

Monahans-Wickett-Pyote Independent School District
Cullender Kindergarten
2012-2013 Campus Improvement Plan



Board Approval Date: October 15, 2012

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.*

Table of Contents

.....	2
.....	2
Cullender Kindergarten Motto	2
Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	13
School Context and Organization	14
Technology	15
Community Involvement	16
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Based on accountability ratings determined by TEA, Cullender Kindergarten will use materials and strategies that will ensure academic success to the maximum individual potential of each and every student.	18
Goal 2: Cullender Kindergarten will identify students with special needs by using State/Federal criteria and will provide programs and services, including the district's School-wide programs, to improve attendance, interest, and achievement.	20
Goal 3: Cullender Kindergarten will require all students to attend school consistently in order to achieve academic success.	22
Goal 4: Cullender Kindergarten will promote a positive, productive parental and community involvement campus.	23
Goal 5: Cullender Kindergarten will have open, accessible communication between students, employees, parents and law enforcement officials to ensure a disciplined, safe environment on campus and during all school activities.	25
Goal 6: Cullender Kindergarten will advance in technology and developmental growth of proven instructional methods and curriculum to promote critical thinking.	26
Goal 7: Cullender Kindergarten will develop a long-term plan for facility improvements to efficiently utilize and maintain our present facilities. ...	27
Goal 8: Cullender Kindegarten will instill in its students qualities of citizenship, responsibility, pride and respect for their peers, school employees, and school facilities.	28
Goal 9: Communication with all employees at each level of employment will enhance the school environment and allow the operation of the school to be efficient.	29
State Compensatory	30
Budget for Cullender Kindergarten:	30
Personnel for Cullender Kindergarten:	31

2012-2013 Campus Improvement Committee 32
Campus Funding Summary 33

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student demographics of George Cullender Kindergarten can be best described as a student body of approximately 280 students. This is an increase of over 50 students in the past two years. Currently, Cullender Kindergarten is comprised of 60.4% Hispanic, 36.7% White, 2.5% African American, and .4% two or more races. Among these students, approximately 20% are identified as At-Risk, (this does not include those students who will not be successful on the Early Reading Inventory in September), and 20% Limited English Proficient (LEP). In the past two years, there is an 11% increase in Economically Disadvantaged, a 6% increase in At-Risk students, along with a 6% Increase in LEP population. An increase in mobility rates is also recognizable, due to economic development opportunities in the region.

Regarding our Early Education students enrolled in PPCD, the needs of these students have changed; whereby, the syndromes are less common and the number of children on medication has risen. The behaviors of the students are more severe and need more assistance from teachers and paraprofessionals.

Teacher demographics are (3) Hispanics to (10) Whites. The paraprofessionals serving in classrooms are (5) Hispanics to (1) White.

Demographics Strengths

- Student Attendance Rates
- Student Performance Rates
- Differentiating Instruction to meet the needs of ALL Learners
- Use of Blocked Time for Response To Intervention
- Multiple Intervention Programs/Strategies to meet student needs
- Increase in Pre-K Performance
- Increase in Kindergarten Performance
- Increase in LEP Performance

Demographics Needs

- Continued Focus on At-Risk Population
- Continued Focus on LEP Population
- Continual Increase in Pre-K and Kindergarten Performance
- Develop Partnerships with local Childcare Facilities and Pre-School Facilities to support academic goals for ALL students

Student Achievement

Student Achievement Summary

For our 2011-2012 Kindergarten students, I-Station Reading Data reflected 68% Tier 1, 26% Tier 2, and 6% Tier 3. At the beginning of last year, we had 68% of students considered At-Risk. By year end 2011-2012, 3% of students remained Tier 3, reading below Kindergarten requirements. Another 3% of Tier 3 students withdrew from school before course completion. We implemented 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.

This past year we employed a half day interventionist who also worked with (25) Tier 3 students to support their needs in addition to their (4) days a week of (30) minute RTI. This year, our interventionist will be employed full day and will reach more Tier 3 students in small group instructional settings.

