

**EARLY CHILDHOOD CENTER**  
**Flour Bluff Independent School District - Campus Improvement Plan**  
**2020/2021**

*Nurturing Lifelong Learners*

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# EARLY CHILDHOOD CENTER Site Base

Name	Position
Bujnoch, Tracy	Teacher
Ferrand, Afton	Teacher
Vaughn, Jacqueline	Teacher
Torrez, Leonor	Teacher
Barganski, Dr. Linda	Associate Superintendent
Burtt, Michael	Community Member/Business Member
Culvahouse, Beau	Business Member
Mora, Erica	Non-Teaching Professional
Perez, Carmen	Paraprofessional
Seeds, Amy	Principal
Tirado, Nicole	Parent
Danser, Rick	Parent
Williams, James	Community Member
Philomeno, Jessica	Asst. Principal

# Resources

Resource	Source
Title I 6200	Federal
Title I 6300	Federal
Title I 6400	Federal
Title II	Federal
Title IV	Federal
Local	Local
ESL	State
SE-162 6100	State
SE-162 6200	State
SE-162 6300	State
SE-224 6100	State
SE-225 6100	State
State Compensatory	State

# EARLY CHILDHOOD CENTER

**Goal 1.** Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

**Objective 1.** The TEKS will be effectively taught for Mathematics, utilizing campus curriculum and district purchased materials, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students in grades PK-K will achieve the set passing rate goal on the CIRCLE and Math assessments to build the foundational skills necessary for students to be successful on STAAR Mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize Professional Learning Communities to analyze data and discuss curriculum and instructional strategies to ensure all students are learning. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 2)</p>	<p>Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)</p>		<p>Title I 6300, SE-162 6100, SE-162 6200, SE-162 6300, SE-224 6100, SE-225 6100</p>	<p>Criteria: Professional Learning Community Meetings and Notes, Summer School Rosters, Ongoing Assessment Data, Checklists, Lesson Plans, Intervention Strategies, Response to Intervention Team Recommendations and Data, Benchmark Assessment Data, Report Cards and Promotion/Retention Data CIRCLE Assessment Data Envision Math Assessment Data</p>
<p>2. Utilize math assessment and CIRCLE assessment data to provide differentiated instruction, identify areas of need for student groups and classroom intervention, and to set goals for Multi-Tiered System of Support (MTSS). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 2)</p>	<p>Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)</p>			<p>Criteria: Professional Learning Community Meetings and Notes, Summer School Rosters, Ongoing Assessment Data, Checklists, Lesson Plans, Intervention Strategies, Response to Intervention Team Recommendations and Data, Benchmark Assessment Data, Report Cards and Promotion/Retention Data CIRCLE Assessment Data Envision Math Assessment Data</p>
<p>3. Provide Math Lab Tutor for kindergarten students and utilize Pre-K aides to tutor prekindergarten students identified in need of small group intervention. (Title I SW Elements:</p>	<p>Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)</p>			<p>Criteria: Professional Learning Community Meetings and Notes, Summer School Rosters, Ongoing Assessment Data,</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 2)				Checklists, Lesson Plans, Intervention Strategies, Response to Intervention Team Recommendations and Data, Benchmark Assessment Data, Report Cards and Promotion/Retention Data CIRCLE Assessment Data Envision Math Assessment Data
4. Teachers will attend Math professional development as needed and utilize technology to support math instruction. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Title I 6300	Criteria: Professional Learning Community Meetings and Notes, Summer School Rosters, Ongoing Assessment Data, Checklists, Lesson Plans, Intervention Strategies, Response to Intervention Team Recommendations and Data, Benchmark Assessment Data, Report Cards and Promotion/Retention Data CIRCLE Assessment Data Envision Math Assessment Data
5. Purchase math materials for kindergarten and prekindergarten classrooms. (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Title IV, Local, ESL	Criteria: Professional Learning Community Meetings and Notes, Summer School Rosters, Ongoing Assessment Data, Checklists, Lesson Plans, Intervention Strategies, Response to Intervention Team

