

Monahans-Wickett-Pyote Independent School District

Cullender Kindergarten

2018-2019 Campus Improvement Plan



Mission Statement

We will
work together,
play together,
and learn together
to create the leaders of tomorrow.

Vision

We believe that EVERY child can succeed in reaching his or her academic goals to become a responsible and hard working citizen.

Cullender Kindergarten Motto

Leadership Starts Here

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cullender Kindergarten includes 202 Kindergarten students, 40 total pre-k students attending half-day instruction, 9 Kinder teachers, 2 Pre-K teachers, 1 SPED teacher, 1 Reading interventionist, 2 office staff, principal, 2 custodians, 4 cafeteria workers, 4 SPED paraprofessionals, 2 bilingual paraprofessionals, 1 PE Coach, 1 PE paraprofessional, 1 part-time school nurse, 1 part-time speech pathologist, and 1 part-time counselor. In addition, Cullender Kindergarten has a PPCD classroom for students with special needs.

Staff Demographics:

Classroom Teachers: 58% of teachers are white; 42% of teachers are hispanic

Paraprofessionals: 67% of paraprofessionals are hispanic; 33% of paraprofessionals are white

Office staff: 100% are hispanic

Custodians: 100% are hispanic

Demographics Strengths

- 22:1 Classroom ratio in each kindergarten classroom
- Staff ethnicity percentage is about 50/50

School Processes & Programs

School Processes & Programs Summary

Cullender Kindergarten has implemented a balanced literacy framework that consists of an Interactive Read Aloud (IRA) for whole group instruction which includes high order thinking questions; Shared Reading (SR) instruction, Mini lesson instruction for Phonics. In addition, this framework includes Guided Reading (GR) leveled small group instruction/lessons depending on a student's individual reading level and targets each student's individual needs.

School Processes & Programs Strengths

- Individualized instruction
- Targeted intervention
- Leveled readers
- Curriculum is both horizontally and vertically aligned

Perceptions

Perceptions Summary

Students would describe the school climate as a happy place full of learning in all levels. Staff at Cullender Kindergarten are happy to come to work each day as is apparent in the relationships that are built both with peers as well as students. The Cullender mission statement states, " We will work together, play together, and learn together to create the leaders of tomorrow." Cullender students and staff work, play, and learn together on a daily basis. Student behavior at Cullender Kindergarten is not problematic as is evident in the minimal discipline referrals. Students and staff at Cullender Kindergarten feel that the school is safe and visitors feel welcomed.

Perceptions Strengths

- Parents perception of Cullender in general.
- Parents compliment of Cullender staff.
- Teachers work together as team to meet student's needs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Other additional 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 2018-2019 school year.


Performance Objective 1: All student populations will meet and/or exceed the state adopted mastery levels on all sections of state assessments.