For the 2012-2013 school year, we will place additional focus on our Pre-K students who attended Cullender Pre-K classes last year and how their beginning of year data from Kindergarten I-Stations reflects last year learning.

Additional focus will be made to increase student attendance. We will promote programs/reward systems to inspire students/parents and increase awareness of how student achievement outcomes are directly related to the role that daily attendance plays on student achievement.

Student Achievement Strengths

- Solid Core Instruction with SBR Curriculum
- High Quality Instructors
- Quality Data Dissemination Meetings
- I-Station Interventions
- Blocked RTI Time -Tier 1 & 2 Enrichment/Tier 3 Small Group Intervention
- Full Day Interventionist for additional (25) At-Risk Students
- Highly Qualified Instructors for LEP students
- Students trained to work with *Thinking Maps*

Student Achievement Needs

- Continue to target At-Risk Population
- Continue RTI plan
- Continue thoughtful data disaggregation meetings
- Implement *accessories* to I-Station Program
- Incorporate additional LEP programs for Reading until I-Station Spanish Component is complete
- Monitor Pre-K performance to focus on quality of teaching/learning
- Implement Attendance Incentives/Programs to improve student performance

School Culture and Climate

School Culture and Climate Summary

Cullender Kindergarten employs kind-hearted staff members, maintains great parent/teacher communication, and promotes a well-solidified reputation for providing quality education for small children.

The needs of the campus include a much needed focus on playground safety, playground equipment, attention to lawn details and an upgrade in facility aesthetics. There is also a need for improvement with educating the Parent/Teacher Organization members with the understanding of how they may support the school curriculum and playground facilities through our updated Parental Involvement Survey.

The staff wishes to have more updates to the building and gym areas with a much needed room for conferencing that has a adult, professional appeal, as well as a teacher's lounge with a contemporary look and feel.

The major concern with parents is the physical safety of their children. They desire a playground free of stickers and a more up-to-date playground with new activity centers with soft safety barriers around playground equipment.

School Culture and Climate Strengths

- Kind-hearted, reputable staff
- Great Communication with staff, students and family members
- Good Parent Involvement Opportunities

School Culture and Climate Needs

- Focus on purchase/fundraising for playground equipment
- Focus on safety and weed control and improved recreational areas
- Need to improve overall aesthetics of campus
- Desire to create a more professional meeting place for parents

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The strengths of the campus include highly eager paraprofessionals who are willing to go the extra mile to help with campus needs. Also, our teachers are highly qualified in their field, one being an exemplar interventionist, one certified in Special Education, and three teachers certified with bilingual certifications.

The needs of this campus include more professional development opportunities in Critical Thinking and Technology.

Overall, the faculty determined that the current staff is highly qualified and less mobile than most campuses. Quality, Recruitment and Retention is not currently an issue needing much attention; yet, we will continue to keep abreast of the needs as they arise.

Staff Quality, Recruitment, and Retention Strengths

- Eager paraprofessionals
- Highly qualified teachers
- Full Day Interventionist
- (3) Bilingual Teachers
- Great Teacher Retention Rate

Staff Quality, Recruitment, and Retention Needs

- More Professional Development Opportunities
- Possible future recruitment of Bilingual Teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The strengths of the campus include the success rate for most children with regards to phonemic awareness, fluency and phonics. For the bilingual children, phonics is their strong point. In the subject for Math, the morning meeting board is pivotal in helping students re-visit math concepts throughout the year.

The needs of the campus include the implementation of strategies for "ending sounds", "rhyming", "critical thinking" and a strong focus on "vocabulary" development.

The Tier 3 students who were afforded an additional 30 minutes of intervention from our campus interventionist showed great strides in learning. Currently, our campus was afforded a full-time interventionist, we can now reach an additional (15-20) children per day. This supports our initiative to help all students reach a Tier 1 status by year-end.

The faculty recognizes that Kindergarten children who were served in our facility in Pre-Kindergarten by our Pre-K staff showed more aptitude in reaching a Tier 1 status than those children who were served by Head Start and other Pre-K facilities in our community. We will continue to focus on Pre-K and more formally address strengths, weaknesses in our programs. Our school needs to "reach-out" to community child care facilities and offer suggestions, strategies and/or curriculum ideas to help ensure all students are prepared with necessary skills to be successful in our school district.