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Recommendations and Data, Benchmark Assessment Data, Report Cards and Promotion/Retention Data CIRCLE Assessment Data Envision Math Assessment Data
6. Provide families with resources, materials and strategies to work with child at home, as well as, host Math and Science Night. (Title I SW Elements: 2.3,2.5,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Title I 6400	Criteria: Professional Learning Community Meetings and Notes, Summer School Rosters, Ongoing Assessment Data, Checklists, Lesson Plans, Intervention Strategies, Response to Intervention Team Recommendations and Data, Benchmark Assessment Data, Report Cards and Promotion/Retention Data CIRCLE Assessment Data Envision Math Assessment Data

# EARLY CHILDHOOD CENTER

- Goal 1.** Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.
- Objective 2.** The TEKS will be effectively taught for Science, utilizing campus curriculum and district purchased materials, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Look for developmentally appropriate training and technology to support Science instruction. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Title I 6300, Local, SE-162 6100, SE-162 6200, SE-162 6300	Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes, Lab Activities, Science Grades
2. Utilize professional learning communities to discuss curriculum, lab activities, and instructional strategies to integrate Science content into language arts and math instruction to promote high interest and relevance to instruction. (Title I SW Elements: 2.2,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Local	Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes, Lab Activities, Science Grades
3. Provide opportunity for Kindergarten students to participate in campus Science Fair, as well as, Coastal Bend Science Fair. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All,K) (Strategic Priorities: 1)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Local	Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes, Lab Activities, Science Grades
4. Utilize an outdoor learning garden to promote the integration of Science in other content areas through, but not limited to, weather, planting, writing, presentations, reading and counting. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)			Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes, Lab Activities, Science Grades
5. Utilize and purchase Science materials to provide hands-on learning in the Science Lab and the classroom. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K) (Strategic	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Title I 6200, Title IV, ESL	Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 1,2)				Lab Activities, Science Grades
6. Provide intentional vocabulary instruction by providing opportunities to write about science using content vocabulary. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Local	Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes, Lab Activities, Science Grades
7. Students may visit the Botanical Gardens for hands-on learning and/or utilize the Gardens educational resources to extend Science Curriculum. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)			Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes, Lab Activities, Science Grades
8. Provide families with resources, materials and strategies to work with child at home, as well as, host Math and Science Night. (Title I SW Elements: 2.3,2.5,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Title I 6400	Criteria: Science Lab Schedules, Lesson Plans, Professional Learning Community Meetings and Notes, Lab Activities, Science Grades



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- Objective 3.** The TEKS will be effectively taught for Social Studies, utilizing campus curriculum and district purchased materials, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate technology into social studies instruction with the use of campus technology resources. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		SE-162 6100, SE-162 6200, SE-162 6300	Criteria: Schedule of Activities and Presentations, Lesson Plans, SMART Board Activities, Shared Resources on Google Drive, Report Card Grades
2. Seek out professional development to support early childhood social studies curriculum. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)		Title IV, ESL	Criteria: Schedule of Activities and Presentations, Lesson Plans, SMART Board Activities, Shared Resources on Google Drive, Report Card Grades
3. Provide student presentations from community members such as the police department, fire department, Naval Air Station, National Parks and Wildlife, National Seashore. (Title I SW Elements: 2.1,2.5,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)			Criteria: Schedule of Activities and Presentations, Lesson Plans, SMART Board Activities, Shared Resources on Google Drive, Report Card Grades

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**Goal 1.** Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