Evaluation Data Source(s) 1: Cullender Kindergarten will meet all federal and state standards for the 2018-2019 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7 1) Professional Development will be provided to staff in methods of innovative delivery of the TEKS, including but not limited to: TRS conference, TCEA, Title I Parental Involvement, Lead4Ward, Title III Symposium, TABE, Thinking Maps, Promethean Board, Class Dojo, trainings and/or conferences, Guided Reading Framework training.	2.4, 2.5	Superintendent, Assistant Superintendent, Special Programs Director, Principal, Teachers, Region 18 Personnel	PD attendance sign-in sheets & certificates, T-TESS data				
				Funding Sources: 211-6200 - Title I - Contract Services - 3329.00, 255-6200 - Title II - Contract Services - 1900.00, 211-6400 - Title I - Travel and Fees - 200.00, 255-6400 - Title II - Travel and Fees - 791.00, 263-6400 - Title III - Travel and Fees - 600.00, 289-6200 - Title IV - Contracted Services - 1500.00			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 2) State certified teaching and administrative staffs will be employed to deliver the TEKS curriculum with emphasis on reading, math, science, social studies and technology.	2.4, 2.5	Superintendent Principal Assistant Superintendent Special Programs Director	Maintenance of state certificate for all professional educators and administrators.				
				Funding Sources: 211-6100 - Title I - Salaries - 71862.00, 225-6100 - ARRA - Salaries - 6962.00, 199-6100 - SCE - Salaries - 78130.68			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Innovative curriculum programs, resources and tracking systems will be used to build the foundation for academic success: Fundamental 5, I-Stations, Frog Street, DRA, Thinking Maps, Scholastic News, Balanced Literacy, Learning A-Z, Dibels, Sheltered Instruction, Go Math, Thing Central, Kaplan, 6 Traits of Writing, Amplify, TEKS Resource Management System, Lead4Ward, and T-TESS.</p>	2.4, 2.5, 2.6	Superintendent, Special Programs Director, Principal, Teachers	Monthly ISIP reports, PLC, Curriculum Mapping, SST meetings, Annual CNA, Classroom Walk-Throughs				
<p>Funding Sources: 211-6300 - Title I - Supplies and Materials - 5851.00, 255-6300 - Title II - Supplies and Materials - 4850.00, 199-6300 - SCE - Supplies and Materials - 270.00, 199-6200 - SCE - Contract Services - 1900.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) A balanced literacy framework will be implemented throughout the district using the following elements: guided reading groups, interactive read-a-louds, literacy activity centers, and leveled learning interventions.</p>	2.4, 2.5, 2.6	Superintendent, Academic Coaches, Special Programs Director, Principal, Teachers, Fountas/Pinell Representative	Documentation for literacy walks completed at least once a month, sign in sheets from professional development determined by literacy walks				
<p>Funding Sources: 255-6200 - Title II - Contract Services - 1900.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>5) Comprehensive Academic Guidelines Manual will be developed and distributed to all employees concerning district non-negotiables, required minutes of instruction per core subject, and operating procedures for all special programs.</p>		Superintendent Campus Administrators Director of Special Programs SPED Director Director of School Support Services	Completion of Comprehensive Academic Guidelines Manual				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Implementation of Comprehensive Academic Guidelines Manual.</p>	2.4, 2.5, 2.6						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
							

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.

Performance Objective 1: Special needs students (At-Risk, SPED, ELL, Gifted/Talented, Dyslexic, Behavioral, Homeless, Section 504 and Migrant) will be identified throughout the year, following state and federally mandated time lines, and will be provided in appropriate programs.