Additional resources and materials will need to be purchased for our growing population of teachers and students. This includes CSCOPE teacher kits, Texas Treasures Reading Programs, Texas Mathematics textbooks and Saxon Phonics components.

Our school is continually growing and additional resources such as Reading Basals, CSCOPE Math kits, Math resources and Thinking Map Teacher manuals will need to be purchased for our growing population of teachers and students.

Curriculum, Instruction, and Assessment Strengths

- I-Station support to recognize phonemic fluency and phonics success and needs from data determinations
- Morning meeting board to support CSCOPE Math curriculum
- Group RTI for Tier 1 and Tier 2 for enrichment
- Group 3 RTI block for at-risk
- Full Time Interventionist

Curriculum, Instruction, and Assessment Needs

- Monitor and increase focus of Pre-K End of the Year data to determine strengths and weaknesses in teaching and learning
- Increase outreach to child-care facilities and Head Start to share strategies, etc. for student improvement
- Additional Resources in CSCOPE Math kits, Texas Treasures Reading, Texas Mathematics and Saxon Phonics

Family and Community Involvement

Family and Community Involvement Summary

The strengths of our campus include parental support in classrooms as well as on field trips. Our extension office provides programs for students as well as support received from MHMR for children with therapeutic needs.

The needs of the campus include surveys reflecting students living with grandparents, students with parents in prison, and students who are dealing with a parent's death. This information would be beneficial so that we can better understand our changing demographics. An additional need is for our district to offer communication through other avenues of social media.

The campus is blessed to have many resources with community businesses supporting campus activities. Examples of these activities include a Bike-a-thon, Pennies for Patients, and the campus Fall Festival. The campus would also like to include more fundraisers that provide a "service" versus a "product purchase" type fundraiser where parents and businesses have the opportunity to volunteer more often and more effectively.

Family and Community Involvement Strengths

- Parental Support
- New Parental Involvement Policy
- New Parental Involvement Survey
- Community Support

Family and Community Involvement Needs

- Surveys to determine familial information to help better understand demographics
- Social Media enhancements and implementation
- Fundraisers that offer services versus products to increase Intrinsic "buy-in" to support school needs

School Context and Organization

School Context and Organization Summary

The strengths of the campus include a master schedule which identifies how the whole functions versus the part. The school map reflects thoughtful evacuation procedures. A "Monday Memo" directs faculty members in how campus activities are calendared throughout the week. Weekly faculty meetings are geared to discuss concerns and keep teachers and paraprofessionals abreast of information. A RTI Block provides faculty members time to assist "at-risk" students.

The needs of the campus include the requirement to "reach out" to other Pre-Kindergarten facilities to assist in thoughtful curriculum/discipline models. This communication would help ensure students are more thoughtfully prepared for Kindergarten with the current struggles plaguing our community with resources for families. Also, when applicable, Teacher memos, parent memos, etc. will be slowly integrated into a "Thinking Map" to support our initiative in the implementation of Critical Thinking.

As far as the building and the infrastructure, additional classrooms, furniture and enhancements may need to be addressed to help support our student population growth.

School Context and Organization Strengths

- Master Schedule
- Weekly Monday Memo
- Weekly Faculty Meetings
- RTI Block supporting student need

School Context and Organization Needs

- Community Outreach with Child-care Facilities
- Thinking Map presentation of Monday Memos/Faculty Meetings/Parent Notes to support school initiative in Critical Thinking
- Study of Infrastructure to help develop plans for building/aesthetics of school to support student growth

Technology

Technology Summary

The strengths of our campus include (3) Promethium Boards and the Computer Lab and additional classroom computers. Also, (11) teachers now own classroom listening centers with books on tape. There has also been a recent purchase of a camera and a video camera for campus use and a new campus intercom system. Teachers were also afforded much needed professional development in I-Station Reading. Additional professional development will be assessed as need arises.