**Objective 4.** The TEKS will be effectively taught for English Language Arts and Reading, utilizing campus curriculum and Balanced Literacy, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students in grades PK-K will achieve the set passing rate goal on the CIRCLE and TX-KEA assessments to build the foundational skills necessary for students to be successful on STAAR ELAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Support teachers to build instructional skills with a variety of professional development activities such as classroom observation time and professional learning community round table sessions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)</p>		<p>SE-162 6100, SE-162 6200, SE-162 6300</p>	<p>Criteria: Professional Learning Community Meetings and Notes, Lesson Plans, Observation and Feedback, Class Schedules, Walkthroughs, Progress Reports, Report Cards, Recommendation of Resources, Running Records, Ongoing Assessment Data, Anecdotal Notes, Benchmark Assessment Data, Percentage of Students Reading on Level C or above by EOY CIRCLE Assessment Data TX-KEA Assessment Data</p>
<p>2. Use campus curriculum and Balanced Literacy components as the framework for Language Arts instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)</p>		<p>Title IV</p>	<p>Criteria: Professional Learning Community Meetings and Notes, Lesson Plans, Observation and Feedback, Class Schedules, Walkthroughs, Progress Reports, Report Cards, Recommendation of Resources, Running Records, Ongoing Assessment Data, Anecdotal Notes, Benchmark Assessment Data, Percentage of Students Reading on Level C or above by EOY CIRCLE Assessment Data TX-KEA Assessment Data</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Administer Language Arts assessments and use the data to provide intervention strategies and data driven instruction that supports small group and Reading Lab intervention for students who struggle with basic understanding, utilization of reading strategies, literary elements and comprehension skills. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)</p>			<p>Criteria: Professional Learning Community Meetings and Notes, Lesson Plans, Observation and Feedback, Class Schedules, Walkthroughs, Progress Reports, Report Cards, Recommendation of Resources, Running Records, Ongoing Assessment Data, Anecdotal Notes, Benchmark Assessment Data, Percentage of Students Reading on Level C or above by EOY CIRCLE Assessment Data TX-KEA Assessment Data</p>
<p>4. Continue to build classroom resources and technology to build letter/sound recognition, sight words, writing, and language/reading development. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)</p>		<p>Title IV, ESL</p>	<p>Criteria: Professional Learning Community Meetings and Notes, Lesson Plans, Observation and Feedback, Class Schedules, Walkthroughs, Progress Reports, Report Cards, Recommendation of Resources, Running Records, Ongoing Assessment Data, Anecdotal Notes, Benchmark Assessment Data, Percentage of Students Reading on Level C or above by EOY</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				CIRCLE Assessment Data TX-KEA Assessment Data
5. Support Kindergarten teachers with Balanced Literacy trainings and instructional coaching. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)			Criteria: Professional Learning Community Meetings and Notes, Lesson Plans, Observation and Feedback, Class Schedules, Walkthroughs, Progress Reports, Report Cards, Recommendation of Resources, Running Records, Ongoing Assessment Data, Anecdotal Notes, Benchmark Assessment Data, Percentage of Students Reading on Level C or above by EOY CIRCLE Assessment Data TX-KEA Assessment Data
6. Support teachers to incorporate writing in all content areas with Writing Workshop opportunities, Lucy Calkins resource and PLC discussions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRES K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)			Criteria: Professional Learning Community Meetings and Notes, Lesson Plans, Observation and Feedback, Class Schedules, Walkthroughs, Progress Reports, Report Cards, Recommendation of Resources, Running Records, Ongoing Assessment Data, Anecdotal Notes, Benchmark Assessment Data,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Percentage of Students Reading on Level C or above by EOY CIRCLE Assessment Data TX-KEA Assessment Data
7. Support parents in their effort to practice and help develop reading skills at home by providing events and resources such as: Reading Nights, parent trainings, free websites, and parent/teacher conferences. (Title I SW Elements: 1.1,2.1,2.5,2.6,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Principal(s), Special Ed Teacher(s), Teacher(s)			Criteria: Professional Learning Community Meetings and Notes, Lesson Plans, Observation and Feedback, Class Schedules, Walkthroughs, Progress Reports, Report Cards, Recommendation of Resources, Running Records, Ongoing Assessment Data, Anecdotal Notes, Benchmark Assessment Data, Percentage of Students Reading on Level C or above by EOY CIRCLE Assessment Data TX-KEA Assessment Data

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**Objective 5.** The district and campuses will meet compliance requirements for Title I, Part A (Every Student Succeeds Act) School-wide Program, Title II, Part A (Every Student Succeeds Act) Teacher and Principal Recruiting Fund Program, Title III, Part A ESL Federal Program (co-op with ESC2) and State Compensatory Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Title I funds will be utilized to enhance student learning. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,PRES K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)			Criteria: Budget Procedures and Requirements, Documentation of Activities, Time and Effort Reports, Training Agendas, Training Certificates, Review of Highly Qualified Status for Paraprofessionals
2. Discuss Parent Compacts with all parents during Parent Conferences. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,PRES K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)			Criteria: Budget Procedures and Requirements, Documentation of Activities, Time and Effort Reports, Training Agendas, Training Certificates, Review of Highly Qualified Status for Paraprofessionals
3. Review Parent Engagement Plan and hold Title I, Part A Parent Meetings. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,PRES K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)			Criteria: Budget Procedures and Requirements, Documentation of Activities, Time and Effort Reports, Training Agendas, Training Certificates, Review of Highly Qualified Status for Paraprofessionals
4. Purchase technology Apps - Reading A to Z, and Brain Pop. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,PRES K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)			Criteria: Budget Procedures and Requirements, Documentation of Activities, Time and Effort Reports, Training Agendas, Training Certificates,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Review of Highly Qualified Status for Paraprofessionals