Evaluation Data Source(s) 1: Summative Review of special programs and students being served.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Specially designed curriculum & scientifically research-based instruction will be provided for students in special populations through: Enrichment and Intervention RtI; I-Stations; TEKS based; Curriculum; Thinking Maps; Workshops; Scholastic News, Learning A-Z, Sheltered Instruction, Lead4ward, 6 Traits of Writing, Amplify, Balanced Literacy Framework-Guided Reading, Fundamental 5 and Summer School.	2.4, 2.5, 2.6	Principal Counselor Cullender Faculty and Staff	Comparative studies of results from students of special populations will be analyzed from the beginning of the year to the end of the year.				
				Funding Sources: 211-6300 - Title I - Supplies and Materials - 999.00, 255-6300 - Title II - Supplies and Materials - 3827.00, 263-6300 - Title III - Supplies and Materials - 3086.00, 289-6300 - Title IV - Supplies - 1446.00, 224-6100 - ARRA - Salaries - 143758.00			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) The Counselor will provide guidance for the following: Suicide Prevention; Violence Prevention; Drug & Alcohol Awareness; Conflict Resolution; Bullying; Character Education; Food 2 Kids; and Seven Habits of Happy Kids.	2.4, 2.5, 2.6	Counselor, Teachers, Principal	Documentation of offered programs and students served, Counselor records, AEIS data				
				Funding Sources: 199-6100 - SCE - Salaries - 7826.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Student Support Teams will continue to monitor student referrals. Each team will be involved in program identification for special education, 504, dyslexia tendencies, counseling, and other individual accommodations and programs as needed. Cullender Kindergarten SST will also address interventions for struggling students.	2.4, 2.5, 2.6	Support Teams Principal Counselor SST Team	Analysis of intervention strategies and processes Analysis of SST agendas and minutes				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 4) Appropriate assessment for individual identification into special programs will follow state and federally mandated time lines.	2.4, 2.5	Superintendent, Special Programs Director, Principal, Counselor, SPED Director, PEIMS Coordinator	Documentation obtained through the use of campus-generated forms addressing all special populations' testing and accommodations				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Inclusion and co-teaching models will be implemented in order to move SPED students into least restrictive environments and inclusive setting.	2.4, 2.5	Principal, Counselor, Secretary, SPED Teachers	Schedules checked for least restrictive environments, PEIMS data reviewed				
Funding Sources: 199-6100-23 - SPED Salaries - 143758.00							
Critical Success Factors CSF 1 6) 504 procedures and referral process will provide appropriate services for identified students.	2.4, 2.5, 2.6	Campus 504 Committee District 504 Coordinator Administrators Special Programs Director	Review of 504 student folders				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Trained reading interventionist will provide Dibels for struggling readers. Researched based reading strategies will be used for instruction.</p>	2.4, 2.6	Principal Reading Interventionist	Individual student reading data Documentation of reading interventionist				
Funding Sources: 211-6100 - Title I - Salaries - 69863.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) Cullender Kindergarten will be compliant with all federal and state initiatives including: Safe & Drug Free Schools; Compensatory Education, Special Education, Bilingual Education; Title I School-wide Components; 504, Dyslexia and Gifted and Talented.</p>	2.4, 2.5, 2.6	Superintendent, Special Programs Director, Principal	Campus reports/results for each special population group includes: --I-Stations Data --TAPR Data --Report Cards --OLPT Tests - --At-Risk Student List --PEIMS Data --LEP - -G/T --504 & Dyslexia --Review of campus plans for compliance --PBMAS Data --DMAC DATA--Federal Data--				
<p>Critical Success Factors CSF 1</p> <p>9) Cullender Kindergarten will provide a viable, sequential, aligned curriculum through the provision of TEKS Resource Management System and the PreK guidelines.</p>	2.4, 2.5, 2.6	Principal, Teachers	Evidence of an aligned curriculum Lesson plans review Principal observations				
Funding Sources: 211-6200 - Title I - Contract Services - 2100.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Cullender Kindergarten will provide a viable, sequential, aligned curriculum through the provision of TEKS Resource Management System</p>	2.4, 2.5, 2.6	Principal Academic Coaches	Evidence of an aligned curriculum Lesson Plan Overview Administrators Observation Documentation of TRS Training				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>11) Summer school will be provided to meet the needs of identified struggling students, and Kindergarten/Pre-K bilingual students.</p>	2.4, 2.5, 2.6	Superintendent, Special Programs Director, Principal	Summer School Grades and Attendance Records				
Funding Sources: 199-6100 - SCE - Salaries - 7826.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 12) LPAC Committee members and TELPAS raters will be trained and/or retrained to state specifications to assist ELL students in meeting federal requirements as reported through PBMAS.	2.4, 2.6, 3.2	Superintendent, Special Programs Director, Principal, Teachers	Sign in sheets, certificates				
	Funding Sources: 263-6300 - Title III - Supplies and Materials - 2916.00						
Critical Success Factors CSF 1 CSF 7 13) Update ELPS training for bilingual teachers employed at Cullender.	2.4, 2.5, 2.6, 3.2	director of special programs, bilingual teachers and paraprofessionals serving bilingual classroom	Sign-in sheets from professional development training				
	Funding Sources: 263-6400 - Title III - Travel and Fees - 600.00						
Critical Success Factors CSF 6 14) Training will be provided for Texas Behavior Support Initiative (TBSI), as required by SB 1196, to general education and special education teachers who work with students with disabilities.	2.6	Superintendent, Special education director, special education teacher and special education paraprofessionals, principal	Agenda and Sign-In Sheet from training				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 15) Shared services provided by ESC 18 will be used to identify migrant students, as well as provide priority of services.	2.4, 2.5, 2.6, 3.2	ESC Migrant Representatives Director of Special Services	Sign-in sheets from professional development training Certificates of Completion of ELPS professional development				
Critical Success Factors CSF 6 16) In order to improve campus bilingual programs, the Director of Special Programs will meet once every 6 weeks grading period with bilingual teachers to monitor programs, as well as to explore supplemental materials to strengthen these programs.	2.4, 2.5, 2.6	Director of Special Programs Principal Bilingual Teachers	Sign-in sheets of meetings with Special Programs Director & Bilingual Teachers				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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 95%; seeking to achieve 98%.