The needs of our campus are to include the purchase of an additional (12) Promethium Boards for classroom teachers which will occur early this year. Also, if our enrollment continues to grow, a mobile technology lab may be necessary to help with assessments for all students.

The teachers have not received much training in technology due to the lack of technology available, in the past, per teachers until this year. With the implementation of new Promethium boards, teachers will need to be trained with this technology.

Technology Strengths

- Purchase of (12) Additional Promethium Boards for Classroom Teachers
- Timeline developed to update teacher/campus website
- Designated Paraprofessional Dedicated to I-Station Maintenance/Student-Teacher Support/Data Dissemination
- Audio Listening Centers in (11) Classrooms

Technology Needs

- Mobile technology lab for future student growth
- Classroom Computers for Student Use
- (2) Additional Classroom Audio Listening Centers
- New Teacher Training Needed in I-Stations
- Teacher Training in Promethium Boards

Community Involvement

Community Involvement Summary

At this time, Cullender Kindergarten involves the community, as a whole, with one fundraising event per year. This Student Art Show and Bean and Cornbread Supper is a successful way to promote student/campus wide relationships and allows the public to take part in the festivities. This event raises approximately \$3,000 per year. Our current Community Involvement need is to develop relationships with the Monahans Chamber of Commerce to request their aid in promoting an additional, new fundraising idea to the public. This will help create intrinsic "buy-in" for our need to raise money by providing another service versus a product.

Community Involvement Strengths

- Great Advertisement
- Campus Involvement/Parent Support
- Community Support
- Beautiful Student Products for purchase
- Increase in Fundraising Dollars

Community Involvement Needs

- Additional support from Monahans Chamber of Commerce
- Partnership to handle advertisement/scheduling and community "buy-in"
- Community Dollars used towards campus improvement/Playground facilities
- Increase in Community Knowledge/Public Relations for Cullender Kindergarten/MWPISD district

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
- 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 Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- 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
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- PDAS data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- 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 TEA, Cullender Kindergarten will use materials and strategies that will ensure academic success to the maximum individual potential of each and every student.

Performance Objective 1: All student populations will achieve mastery on all grade appropriate TEKS with the use of SBR curriculum, materials and strategies.

Summative Evaluation: Cullender Kindergarten will meet AYP standards and will improve student performance on grade appropriate assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Professional Development will be provided to all staff in the delivery of the TEKS, curriculum, SBR material, and technology through avenues such as RTI, Dyslexia Training, CSS oversight, CSCOPE implementation, Parental Involvement, 504 meetings/trainings, I-Station Training, Promethium Board discovery, and Thinking Map conferences	1, 2, 3, 4, 6, 8, 9, 10	Principals, Assistant Superintendent of Personnel, Assistant Superintendent of Curriculum and Instruction, Teachers, Parents, and Paraprofessionals	Professional Development sign-in sheets, PDAS - TSR I, II & III, and CSS Documentation				
				Funding Sources: 211-6200 - Title I - Contract Services - \$800.00, 211-6300 - Title I - Supplies and Materials - \$8954.00, 211-6400 - Title I - Travel and Fees - \$3880.00, 255-6400 - Title II - Travel and Fees - \$935.00			
2) Highly Qualified teaching & administrative staff will be employed to deliver the TEKS with emphasis on reading, math, science, social studies and technology.	1, 2, 3, 8, 10	Principals, Assistant Superintendent of Federal Programs, Assistant Superintendent of Personnel, and Assistant Superintendent of Curriculum	Highly Qualified Staff Surveys				
				Funding Sources: 199-6100 - SCE - Salaries - \$82724.00, 211-6100 - Title I - Salaries - \$52136.00			