# EARLY CHILDHOOD CENTER

- Goal 1.** Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.
- Objective 6.** Support Prekindergarten-12th grade students in closing the performance gaps of accountability by providing students with interventions that allow positive student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum Aides will provide academic support to ECC students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal(s), Special Ed Teacher(s), Teacher(s)		SE-162 6100, SE-162 6200, SE-162 6300	Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Assessment Data, TELPAS Data, Pre-LAS Data, Home Surveys
2. All teachers will use assessment data to individualize instruction for students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Special Ed Teacher(s), Teacher(s)			Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys
3. Students will utilize computer software and technology that supports PreK Guidelines and Kindergarten TEKS. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Special Ed Teacher(s), Teacher(s)			Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys
4. Special Education support is provided to students with IEP goals. (Title I SW Elements: 2.2) (Target Group: SPED,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Special Ed Teacher(s), Teacher(s)		SE-162 6100, SE-162 6200, SE-162 6300	Criteria: Individual Educational Plans, Class Enrollment, Services Provided,



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- Goal 1.** Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.
- Objective 6.** Support Prekindergarten-12th grade students in closing the performance gaps of accountability by providing students with interventions that allow positive student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys
5. English as a Second Language (ESL) curriculum, strategies and accommodations are implemented, including a focus on the ELPS, in classes with English Language Learner (ELL) populations. (Title I SW Elements: 2.5) (Target Group: ESL,PRE K,K) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Special Ed Teacher(s), Teacher(s)		ESL	Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys
6. Math and Reading Lab is available for Kindergarten students who need extra instructional support. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,GT,AtRisk,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Special Ed Teacher(s), Teacher(s)			Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys
7. Summer School provided for struggling students. (Title I SW Elements: 2.1,2.5,2.6) (Target Group: All,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Principal, Special Ed Teacher(s), Teacher(s)			Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Home Surveys
8. ESL Summer School offered to all ELL students. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: ESL,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teacher(s), Teacher(s)			Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys
9. Purchase resources to support student learning such as, Reading A-Z, Brainpop, and Handwriting Without Tears. (Title I SW Elements: 2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Special Ed Teacher(s), Teacher(s)			Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys
10. Provide Universal Design for Learning training for Special Ed. Teachers & Paraprofessionals and General Ed. Inclusion Teachers. (Title I SW Elements: 2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Special Ed Teacher(s), Teacher(s)			Criteria: Individual Educational Plans, Class Enrollment, Services Provided, Benchmark Data, Local Assessment Data, TELPAS Data, LAS Data, Home Surveys

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**Objective 7.** To meet state performance standards, the percentage of students increasing performance by at least one rating and proficiency level on the TELPAS, will increase by 5% for the district and on each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop activities to ensure English Language Learners are provided with effective, timely assistance (i.e. Reading lab, Response to Intervention and Summer School). (Title I SW Elements: 2.5,2.6) (Target Group: ESL,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)		ESL	Criteria: Lesson Plans including English Language Proficiency Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters
2. Provide research-based English as a Second Language (ESL) techniques/strategies to identified ESL students. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal, Teacher(s)			Criteria: Lesson Plans including English Language Proficiency Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters
3. Utilize equitable criteria and assessments to ensure the English Language Learner (ELL) population is not over represented in special education or under represented in Gifted and Talented education. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ESL,SPED,GT,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Lesson Plans including English Language Proficiency Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters
4. Develop lesson plans which reflect	Assistant Principal(s),			Criteria: Lesson Plans including

