

Monahans-Wickett-Pyote Independent School District
Cullender Kindergarten
2013-2014 Campus Improvement Plan



Mission Statement

*Students will think and feel intelligent, respected, and valuable as they learn
in a positive and supportive environment,
rich in critical thinking curriculum.*

Cullender Kindergarten Motto

*No One Too Small
To Dream Too TALL.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Texas Education Agency's 2012 AEIS report for George Cullender Kindergarten reveals an enrollment of 231 students. The following enrollment breakdown is reported: Early Childhood Education - 7 students, Pre-Kindergarten - 68 students, and Kindergarten - 156 students. This is a decrease of approximately 50 students from the previous year. Cullender Kindergarten is comprised of the following ethnic demographics: 57.6% Hispanic, 36.4% White, 4.3% African American, 1.3% American Indian and 0.4% of two or more races. Among these students, 45% are identified as At-Risk, (this does not include those students who will not be successful on the Early Reading Inventory in September), and 13.9% Limited English Proficient (LEP), and 65.4% Economically Disadvantaged. Students enrolled in the Special Education Program total 6.1%. In the past two years, there has been a substantial increase in Economically Disadvantaged and At-Risk students, along with a slight decrease in LEP students.

Teacher demographics are reported as 26.7% Hispanic, and 73.3% White. The average number of years experience for teachers is 13.7 years. Cullender employs an all female staff.

The report revealed a retention rate of 3.1% which is just above the state average of 2.2%. Average class size at Cullender is 20.6 students.

Demographics Strengths

- 1. The ethnic demographics reveal a more diverse student population than in years past.**
- 2. Teacher experience and retention remain a strength.**
- 3. Average class size is below the state requirement of 22-1.**

Demographics Needs

- 1. Percentage of Economically Disadvantaged and At-Risk students has increased significantly.**
- 2. Teacher ethnicity demographics do not parallel student ethnicity demographics.**
- 3. Continued focus on the needs of special populations including English Language Learners.**

Student Achievement

Student Achievement Summary

The 2012-2013 I-Station Reading Data for kindergarten students reflected 25% Tier 1, 40% Tier 2, and 35% Tier 3 in September. In May student tier movement revealed 65% Tier 1, 25% Tier 2, and only 10% Tier 3. Cullender continued a 30 minute blocked RTI time for Tier 3 student intervention, along with a 30 minute RTI time for Tier 1 & 2 students for enrichment. All Tier 1 & 2 Kindergarten students received (3) days per week of 30 Minute I-Station interventions per day, while Tier 3 students received (4) days per week of 30 Minute I-Station interventions per day.

Cullender employed a full day interventionist who worked with (25) Tier 3 students in small group instruction to support their needs in addition to their (4) days a week of (30) minute RTI.

Additional focus will be placed on student attendance. Cullender will promote individual and class programs and reward systems to encourage students and parents to make attendance a high priority. Cullender will strive to increase awareness of how student achievement is directly related to the daily attendance.

Student Achievement Strengths

- **Scheduled Rtl for Tiers 1 & 2 Enrichment and Tier 3 Intervention**
- **Full time interventionist on campus**
- **100% of Cullender teachers are highly qualified professionals dedicated to student success**
- **Student utilization of Thinking Maps guide learning as well as impacting rigor and student success**

Student Achievement Needs

- **Monitor and align Pre-K curriculum to better prepare students for Kindergarten TEKS**
- **Work to close gaps in learning from Pre-K or home and Kindergarten**
- **Improve intervention and implement additional performance measures**
- **Incorporate additional resources for English Language Learners in all subject areas**
- **Implement Attendance Incentives/Programs to improve student performance**

School Culture and Climate

School Culture and Climate Summary

Students and staff of Cullender Kindergarten feel safe, valued, and respected. This campus promotes a positive learning environment for employees and students where all feel safe taking risks and demonstrating individuality. Student safety is a number one priority at Cullender. Continued improvement to the building and grounds help provide adequate space for necessary learning environments and improved learning conditions.