<p>3) Innovative curriculum programs and tracking systems will be used to increase assessment outcomes with the use of I-Station data, CSCOPE alignment documents, DIBELS assessments, Thinking Map Student Products, SAXON Phonics curriculum and JumpStart Learning SBR Materials.</p>	<p>1, 2, 8, 9, 10</p>	<p>Principals, Assistant Superintendent of Federal Programs, Assistant Superintendent of Personnel, Assistant Superintendent of Curriculum and Teachers</p>	<p>BOY I-Station Data, EOY I-Station Data, DIBELS, Updated TEKS Report Cards, CSCOPE Unit Assessments, and Student Thinking Map Products</p>				
<p>4) TELPAS raters and TOTs will be trained and/or retrained to State specifications to assist LEP students in meeting Passing Standards.</p>	<p>1, 2, 3, 4, 8, 10</p>	<p>LPAC Committee, TELPAS Raters, Principals, Assistant Superintendents for Curriculum</p>	<p>Training Certifications and Principal Oversight</p>				
<p>5) To address the District's AYP rating, the following professional development will be implemented in reading and math - CSS, I-Stations, Differentiated Instruction, CSCOPE and Thinking Maps.</p>	<p>1, 2, 4, 8, 9, 10</p>	<p>Teachers, Interventionist, Principal, Assistant Superintendent for Curriculum & Instruction, CSS Staff, CSCOPE Cohorts and the Special Education Director</p>	<p>Data Review from IStation, DIBELS, Principal Walk-throughs, RTI Anecdotal Notes, and SST/Special Education Referrals</p>				
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>							

Goal 2: Cullender Kindergarten will identify students with special needs by using State/Federal criteria and will provide programs and services, including the district's School-wide programs, to improve attendance, interest, and achievement.

Performance Objective 1: All Student Populations (At-Risk, SPED, ELL, Gifted/Talented, Dyslexic, Behavioral, Homeless, Section 504 and Migrant) will achieve 100% mastery on all grade appropriate TEKS/Pre-K Guidelines with the use of SBR curriculum, materials, and strategies.

Summative Evaluation: Cullender Kindergarten will meet AYP standards and will improve student performance on grade appropriate TEKS/Guidelines.

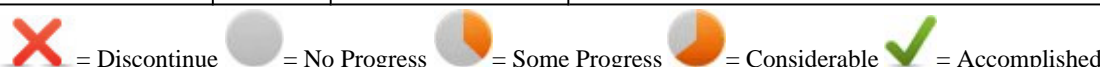
Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Special Population students will be identified throughout the year, following Federally mandated timelines and will be provided appropriate programs and services.	1, 2, 3, 7, 8, 9, 10	Principal, Teachers, Bilingual Teachers, Interventionist, and Special Education Diagnosticians/Therapists	Special Education Referral Process Documentation, LPAC Minutes, IPTs, GT Assessments, SST Documentation, DIBELS, Speech Intervention Anecdotal Notes, and IStation Assessments and Summer School Interventions				
2) Specially designed curriculum and SBR instruction will be provided for Special Population Students through RTI resources, Dyslexia and Speech Interventions, IStation interventions, CSCAPE Math, Thinking Maps, Summer School Curriculum and/or Counseling Curriculum	1, 2, 3, 7, 8, 9, 10	Principals, Counselors, Teachers, Special Education Personnel, Interventionist, Assistant Superintendent of Curriculum & Instruction, and Assistant Superintendent of Federal Programs	Data Sources from Interventions and Curriculum Materials				
3) Counselor will provide guidance in conflict resolution, Bullying, Character Education and Grief Counseling	1, 2, 8, 9, 10	Counselor, Principal and Teacher	Counselor's Records and Teacher/Principal Observations				
4) Student Support Teams will continue to monitor student referrals. Each team will be involved in program identification of Special Education, 504, Bilingual Education, and Small Group Intervention.	1, 2, 7, 8, 9, 10	Campus SST, Assistant Superintendent of Curriculum & Instruction, and Superintendent of Federal Programs	Intervention Review Process through SST				
5) All Student Populations will be served in the appropriate, least restrictive environment, implementing inclusion practices per student need.	1, 2, 3, 8, 9, 10	Principal, Counselor, Teacher, SST, Assistant Superintendent of Curriculum & Instruction and Special Education Personnel	Student Schedule Review, IPT review through ARDs, and "Watch" Folder on Student Progress				