# EARLY CHILDHOOD CENTER

**Goal 1.** Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

**Objective 7.** To meet state performance standards, the percentage of students increasing performance by at least one rating and proficiency level on the TELPAS, will increase by 5% for the district and on each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
appropriate strategies and interventions and that incorporate the ELPs throughout instruction. (Title I SW Elements: 2.5) (Target Group: ESL,PRE K,K) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)			English Language Proficiency Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters
5. Monitor academic progress and attendance each quarter and annually. (Title I SW Elements: 2.6) (Target Group: ESL,PRE K,K) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Lesson Plans including English Language Proficiency Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters
6. Provide Language Proficiency Assessment Committee (LPAC) training, Pre-LAS training and English Language Proficiency Standards training to ESL teachers. (Title I SW Elements: 2.6) (Target Group: ESL,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Associate Superintendent of Student Services, Principal, Teacher(s)			Criteria: Lesson Plans including English Language Proficiency Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters
7. Support teachers with instructional skills through professional development, such as,	Assistant Principal(s), Counselor(s), Principal,			Criteria: Lesson Plans including English Language Proficiency

# EARLY CHILDHOOD CENTER

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ELPS training and writing strategies training. (Title I SW Elements: 2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Teacher(s)			Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters
8. Administrative staff will meet monthly with ESL teachers to discuss progress, strategies and next steps. (Title I SW Elements: 2.5) (Target Group: ESL,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Lesson Plans including English Language Proficiency Standards, Professional Development Certificates, Texas English Language Proficiency Assessment System (TELPAS) Ratings, Promotion Rates, Summer School Rosters

# EARLY CHILDHOOD CENTER

**Goal 1.** Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

**Objective 8.** To meet state performance requirements, attendance for the district and each campus will be 95% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate the attendance policy to parents via School Messenger, handbook, school newsletters, home visits, Meet the Teacher and parent conferences. (Title I SW Elements: 2.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Principal, Teacher(s), Truancy Officer			Criteria: Publications, Attendance Rate, Perfect Attendance Class Lists, Attendance Committee Meeting Notes, Attendance Reports, Overall Attendance Rate and Attendance at PBIS Events (Good Choice Club)
2. Utilize the attendance committee to review all students with excessive absences and contact parents for attendance meetings to discuss the Parent Attendance Intervention Contract. (Title I SW Elements: 2.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s), Truancy Officer			Criteria: Publications, Attendance Rate, Perfect Attendance Class Lists, Attendance Committee Meeting Notes, Attendance Reports, Overall Attendance Rate and Attendance at PBIS Events (Good Choice Club)
3. The campus will recognize perfect attendance with classroom recognition and school recognition, and campus reward activities. (Title I SW Elements: 2.1,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s), Truancy Officer			Criteria: Publications, Attendance Rate, Perfect Attendance Class Lists, Attendance Committee Meeting Notes, Attendance Reports, Overall Attendance Rate and Attendance at PBIS Events (Good Choice Club)
4. Promote Positive Behavioral Interventions and Supports (PBIS) by recognizing appropriate behaviors in various campus settings and bus safety. (Target Group:	Assistant Principal(s), Counselor(s), Principal, Teacher(s), Truancy Officer			Criteria: Publications, Attendance Rate, Perfect Attendance Class Lists, Attendance Committee Meeting

# EARLY CHILDHOOD CENTER

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**Objective 8.** To meet state performance requirements, attendance for the district and each campus will be 95% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,PRE K,K) (Strategic Priorities: 1)				Notes, Attendance Reports, Overall Attendance Rate and Attendance at PBIS Events (Good Choice Club)
5. Promote attendance on the last day of school with a 'Golden Buzzy' drawing. (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s), Truancy Officer			Criteria: Publications, Attendance Rate, Perfect Attendance Class Lists, Attendance Committee Meeting Notes, Attendance Reports, Overall Attendance Rate and Attendance at PBIS Events (Good Choice Club)

# EARLY CHILDHOOD CENTER

**Goal 2.** Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

**Objective 1.** The district and campuses will provide effective instruction, prevention and intervention programs for safe, orderly and productive schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Practice and conduct emergency drills throughout the school year. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Campus Nurse(s), Counselor(s), Director of District Security, Principal, Teacher(s)			Criteria: Guidance Lessons, Emergency Operations Plan, Periodic Preparedness Drills, Discipline Records, Health Services, Discipline Referrals
2. Conduct vision and hearing screenings. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Campus Nurse(s), Counselor(s), Director of District Security, Principal, Teacher(s)			Criteria: Guidance Lessons, Emergency Operations Plan, Periodic Preparedness Drills, Discipline Records, Health Services, Discipline Referrals
3. Provide CPR and AED training for faculty and staff as needed. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Campus Nurse(s), Counselor(s), Director of District Security, Principal, Teacher(s)			Criteria: Guidance Lessons, Emergency Operations Plan, Periodic Preparedness Drills, Discipline Records, Health Services, Discipline Referrals
4. Participate in Red Ribbon Week activities to raise awareness of drug and alcohol abuse. (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Director of District Security, Principal, Teacher(s)			Criteria: Guidance Lessons, Emergency Operations Plan, Periodic Preparedness Drills, Discipline Records, Health Services, Discipline Referrals
5. Follow safety procedures - doors locked, enforce visitor badges, faculty/staff IDs worn daily. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Director of District Security, Principal, Teacher(s)			Criteria: Guidance Lessons, Emergency Operations Plan, Periodic Preparedness Drills, Discipline Records,