Evaluation Data Source(s) 1: Data provided through TAPR, Federal Focus/Priority and PEIMS will show that participation rates are within the acceptable range for all student groups.

Summative Evaluation 1:

Next Year's Recommendation 1: Continue to meet with parents, have six week attendance parties and awards.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Attendance emphasis will be a positive focus at Cullender Kindergarten.	2.5, 2.6	Principal, Secretary, Attendance Clerk, Teachers	Number of 3-Day, 8-Day, and 10-day Letters, TAPR Data, Final Principal's Reports on Attendance, PEIMS Summer Submission Data, attendance reward parties				
Funding Sources: 199-6100 - SCE - Salaries - 0.00							
Critical Success Factors CSF 4 CSF 5 2) A check system will be used to contact parents/guardians concerning attendance.	2.5, 2.6	Principal, Secretary, District Truancy Officer, Students, Parents	Number of 3-Day, 8-Day, and 10-day Letters TAPR Data Final Principal's Reports on Attendance PEIMS Summer Submission Data, weekly TeXis report				
Critical Success Factors CSF 1 CSF 4 3) Students and parents will be responsible for following compulsory attendance laws monitored by administrators, teachers and the district truancy officer. Cullender will put into place the Attendance Improvement Plan supported by the district.	2.5, 2.6	Principal, Secretary, Attendance Committee, District Truancy Officer Students, Parents	Number of 5-Day and 8-Day Letters AEIS Data Final Principal's Reports on Attendance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 1: Positive parental involvement will increase by 3% at Cullender Kindergarten measured by parent participation documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Cullender Kindergarten will provide programs to foster an increase in parent and community involvement.</p>	2.4, 2.5, 2.6, 3.2	Principal, Counselor, Teachers and Staff	Parental involvement reports from sign-in sheets, feedback, and attendance.				
<p>Critical Success Factors CSF 5</p> <p>2) Cullender Kindergarten will encourage parents and community members through the use of committees and advisory groups to be in full participation in all campus/district activities and organizations.</p>	2.4, 2.5, 2.6, 3.2	Principal, Counselor, Teachers and Staff	Membership Rolls Attendance Sign-In Sheets Participation Logs				
<p>Critical Success Factors CSF 5</p> <p>3) All Compacts will be reviewed annually and copies of these forms will be posted on the district website.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Counselor, Teachers and Staff, Parents and students	Principal observations of posted Teacher Compacts Annual review of Compacts complete by June 30, 2016.				
<p>Critical Success Factors CSF 5</p> <p>4) Cullender Kindergarten will establish communication with community members, parents and staff concerning the following: ARD, LPAC, Student Support Teams, and State & Federal Funding Programs.</p>	2.4, 2.5, 2.6, 3.2	Superintendent, Director of Special Programs, Principal, Counselor, Teachers	Attendance Sign-In Sheets Review of Completed Surveys				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 5) Cullender Kindergarten will provide training to parents a minimum of two times during the school year and will offer one parent conference opportunity in the spring.	2.4, 2.5, 2.6, 3.2	Principal, Counselor, Teachers and Staff, Parents and Students	Attendance Sign-In Sheets Training Agendas				
Critical Success Factors CSF 5 6) All Cullender staff will be trained annually in the requirements of Parental Involvement for federal purposes. Cullender will annually provide training to parents concerning the benefits of parental involvement in their child's education.	2.4, 2.5, 2.6, 3.2	Principal, Counselor, Teachers and Staff, Parents and Students	Documentation of professional development on Parental Involvement Sign-in sheets/agendas from annual campus parent training on Parental Involvement				
Critical Success Factors CSF 5 CSF 6 7) Continual communication will be provided to parents through the campus website, letters, newsletters, fliers, Remind 101, Class Dojo, School Facebook page, and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.	2.4, 2.5, 2.6, 3.2	Principal, Counselor, Teachers and Staff	Review of written communication to parents in both English and Spanish Audit of information provided on campus website				
Critical Success Factors CSF 1 CSF 5 8) English classes will be provided to bilingual & ESL parents during the evening hours to strengthen these programs.	2.4, 2.5, 2.6, 3.2	District staff, Cullender bilingual/ESL teachers, principal, counselor	Sign-in sheets from parent English classes				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Cullender Kindergarten will have open, accessible communication, between, students, employees, and parents to ensure a disciplines, safe environment.