6) 504 Procedures, LPAC Procedures, GT Identification, At-Risk Indicators and processes for other referral issues will constitute appropriate services for identified students.	1, 2, 8, 9, 10	SST Committee, Principal, LPAC Committee, 504 Committee, and ARD Committee	Progress Monitoring, LPAC Minutes, SST Notes, 504 Process Notes, Special Education Documentation and Summary of Identified Students (TEXIS)				
7) Dual and Active Monitoring of I-Station Assessments will be required to ensure validity of assessments.	1, 2, 3, 4, 5, 8, 9, 10	Principal Teachers Lab Paraprofessionals	Principal Walk-throughs, Teacher/Paraprofessional Feedback and IStation Data				
8) Active implementation of DIBELS Assessment will be required to ensure validity of assessment.	1, 2, 3, 4, 5, 8, 9, 10	Principal and Interventionist	Principal Walk-throughs and Teacher/Interventionist Feedback				
9) Cullender Kindergarten will provide viable, sequential, aligned curriculum through the provision of CSCOPE	1, 2, 8, 9, 10	Principal, Teachers, Campus CSCOPE Cohort Team and Assistant Superintendents of Curriculum and Instruction	Principal Walk-throughs, Lesson Plan Review and Cohort Feedback				
10) Summer School will be provided to meet the needs of identified Bilingual Students	1, 2, 3, 8, 9, 10	Principal, Bilingual Teachers, Assistant Superintendent of Personnel and Assistant Superintendent of Curriculum and Instruction	Summer School Grades and Attendance				

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

Performance Objective 1: The percentage of student attendance will remain above 89%; seeking to achieve 98% or better.

Summative Evaluation: Data from AYP and PEIMS will show that participation rates are within the acceptable range for all student groups.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Positive Emphasis on Attendance Expectations will include Weekly Incentive Tickets, Weekly "Spirit Stick" Rewards to Outstanding Class Attendance, 6-Week Perfect Attendance Awards, End of Year Perfect Attendance Recognition at Graduation	1, 2, 6, 10	Principal, Attendance Clerk, Teachers, Parents and Students	5/Day, 8/Day, 10/Day Letters, AEIS Data and End of Year AYP Reports				
2) A check system will be in place to contact parents/guardians and students concerning attendance.	1, 10	Principal, Counselors, Teachers, Attendance Clerk, Parents and Students	5/Day, 8/Day, 10/Day Letters, Teacher/Parent Contact Log and AEIS Data				
							

Goal 4: Cullender Kindergarten will promote a positive, productive parental and community involvement campus.

Performance Objective 1: Positive, productive involvement will be measured by recorded counts of all parent participants at each activity, including committee meetings.

Summative Evaluation: Positive parental involvement will increase by 3% measured by parent participation documentation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Cullender will provide programs to foster an increase in parent and community involvement through Little Lobo Meetings, Parent Report Card conferences, New Year's Day, web page announcements and Community Fundraisers providing a community service.	1, 2, 6, 9, 10	Principal, Teachers, Paraprofessionals, Parents and Community Stakeholders	Sign-In Sheets, Conferencing Records and Community Fundraising Dollars				
2) Cullender will encourage parents and community members through committees and advisory groups in relation to campus activities.	1, 2, 6, 10	All Personnel	Membership Rolls, Attendance Sign-In Sheets and Active Participation				
3) All teachers will post the signed Teacher Compact in classrooms & documentation will be posted on Campus website. Student/Parent compacts will be signed at the beginning of the year.	1, 2, 6, 10	Principal, Secretary, Teachers, Parents and Students	Posted Compacts in Classroom, Student Files of Enrolled Documentation				
4) Cullender will provide training to parents a minimum of two times during the school year and will offer a minimum of one parent conference opportunity per semester.	1, 2, 6, 10	Principals, Secretary, Counselors, Teachers, Parents, Superintendent of Federal Programs and Assistant Superintendent of Curriculum and Instruction	Attendance Records, Training Agendas				
5) Campus Principal and Teaching Staff will be trained in Parental Involvement for Federal Purposes.	1, 2, 6, 10	Principal, Counselor, Teachers, Paraprofessionals and Assistant in Federal Programs	Staff Development Documentation				

6) Continual communication will be provided to parents through the campus website, letters, newsletters, flyers and "School and Home Connection" brochures. Every effort will be made to provide this information in both English and Spanish.	1, 2, 6, 10	Principal, Counselor, Teachers, Paraprofessionals, and Assistant Superintendent of Curriculum and Instruction	Review of written communication and audit of campus website				
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>							

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

Performance Objective 1: Parent and community survey data will reflect that our school is safe and secure and is maintained at a rate of 90%.