School Culture and Climate Strengths

- **Safe environment**
- **Promotion of life-long learning**
- **Dedicated staff**
- **Attractive facility that is conducive to learning**

School Culture and Climate Needs

- **Improved communication of campus safety policies**
- **Completion of construction of additional classrooms**
- **Improved opportunity for staff contribution**
- **Awareness and education for staff, parents and students regarding bullying**
- **Improved communication of student/parent concerns**

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cullender Kindergarten is proud to have 100% Highly-Qualified teachers on staff. The average number of years experience for teachers is 13.7 years. Additional assests to student success are the full time interventionist as well as certified special education and bilingual teachers. The campus also employees dedicated paraprofessionals as well as cafeteria and custodial staff members.

Staff Quality, Recruitment, and Retention Strengths

- **Highly qualified teachers**
- **Full Day Interventionist**
- **Certified Bilingual Teachers**
- **Certified Special Education Teacher**
- **Dedicated support staff**

Staff Quality, Recruitment, and Retention Needs

- **Increase professional development opportunities for teachers and staff**
- **Recruitment of male teachers and staff**
- **Recruitment to more closely align teacher ethnicity demographics with those of students**
- **Retention of teachers and staff**

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cullender Kindergarten addresses TEKS (Texas Essential Knowledge and Skills) using a focused curriculum. Resources utilized to support curriculum, instruction, and assessment include state adopted materials such as Texas Treasures Reading series, Saxon Phonics, and Texas Mathematics. Additionally, the TEKS Resource System vertical alignment documents, instructional focus documents, and year at a glance documents serve to guide facilitation of the curriculum, ensure vertical alignment across the district, and provide a scope and sequence for instruction. Programs used to support curriculum and instruction at Cullender include the computer-based IStation Reading program, Promethean Planet Active Inspire Meeting Board for Math, and the Six Traits Character Development Series. Thinking Maps are introduced at Cullender and provide students and teachers tools for organizing thoughts and information and move learning to a higher cognitive level. Both formative and summative assessment measures are used to guide instruction and measure student progress. A daily RTI (Response to Intervention) time is built into the daily schedule for each and every classroom. Additionally, Cullender students have access to a full-time interventionist to provide individualized, strategic intervention for struggling students.

Pre-K curriculum and instruction is driven by state standards to effectively provide students with the social and academic skills needed for kindergarten. Resources used include Saxon Early Learning, Frog Street Press Texas Pre-K System, and teacher created materials.

Curriculum, Instruction, and Assessment Strengths

- **Campus-wide RTI block within the daily schedule to provide intervention and enrichment**
- **Full-time campus interventionist to provide additional intervention beyond the classroom**
- **Utilization of the IStation reading program for instruction as well as assessment data**
- **Thinking Maps are introduced and used to increase comprehension of concepts and levels of cognition**

Curriculum, Instruction, and Assessment Needs

- **Campus TEKS study to increase teacher awareness of student expectations**

- **Collaborative planning to design lessons and build stronger instructional practices**
- **Additional assessments designed to monitor student progress in reading, math, and science**

Family and Community Involvement

Family and Community Involvement Summary

Family and Community involvement in the educational efforts of Cullender Kindergarten are crucial to student success. Cullender welcomes parent volunteers, visitors, and community members to be an active part of the lives of our students. Efforts to involve families and community members include classroom volunteers, the Little Lobo Club PTA, Parent Report Card Days, Fall Festival, Thanksgiving Meal, Seasonal programs, and Graduation exercises. Additional community involvement is achieved through the Food 2 Kids program, Handwashing and Healthy Tips from the Agricultural Extension Agent, High School PALS, Lobo and Cheerleaders, Volleyball and Football team visits, and a partnership with the Monahans Chamber of Commerce.

Family and Community Involvement Strengths

- **Parental involvement opportunities and support**
- **Community support**
- **Partnerships and resources from local agencies**

Family and Community Involvement Needs

- **Increased communication and opportunities for families and community members**
- **Feedback from families and community members about opportunities, communication, and concerns**
- **Translation of materials and communication to home language**

School Context and Organization

School Context and Organization Summary

Cullender Kindergarten follows the district lead with a collaborative approach for context and organization. The faculty is comprised of thirteen support staff members; four cafeteria workers, two custodians, and seven instructional aides, one special education teacher, two bilingual teachers, nine regular education teachers, one interventionist, a school nurse, a counselor, one school secretary, and the principal. These individuals strive to work together to provide the best educational environment possible for the students of Cullender Kindergarten. Organization and communication is achieved through a thoughtful scheduling process, ongoing collaboration and planning, and utilization of technological resources. The decision making process is collaborative and is based on the work of campus teams. A comprehensive needs assessment is used to develop appropriate campus goals that support the goals of the district.