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

Evaluation Data Source(s) 1: 100% of parental and community concerns about safety and security will be addressed in a timely manner.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) To provide safe schools, the district will continue to examine its security at every building seeking to correctly identified problems, correct problems, and provide security at district activities.</p>	2.4, 2.5, 2.6	Superintendent, School Support Services Director, District Liaison Officer, Campus Administrator, Maintenance Workers, Custodial Staff, Grounds Staff, Cafeteria Department, Transportation Department, City and County Involvement, as needed	Reports to the Superintendent, Reports to the Director of School Support Services, Documentation of Completed Work Orders, Review of ESC 18 safety audits				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) MWPIISD will initiate a program of providing the infrastructure, as well as security cameras, at Cullender Kindergarten, with the goal of having full coverage of passageways, entrances, exits, and parking lots.</p>	2.4, 2.5, 2.6	Principal Superintendent Director of School Support Services Technology Director District Chief of Police Campus Secretaries Cullender Staff Members	Fulfillment of Long-Term Plan through Digital Recordings of Activity in and around Tatom Facilities				
Funding Sources: 199-6300 - SCE - Supplies and Materials - 650.00							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) A visitor management system will be utilized on Cullender Kindergarten to check for sex offenders registered through a national database, as well as provide visitors' badges to those entering district facilities.</p>	2.4, 2.5, 2.6	Superintendent, Monahans Police Department, principal, campus secretary, attendance clerk	Visitor's badges, reports of banned visitors due to being identified as registered sex offenders, reports of registered visitors through management systems				
Funding Sources: 199-6300 - SCE - Supplies and Materials - 650.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Secured entrances will be constructed at Cullender Kindergarten with front entrances being a buzz-in system for identification of visitors prior to being allowed onto the building.</p>	2.4, 2.5, 2.6	Principal Campus Secretaries Technology Director District Chief of Police Director of School Support Systems	Evidence that secured systems have been installed, as well as buzz-in systems at all front entrances at Cullender Kindergarten.				
<p>Critical Success Factors CSF 6</p> <p>5) All students and staff will be required to wear ID badges as a means of providing security throughout the school day.</p>	2.4, 2.5, 2.6	Principal, teachers, office clerk, secretary, all Cullender staff	Evidence of ID badges being worn by students and staff				
Funding Sources: 199-6300 - SCE - Supplies and Materials - 650.00							
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>6) All new employees will be fingerprinted before hiring and payment of this service will be made by the individual seeking employment.</p>	2.4, 2.5, 2.6	Superintendent, Personnel Secretary	Documentation of Fast Passes, Audit by DPS				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>7) The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; Schoolwide Components; District Health and Wellness Plan; and, District Emergency Operations Plan.</p>	2.4, 2.5, 2.6	Superintendent, Principal, School Support Services Director, District School Nurses, Counselor, Teachers, SHAC First Responders	Disciplinary Records, Educators Handbook Software, Survey Results, Federal Compliance Report, Committee Meeting Agendas and Sign-In Sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 8) The District School Health Advisory Committee (SHAC) will meet at least four times per year and will facilitate the continuation of the requirements of the Health and Wellness Plan, the District Food Allergy Plan and the Sexual Abuse and Other Maltreatment of Children District Plan.	2.4, 2.5, 2.6	Superintendent, Special Programs Director, SHAC Committee Members, District Nursing Staff	SHAC minutes and agendas				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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

Performance Objective 1: All teachers will demonstrate the use of technology integration in the classroom as observed through classroom observations and lesson plans documented by T-TESS. All students will be afforded the opportunity to utilize technology as part of their daily education.