Summative Evaluation: 100% of parental and community concerns about communication are addressed in a timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Cullender Kindergarten will implement Rapid Response Crisis Management Plans for Fire, Tornado, Biochemical Evacuation and Intruder Crisis Events	1, 2	Principals, Campus Staff, Assistant Superintendent of Curriculum & Instruction, Campus Nurse, Counselors, Teachers, SHAC, First Responders	Campus Emergency Plans, Sign-In Sheets for Safety Training, SHAC Recordkeeping				
2) To provide safe schools, Cullender Kindergarten will continue to examine security to correct identified safety issues.	1, 2	Principal, Custodians, Teachers, and Maintenance Department	Work Orders and Reports to Superintendent				
3) Cullender Kindergarten will ensure safety on the playground with adequate supervision. Maintenance will address goat heads, stickers, weeds and gopher holes.	1, 2	Principal, Custodian and Maintenance Department	Needs Assessment and Observations				

Goal 6: Cullender Kindergarten will advance in technology and developmental growth of proven instructional methods and curriculum to promote critical thinking.

Performance Objective 1: All teachers will demonstrate use of technology integration in classroom observation and through lesson plans documented by PDAS.

Summative Evaluation: Teacher and student usage of technology will increase by 50% from last year's usage.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Technology application and integration will be utilized in each content curriculum and supported by technology support systems.	1, 2, 3, 9, 10	Principal, Assistant Superintendents of Curriculum and Instruction and District Technology Personnel	Computer Lab Usage, Lesson Plans, Promethium Usage, and PDAS Domain 2				
2) Staff Development will focus on technology integration across content areas and on teacher/classroom pages on the campus website.	1, 2, 3, 4, 9, 10	Principals, Technology Personnel and Assistant Superintendent of Curriculum and Instruction	Lesson Plans, Principal Walk-throughs and PDAS Domain 2				
3) Upgrade Technology hardware including computers, interactive whiteboards and campus website.	1, 2, 10	Principal, Technology Personnel, Assistant Superintendent of Curriculum and Instruction	Comprehensive Needs Review, Technology Inventory Records				
							

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

Performance Objective 1: The Monahans-Wickett-Pyote ISD will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.

Summative Evaluation: Maintenance records will reflect that 100% of all district facilities have been maintained in an efficient and timely manner.

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

Performance Objective 2: Cullender Kindergarten will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.


Summative Evaluation: Maintenance records will reflect that 100% of Cullender's facilities have been maintained in an efficient and timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Facility Management Team will create long-term maintenance and improvement plans including additional classrooms and improved playground facilities.	1, 2	Principal, Assistant Superintendent of Federal Programs, Superintendent and Board of Trustees	Facility Plan, Maintenance Records and Visual Improvement				

Goal 8: Cullender Kindergarten will instill in its students qualities of citizenship, responsibility, pride and respect for their peers, school employees, and school facilities.

Performance Objective 1: All students will participate in curriculum relevant to becoming a positive, productive community member.


Summative Evaluation: Discipline referrals will show no increase over last year. Parental and community participation will be documented at each campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Cullender Kindergarten will integrate citizenship, pride and personal responsibility through Character Traits Curriculum, through the Pledge of Allegiance and Moment of Silence and with homage paid to Constitution Day and the Declaration of Independence and other TEKS related to Citizenship.	1, 2, 6	Principals, Teachers, Counselors, and Students	Lesson Plans, Administrative Observations				
2) Cullender Kindergarten will provide information to employees, community members, police officers, parents and students concerning issues of suspected child abuse, neglect and bullying.	1, 2, 6, 10	Principals, Superintendents, Counselors, Teachers, Community Members, parents and Students.	Decrease in reported abuses tracked by counselor and review of processes				
							

Goal 9: Communication with all employees at each level of employment will enhance the school environment and allow the operation of the school to be efficient.

