG-MAY 2011</p>	<p>JOURNALS</p>	<p>ACTION PLANS AND JOURNAL ENTRIES</p>
<p>PRINCIPAL WILL MONITOR EACH PLC 'S PROGRESS BY ATTENDING MEETINGS AND READING JOURNAL ENTRIES</p>	<p>3</p>	<p>Principal,</p>	<p>AUG-MAY 2011</p>		<p>ATTENDANCE AND JOURNALS</p>

Goal 2: PROMOTING COLLABORATION.

Objective 2 INCREASING TEACHER EFFECTIVENESS AND ATTENDANCE

Summative Evaluation

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
ALL WECC EMPLOYEES WHO EXHIBIT STRONG WORK ETHIC AND WEEKLY PERFECT ATTENDANCE WILL RECEIVE SPECIAL RECOGNITONS AND AWARDS. THESE ACTIVITIES WILL BE DEVELOPED BY ATTENDANCE PLC	3,4	Principal, PLC STAFF	WEEKLY	Local Funds CAMPUS ACTIVITY FUNDS	FEWER STAFF ABSENCES STRONGER TEACHER RETENTION

Goal 3: TO PREPARE STUDENTS SOCIALLY AND ACADEMICALLY TO BE SUCCESSFUL IN SCHOOL AND LIFE

Objective 1 STUDENT OUTCOMES: By using the active learning approach in the classroom and facilitating children’s play through appropriate adult-child interactions: all classrooms with implement the High Scope curriculum framework. This research-based early childhood philosophy serves as a foundation to address developmentally appropriate and best practices for early childhood learning. Emphasis will be placed on the importance of the classroom environment and room arrangement, appropriate materials, the daily routine, positive adult-child interaction strategies and on-going assessment...

Summative Evaluation: Through on-going observational assessment (utilizing class /CIRCLE) notes are recorded daily to document and support a collection of outcomes data. Information obtained from this assessment will be linked to measure child outcomes as defined in the 8 Head start domains and its 13 indicators. The state mandated PK guidelines will be the framework from which all learning objectives are derived.

Data 2010-2011	All Students
Discipline/Incidents	0

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Counselor will present weekly guidance lessons focusing on social skills, value and development of positive self-esteem for all students	10	<u>D. Fisher</u>	weekly	F.T.E.	Reduction in the number of inappropriate classroom behavior incidents and office referrals

Teachers will use PBS strategies for all student-teacher interactions. Conscious discipline will be utilized and taught to all students daily.		teachers	daily	Conscious discipline materials Kagan strategies	
All WECC teachers will participate in the TEEM grant in its 2 nd year of a 5 year collaborative facilitated by Region ESC 7. This grant will continue to provide instructional support, on-going mentorship, materials and stipends for successful teacher participants.		ESC 7 MENTOR C. CASSELL TEACHERS PRINCIPAL REGION 7 SUPPORT TEAM	2010-11 SCHOOL YEAR	GRANT FUNDS 2010-11 \$170,000	Awarding of School READY STATE CERTIFICATION

Goal 4: FACILITATE THE PROFESSIONAL GROWTH OF ALL WECC PERSONNEL

Objective 1: MAXIMIZING TEACHER PROFESSIONAL GROWTH THROUGH ACTION PLANS

Summative Evaluation: *EACH TEACHER WILL SUCCESSFULLY COMPLETE PROFESSIONAL GROWTH ACTION PLAN FOLLOWING TIMETABLES SET DURING SUMMATIVE CONFERENCES 2010.*

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
PROFESSIONAL DEVELOPMENT ACTION PLANS WHICH WERE DEVELOPED DURING SUMMATIVE CONFERENCE WILL BE REVISED. TIMELINE FOR SUCCESSFUL COMPLETION WILL BE FOLLOWED	2,9	Principal teachers	Posted timeline which includes semester	TEACHER STIPENDS	Successful completion action plans
EACH TEACHER WILL PRESENT A PROFESSIONAL BEST PRACTICE TOPIC TO AT LEAST TWO DIFFERENT AUDIENCES DURING THE SCHOOL YEAR.		TEACHERS	SCHEDULED PRESENTATION BEGINNING INSERVICE AUG. 2010 ON GOING	TECHNOLOGY SYSTEMS/ POWER POINT PRESENTATIONS HANDOUTS	TEACHER CONFERENCE WITH PRINCIPAL
TEACHERS WILL DEVELOP A TECHNOLOGY ACTION PLAN TO ADDRESS DEFICIENCIES AS REVEALED FROM STAR CHARTS		PRINCIPAL TEACHERS TECHNOLOGY EDUCATOR CIT CAMPUS EDUCATOR	ON GOING		STAR CHARTS WILL SHOW GROWTH

EXPLORE PROVIDING WECC TEACHERS WITH KAGAN TRAINING SPECIFICALLY DESIGNED FOR EARLY CHILDHOOD EDUCATORS		CURRICULUM DIRECTOR PRINCIPAL	BEFORE NEXT SCHOOL YEAR.	STAFF DEVELOPMENT FUNDS/TITLE ONE	COMPLETED KAGAN TRAINING FOR EC TEACHERS
---	--	----------------------------------	--------------------------	-----------------------------------	--

Goal 5: COMMUNICATION WITH ALL STAKEHOLDERS OF WECC AND COMMUNITY.

Objective 1: TO PROMOTE IMPROVED COMMUNICATION OF WECC PROGRAMS AND ACTIVITIES

Summative Evaluation

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>COMMUNITY PARTNERSHIPS WILL BE STRENGTHENED AND NEW ONES DEVELOPED.</p> <ul style="list-style-type: none"> 1) SUPER ONE 2) ETBU PHYSICAL EDUCATION DEPT 3) MERKET CHRISTMAS TREE 4) NURSING HOMES 5) MAVERICK FOOTBALL MENTORS 6) ALL DAY CARE CENTER AND PRIVATE PK SCHOOLS 	6	Principal STAFF	ON GOING	ANNOUNCEMENT OF EVENTS AND MEDIA COVERAGE	EVENT COMPLETION

Goal: 6 ESTABLISH A STRONG PARENT AS PARTNERS PROGRAM

Objective: 1 INCREASE PARENT PARTICIPATION IN ALL SCHOOL EVENTS AND TRAININGS

Summative Evaluation: PERCENTAGE OF PARENT PARTICIPANTS WILL INCREASE

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
WECC will continue to sponsor the STAR PARENT recognition program honoring selected parents from each homeroom		Principal teachers	Feb 2011	Activity funds and parent involvement funds	Events successfully completed
WECC will develop an incentive program for parents which reward outstanding compliance of the parent contract. Incentive for selected parents will be a family field trip to be determined later.		PLC committee parent education principal	May 2011	In kind contributions	
Wecc will establish a parent resource program to provide worthy parent with: Resources for kids such as supplies, uniforms, etc. and Dress for success garments for parent who have a need		Community partners Principals Staff Family service workers(HS)	Through out the year	In Kind donations Donations Pto funds	Record of events