Evaluation Data Source(s) 1: Teacher and student usage of technology will increase at this campus. Teachers will utilize technology integration as measured by T-Tess.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Staff development of technology application and integration will be provided in each content area leading to full implementation of technology in learning environments.	2.4, 2.5, 2.6	Superintendent, Technology Director, Principal, Cullender technology coordinator	Staff Development Sign-In Sheets Computer Lab Usage Logs, Lesson Plan Reviews, Review of technology involvement through T-TESS, website training provided by campus technology coordinators				
Funding Sources: 211-6300 - Title I - Supplies and Materials - 400.00, 199-6300 - SCE - Supplies and Materials - 270.00							
Critical Success Factors CSF 1 CSF 7 2) Upgrade of technology hardware including infrastructure, wireless capability, computers, interactive white boards and mobile computer labs will be accomplished throughout the school year.	2.4, 2.5, 2.6	Superintendent, Business Manager, Technology Coordinator, Principal, Staff	Review of Campus Comprehensive Needs Assessments Addressing Technology District Technology Plan, Inventory of Technology Equipment				
Funding Sources: 199-6300 - SCE - Supplies and Materials - 270.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: Cullender Kindergarten will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.

Evaluation Data Source(s) 1: Monthly, Quarterly, bi-annually and annually maintenance reports.

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) The Facilities Management Committee will create a long-term maintenance and improvements facility plan for Cullender Kindergarten.	2.4, 2.5, 2.6	Superintendent, School Support Services Director, Principal, Community Members, Business Members, Board of Trustees	Completed Facilities Maintenance & Improvements Plan Documentation of Facilities Management Committee meetings - agendas & sign-in sheets				
Critical Success Factors CSF 1 CSF 6 2) Cullender Kindergarten facilities will be maintained using the District's Maintenance Schedule at intervals of monthly, quarterly, bi-annually, and annually depending upon the required maintenance task.	2.4, 2.5, 2.6	Service Director or Maintenance/Grounds Principal Assistant Principal Maintenance & Grounds Supervisor Cullender Custodial Staff	Completion of Check-Off Sheets for the following intervals: Monthly Quarterly Bi-Annually Annually				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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.

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

Evaluation Data Source(s) 1: All students will participate in curriculum relevant to becoming a positive, productive community member resulting in a 10% decrease in discipline referrals, as well as a 10% increase in parental and community involvement.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Cullender Kindergarten will integrate citizenship, pride, and personal responsibility in each grades' curriculum. These may include: Safe & Drug-Free Activities, Character Education; Self-Image Teaching; Leader in Me (7 Habits of Happy Kids), FitnessGram, Parent Training; Moment of Silence; Pledges to State & US Flags; Curriculum Outlined by the TEKS; Constitution Day; Declaration of Independence Week and any other special emphasis days as required.</p>	2.4, 3.2	Principal, Counselor, Campus Nurse, P.E. Coach, Teachers	Lesson plans Records of participation by students, parents, and volunteers for documentation Observations by administrators of student and teacher participation				
Funding Sources: 211-6300 - Title I - Supplies and Materials - 2612.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Cullender Kindergarten will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation.</p>	2.4, 3.2	Principal, Counselor, Teachers and Staff	Results of Parent, Teacher and Student Surveys Feedback from Campus Parent Involvement Committee				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 7 3) Cullender Kindergarten will provide information to employees, parents, community members, and as appropriate, to students concerning the issues of suspected child abuse/neglect and bullying through the following: assemblies, pamphlets/brochures, district website and professional training	2.4, 3.2	Principal, Counselor, Teachers and Staff	Decrease in the number of child abuse/neglect and bullying cases as tracked by campus counselors and referral process documentation of assemblies and distribution of pamphlets & brochures documentation of professional development on bullying, cyber-bullying, child abuse and other maltreatment of children				
Critical Success Factors CSF 5 CSF 6 4) All incidents of bullying/ cyberbullying. will be investigated and documented, as outlined in state and local policies, using the Walsh & Anderson "Bullying Toolkit for Administrators".	2.4, 3.2	Superintendent, School Support Services Director, Principal, Counselor	Documentation of reports filed				
Funding Sources: 211-6300 - Title I - Supplies and Materials - 400.00							
Critical Success Factors CSF 5 CSF 6 5) Input from parents will be included in the Safe & Drug-Free Schools federal program application and compliance reports.	2.4, 3.2	Principal, counselor, parents, special programs director	Review of surveys, completed compliance report				
Critical Success Factors CSF 6 6) All school personnel will receive online training annually on the following through Edivate: Suicide prevention FERPA HIPPA Child Abuse & Neglect Bloodborne Pathogens	2.4, 2.5, 2.6, 3.2	Superintendent, Principal, teachers, all Cullender staff	Documentation of completed online training				
Funding Sources: 199-6300 - SCE - Supplies and Materials - 650.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 9: Cullender Kindergarten will incorporate effective communication with all students, parents, employees to enhance the school environment and provide for an efficient operation of the campus.