Performance Objective 1: District records will reflect that 90% of current employees will remain in the district.

Summative Evaluation: District employment records will show that 100% of instructional professional and paraprofessional employees meet highly qualified standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Formative and Summative Conferences will be held to establish Expectations in all teaching domains through PDAS and walk-throughs conducted	1, 2, 3, 5, 10	Principals, Assistant Superintendents of Curriculum and Instruction and Assistant Superintendent of Personnel	PDAS Summatives and Walk-through Data				
2) Continuing Staff Development will be provided to meet federal guidelines for staff, including classroom management, math training, CSCOPE Training, Basal Materials, Technology, PDAS Training and new employee training	1, 2, 3, 4, 5, 6, 10	Principal, Teachers, Assistant Superintendent of Personnel, Assistant Superintendent of Federal Programs	AEIS Data, AYP Data, and PDAS Evaluations				
							

State Compensatory

Budget for Cullender Kindergarten:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-109-3-30-0-00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199-31-6119-00-109-3-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$13,760.00
199-11-6122-00-109-3-30-0-00	6122 Salaries or Wages for Substitute Support Personnel	\$800.00
199-11-6129-00-109-3-30-0-00	6129 Salaries or Wages for Support Personnel	\$57,770.00
199-11-6141-00-109-3-30-0-00	6141 Social Security/Medicare	\$611.00
199-31-6141-00-109-3-30-0-00	6141 Social Security/Medicare	\$195.00
199-11-6142-00-109-3-30-0-00	6142 Group Health and Life Insurance	\$18,862.00
199-31-6142-00-109-3-30-0-00	6142 Group Health and Life Insurance	\$1,152.00
199-11-6143-00-109-3-30-0-00	6143 Workers' Compensation	\$377.00
199-31-6143-00-109-3-30-0-00	6143 Workers' Compensation	\$90.00
199-11-6144-00-109-3-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,986.00
199-31-6144-00-109-3-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$838.00
199-11-6146-00-109-3-30-0-00	6146 Teacher Retirement/TRS Care	\$318.00
199-31-6146-00-109-3-30-0-00	6146 Teacher Retirement/TRS Care	\$187.00
6100 Subtotal:		\$99,446.00
6300 Supplies and Services		
199-11-6395-00-109-3-30-0-00	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
Cornelius, Kathy	Reading Coach	Instruction	1.000
Munoz, Nancy	Aide	Instruction	1.000
Tavarez, Mirna	Aide	Instruction	1.000
Williams, Carol	Aide	Instruction	1.000

2012-2013 Campus Improvement Committee

Committee Role	Name	Position	Signature
Business Representative	Stacie Leal	Business Owner	
Classroom Teacher	Autumn Nichols	Kindergarten Teacher	
Classroom Teacher	Isela Santillan	Bilingual Kindergarten Teacher	
District-level Professional	Dianna Scott	Principal	
Grandparent	Nancy Upchurch	Ward County Representative	

Campus Funding Summary

211-6100 - Title I - Salaries					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	2			\$52,136
Sub-Total					\$52,136
211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	1			\$800
Sub-Total					\$800
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	1			\$8,954
Sub-Total					\$8,954
211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	1			\$3,880
Sub-Total					\$3,880
255-6300 - Title II - Supplies and Materials					
Goal	Objective	Strategy	Summary	Account Code	Amount
2	1	2			\$350
Sub-Total					\$350
255-6400 - Title II - Travel and Fees					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	1			\$935
Sub-Total					\$935
199-6100 - SCE - Salaries					
Goal	Objective	Strategy	Summary	Account Code	Amount

1	1	2			\$82,724
2	1	3			\$16,222
Sub-Total					\$98,946
199-6300 - SCE - Supplies and Materials					
Goal	Objective	Strategy	Summary	Account Code	Amount
2	1	2			\$300
Sub-Total					\$300
Grand Total					\$166,301