# EARLY CHILDHOOD CENTER

**Goal 2.** Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

**Objective 1.** The district and campuses will provide effective instruction, prevention and intervention programs for safe, orderly and productive schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Health Services, Discipline Referrals
6. Utilize a district Security Guard to ensure a safe environment. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Campus Nurse(s), Director of District Security, Principal, Teacher(s)			Criteria: Guidance Lessons, Emergency Operations Plan, Periodic Preparedness Drills, Discipline Records, Health Services, Discipline Referrals

# EARLY CHILDHOOD CENTER

**Goal 2.** Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

**Objective 2.** The district will provide a strong, comprehensive, developmental guidance program to all students, PK-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct guidance counseling lessons weekly for Kindergarten students and bi-weekly for Prekindergarten students. (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Guidance Activities/Lessons, Discipline Referrals, Attendance Data
2. Utilize curriculum to teach conflict resolution, bully awareness and prevention, and social skills. (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)		Title IV	Criteria: Guidance Activities/Lessons, Discipline Referrals, Attendance Data
3. Conduct individual and small group counseling with students as needed. (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Guidance Activities/Lessons, Discipline Referrals, Attendance Data
4. School-wide use of Positive Behavior Interventions and Supports and Buzzy slips to encourage/reward compliance with school-wide expectations. (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Guidance Activities/Lessons, Discipline Referrals, Attendance Data
5. Collaborate with teachers and parents to complete Special Education referrals and monitor Multi-Tiered System of Support plans. (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Guidance Activities/Lessons, Discipline Referrals, Attendance Data

# EARLY CHILDHOOD CENTER

**Goal 3.** Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

**Objective 1.** Train all employees to effectively implement Professional Learning Communities, effectively participate in Campus and District Planning and Decision-Making processes, analyze data, discuss needs and take action to improve student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Professional Learning Communities (PLC) training to all teachers at the beginning of the school year and communicate clear expectations of a PLC to all teachers. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Agendas, Sign-In Sheets, Minutes, Quality Lesson Plans and Lessons, Assessment Data, Surveys, Feedback
2. Conduct bi-weekly PLC meetings to collaborate and analyze student data, effective teaching strategies, and lesson plan. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Agendas, Sign-In Sheets, Minutes, Quality Lesson Plans and Lessons, Assessment Data, Surveys, Feedback
3. Collaborate and create a campus-wide assessment calendar. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Agendas, Sign-In Sheets, Minutes, Quality Lesson Plans and Lessons, Assessment Data, Surveys, Feedback
4. Meet each quarter to share curriculum writing in all content areas, station ideas, and resources. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Agendas, Sign-In Sheets, Minutes, Quality Lesson Plans and Lessons, Assessment Data, Surveys, Feedback

# EARLY CHILDHOOD CENTER

**Goal 3.** Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

**Objective 1.** Train all employees to effectively implement Professional Learning Communities, effectively participate in Campus and District Planning and Decision-Making processes, analyze data, discuss needs and take action to improve student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide training opportunities in various areas throughout the school year according to the professional development session attended by a faculty or staff member. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Agendas, Sign-In Sheets, Minutes, Quality Lesson Plans and Lessons, Assessment Data, Surveys, Feedback