School Context and Organization Strengths

- **Collaboration of faculty**
- **Campus Teams**
- **Open communication**

School Context and Organization Needs

- **Creative/Flexible Scheduling**
- **Shared leadership**
- **Professional Learning Community**

Technology

Technology Summary

Cullender Kindergarten is constantly striving to make technological advances to support teaching efforts and learning opportunities. Each classroom is equipped with Internet access, Promethium Boards, and listening centers. A Computer Lab is available for use by all classes daily. Teachers have access to digital cameras and a video camera. Professional Development opportunities are available to support teachers in technological advances.

Technology Strengths

- **Promethean Boards and Listening Centers in classrooms**
- **Computer Lab access daily**
- **Web-based learning opportunities for teachers and students**

Technology Needs

- **Additional student computers in the classrooms**
- **Tablets or mobile devices for shared classroom use**
- **Ongoing training for teachers and staff**

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- Campus goals
- AEIS data - longitudinal
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Class size data
- Other additional data
- PDAS data
- Local Reading Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data

Goals

Goal 1: Based on accountability ratings determined by the Texas Education Agency, Cullender Kindergarten will improve to the next level of ratings for the 2013-2014 school year.

Goal 2: Cullender Kindergarten will identify students who meet the requirements for special populations and provide programs and services to address their educational, social and emotional needs.

Goal 3: Cullender Kindergarten will require all students to attend school consistently in order to achieve academic success.

Goal 4: Cullender Kindergarten will have positive, productive parental and community involvement .

Goal 5: Cullender Kindergarten will have open, accessible communication between students, employees and parents to ensure a disciplined, safe environment on campus and at all school activities.

Goal 6: Cullender Kindergarten will provide every student the opportunity to use technology to aid in their academic growth.

Goal 7: Cullender Kindergarten will develop a long-term plan for improvements to efficiently utilize and maintain all campus facilities.

Goal 8: Cullender Kindergarten will provide their students with knowledge about the characteristic traits of citizenship, responsibility, pride and respect for their peers, school employees and school facilities.

Goal 9: Monahans-Wickett-Pyote ISD will incorporate effective communication with all employees at all levels of employment to enhance the school environment and provide for an efficient operation of the school district.

State Compensatory

Budget for Cullender Kindergarten:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-109-4-30-0-00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199-31-6119-00-109-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$14,503.00
199-11-6122-00-109-4-30-0-00	6122 Salaries or Wages for Substitute Support Personnel	\$800.00
199-11-6129-00-109-4-30-0-00	6129 Salaries or Wages for Support Personnel	\$56,095.00
199-11-6141-00-109-4-30-0-00	6141 Social Security/Medicare	\$614.00
199-31-6141-00-109-4-30-0-00	6141 Social Security/Medicare	\$203.00
199-11-6142-00-109-4-30-0-00	6142 Group Health and Life Insurance	\$14,228.00
199-31-6142-00-109-4-30-0-00	6142 Group Health and Life Insurance	\$1,189.00
199-11-6143-00-109-4-30-0-00	6143 Workers' Compensation	\$366.00
199-31-6143-00-109-4-30-0-00	6143 Workers' Compensation	\$95.00
199-11-6144-00-109-4-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,375.00
199-31-6144-00-109-4-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$988.00
199-11-6146-00-109-4-30-0-00	6146 Teacher Retirement/TRS Care	\$309.00
199-31-6146-00-109-4-30-0-00	6146 Teacher Retirement/TRS Care	\$223.00
6100 Subtotal:		\$94,488.00
6300 Supplies and Services		
199-11-6395-00-109-4-30-0-00	6395 Supplies, DP Operations - Locally Defined	\$300.00
6300 Subtotal:		\$300.00