# EARLY CHILDHOOD CENTER

**Goal 4.** Engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens.

**Objective 1.** Parents will be made aware of, encouraged and provided opportunities to become actively involved in the education of their children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will work together to develop transition activities for students such as Prekindergarten & Kindergarten Sneak Peek. (Title I SW Elements: 1.1,2.6,3.1,3.2) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement
2. Increase participation in parent involvement by gathering feedback on parent interest through the use of a Family Engagement Survey. (Title I SW Elements: 3.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			
3. Encourage participation in campus literacy activities such as: "Rock Star Readers," "Read to Me," "Waves of Pages" reading program, & Tumble Books. (Title I SW Elements: 3.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement
4. Keep parents informed about campus upcoming events and important announcements through monthly newsletters, School Messenger Call-Out system, Skyward email and Seesaw. (Title I SW Elements: 3.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement
5. Send home books for students to read with parents called "Familiar Reads" to increase students independent reading level. (Title I SW Elements: 3.1) (Target Group: All,PRE	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations,

# EARLY CHILDHOOD CENTER

**Goal 4.** Engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens.

**Objective 1.** Parents will be made aware of, encouraged and provided opportunities to become actively involved in the education of their children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
K,K)				Needs Assessment, MTSS Data, Increased Parental Involvement
6. Provide a variety of parent engagement activities: Harvest of Learning, Trunk or Treat, Family Math Night, Family Reading Night, Movie Night, Family Picnic, and Family Science Night, parent trainings, Focus Group, Resource Fair, ESL parent classes - these events may not occur due to pandemic 2020-2021. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement
7. Provide parent workshops through the guidance of a district Military Counselor. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement
8. Send parent notes home in other languages if feasible when needed. (Title I SW Elements: 3.1) (Target Group: ESL,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement
9. Promote State & Regional Parent Involvement Conference. (Title I SW Elements: 3.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and

# EARLY CHILDHOOD CENTER

**Goal 4.** Engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens.

**Objective 1.** Parents will be made aware of, encouraged and provided opportunities to become actively involved in the education of their children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement
10. Provide a Military Counselor to help meet the needs of our students of military families. (Title I SW Elements: 3.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Sign-in Sheets, Event Program, Parent Surveys and Recommendations, Needs Assessment, MTSS Data, Increased Parental Involvement

# EARLY CHILDHOOD CENTER

**Goal 4.** Engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens.

**Objective 2.** The district and campuses will provide training opportunities and access to resources in technology for parents and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide devices and hot spots for online learning to families in need. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Activities Offered, Sign-In Sheets, Presentations, Parent Feedback, Parent Surveys
2. Provide parents with access to 'Tumble books' from home. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Activities Offered, Sign-In Sheets, Presentations, Parent Feedback, Parent Surveys
3. Provide computers for parents to use for online registration. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Teacher(s)			Criteria: Activities Offered, Sign-In Sheets, Presentations, Parent Feedback, Parent Surveys
4. Conduct Technology Committee meetings twice a year to discuss the technology needs of the campus. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2)				Criteria: Activities Offered, Sign-In Sheets, Presentations, Parent Feedback, Parent Surveys



# EARLY CHILDHOOD CENTER

**Goal 5.** Partner with industry and community in a mutually beneficial manner to enhance our students' educational experiences and opportunities.

**Objective 1.** The district and campuses will seek opportunities to partner with industry and community representatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Seek donations from the local HEB, Subway, Coffee Waves, McDonald's, Bluffalo Wings and Whataburger during but not limited to; Teacher Appreciation Week, Good Choice Club activities, etc. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Partnership Meetings, Partnership Agreements, Agendas and Sign-In Sheets, Services Provided
2. Seek parent and community representation on the Campus Site-Based Decision Making Committee. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Partnership Meetings, Partnership Agreements, Agendas and Sign-In sheets, Services Provided
3. Host PTO meetings. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Partnership Meetings, Partnership Agreements, Agendas and Sign-In sheets, Services Provided
4. Monthly Newsletters are sent via email to families through Skyward and posted on the campus website. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Partnership Meetings, Partnership Agreements, Agendas and Sign-In sheets, Services Provided
5. Seek community resources through United Way, Workforce Solutions, Driscoll Children's Hospital, Texas A&M Agrilife extension, South Texas Children's Home, BCFS Health & Human Services, Therapy Connection of STX, Amistad Community Health Center, Coastal Bend Blood Center, Family Counseling, CC Fire Department, and the Food Bank of CC. (Title I SW Elements: 2.1,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)			Criteria: Partnership Meetings, Partnership Agreements, Agendas and Sign-In sheets, Services Provided

# Comprehensive Needs Assessment