Personnel for Cullender Kindergarten:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armendariz, Debbie	Aide	Instruction	1.000
Benad, Bonnie	Counselor	Instruction	.2500
Cherry, Alice	Aide	Instruction	1.000
Munoz, Nancy	Aide	Instruction	1.000
Tavarez, Mirna	Aide	Instruction	1.000

Title I

Schoolwide Program Plan

All campuses in the Monahans-Wickett-Pyote Independent School District qualify as Schoolwide Title I Campuses under the NCLB Act of 2001. Due to the additional federal funding received as Title 1 Campuses, we are able to upgrade the entire educational program at Cullender Kindergarten. Our primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Students who experience difficulty mastering these standards are provided timely, effective, additional assistance. Our schoolwide programs contain research-based strategies designed to assist schoolwide reform and improvement. Professional development for teachers is required in order to improve the quality of instruction. Our staff is also encouraged to engage parents and the community to aid in planning and decision-making regarding the operation of the school. We feel that all of these elements, including the parents and community members, strengthen our district's ability to meet the needs of all students and improve the overall campus program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

In July 2013, Cullender Kindergarten conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of district administration and campus administration. In a systematic effort to acquire an accurate and thorough picture of the district the DIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

- 1. Student Achievement**
- 2. School Culture and Climate**
- 3. Family and Community Involvement**
- 4. Demographics**
- 5. Staff Quality, Recruitment and Retention**
- 6. Curriculum, Instruction and Assessment**
- 7. Technology**
- 8. School Context Organization**

2: Schoolwide Reform Strategies

Cullender Kindergarten will focus on the following areas:

Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;

Use effective methods and instructional strategies that are based on scientifically based research that:

- **strengthen the core academic program in the school;**
- **increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;**
- **include strategies for meeting the educational needs of historically under served populations.**

Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;

- **counseling, pupil services, and mentoring services;**
- **innovative teaching methods, which may include applied learning and team-teaching strategies;**
- **targeted intervention**

Address how Cullender Kindergarten will determine if such needs have been met; and are consistent with , and are designed to implement the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Cullender Kindergarten strives to maintain that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet highly qualified status. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching. All teachers at Cullender Kindergarten are currently highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff at Cullender Kindergarten must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Cullender

Kindergarten will provide professional development support for campus and district initiatives. Campus initiatives include: Thinking Maps, IStations, and Promethean Planet.

5: Strategies to attract highly qualified teachers

Cullender Kindergarten participates in the Region 18 Service Center, Sul Ross University, UTPB and additional job fairs as needed to attract the most qualified applicants.

The district pays above base ranging from \$8,850 - \$11,256 depending on years of experience. For the 2013-2014 school year individual teachers will see a three percent raise. The district also contributes \$395.00 monthly towards employee health insurance and provides life insurance.

6: Strategies to increase parental involvement

Cullender Kindergarten will have an administrator that is responsible for all NCLB involvement activities. Efforts to increase parent involvement are reviewed by the Campus Improvement Team each spring.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Cullender Kindergarten provides young children with early learning experiences that will enable them to meet the academic standards throughout elementary and secondary schools. Cullender Kindergarten half day Pre-K and Early Education programs. Pre-K students and their families are invited to participate in the spring Kindergarten roundup. Coordination between the campus and community includes campus tours, Pre-K orientation, and collaboration with HeadStart, ECI and other local entities.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Cullender Kindergarten has in place the following programs/activities to include teachers in the decisions regarding the use of academic assessments:

- **Grade level meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and activities**
- **Continued professional development in data disaggregation (DMAC, IStations)**

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Cullender Kindergarten utilizes the following activities to ensure that students who are experiencing difficulty master the proficient or advanced levels of academic achievement levels:

- **Grade level planning**
- **IStation data monitoring and intervention**
- **DIBELS**
- **Daily, classroom RTI**
- **Full time interventionist for Tier 3 students**

10: Coordination and integration of federal, state and local services and programs

Funds are combined to upgrade the entire educational system within the district. Specifically, Title I and SCE funds are utilized to provide additional services to struggling learners. Local and federal dollars are integrated to provide targeted professional development and to purchase scientific research based curriculum.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathy	Cornelius	Intervention	1.000

Addendums