Performance Objective 1: Campus records will reflect that 90% of current employees will remain at Cullender Kindergarten.

Evaluation Data Source(s) 1: District employment and service records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Cullender Kindergarten will seek to employ and retain state certified personnel by providing a positive and supportive working environment for all staff. Additionally, assistance will be provided to employees concerning the management of permits and certificates.</p>	2.4, 2.5, 2.6	Superintendent of Personnel, Principal	Audit of state certification records of all professional staff.				
Funding Sources: 255-6400 - Title II - Travel and Fees - 1425.00							
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Formative and summative conferences will be held through the T-TESS process, as well as Fundamental 5 focused walk-throughs, conducted by campus principal.</p>	2.4, 2.5, 2.6	Principal, Teachers	T-TESS Evaluation and Walk-Through Data, TAPR Data, Fundamental 5 Lesson Plan				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Cullender Kindergarten will participate in job fairs and as a partner with universities and ESC18 to attract highly qualified applicants from all representative student populations to fill available teaching positions in the district.</p>	2.4, 2.5, 2.6	Superintendent of Personnel, Principal	District positions filled with state certified employees, Records from job fairs attendance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 4) Cullender Kindergarten will continue to use the TOP certification program from ESC 18 to allow all paraprofessionals to be highly qualified for their positions.	2.4	Superintendent of Personnel, Director of Special Services, Principal	Number of paraprofessionals trained Completion of evaluations by ESC18 reported to the district				
Funding Sources: 199-6200 - SCE - Contract Services - 1500.00							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 5) Continuing staff development will be provided to meet federal guidelines for Cullender Kindergarten, including the following: Balanced Literacy Framework, Classroom Management; Science Training; Math Training; ELAR Training; Social Studies Training; TEKS Resource Management Training; Parental Involvement; Technology; T-TESS Training; I-Stations; Fundamental 5; Thinking Maps; Title III Symposium; TABE; and New Employees' Training.	2.4, 2.5, 2.6	Superintendent, Special Services Director, Principal, Academic Coaches,	TAPR Data, Retaining of Employees Federal Data				
Funding Sources: 255-6300 - Title II - Supplies and Materials - 3827.00, 199-6300 - SCE - Supplies and Materials - 650.00							
Critical Success Factors CSF 5 CSF 6 6) Cullender Kindergarten will establish regular communication with parents and the community regarding all efforts undertaken by the district utilizing the district and school website, family engagement trainings, Class dojo, Remind App, Texas Public Schools Open House Week, and meetings of all organizations	2.4, 2.5, 2.6, 3.2	Superintendent, Special Programs Director, Principal, Teachers, Parents, Community Members	sign in sheets, campus documentation of parental involvement, numbers accessing the districts' and Cullender Kindergarten website will continue to increase				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	State certified teaching and administrative staffs will be employed to deliver the TEKS curriculum with emphasis on reading, math, science, social studies and technology.
1	1	3	Innovative curriculum programs,resources and tracking systems will be used to build the foundation for academic success: Fundamental 5, I-Stations, Frog Street, DRA, Thinking Maps, Scholastic News, Balanced Literacy, Learning A-Z, Dibels, Sheltered Instruction, Go Math, Thing Central, Kaplan, 6 Traits of Writing, Amplify, TEKS Resource Management System, Lead4Ward, and T-TESS.
2	1	1	Specially designed curriculum & scientifically research-based instruction will be provided for students in special populations through: Enrichment and Intervention RtI; I-Stations; TEKS based; Curriculum; Thinking Maps; Workshops; Scholastic News, Learning A-Z, Sheltered Instruction, Lead4ward, 6 Traits of Writing, Amplify, Balanced Literacy Framework-Guided Reading, Fundamental 5 and Summer School.
2	1	3	Student Support Teams will continue to monitor student referrals. Each team will be involved in program identification for special education, 504, dyslexia tendencies, counseling, and other individual accommodations and programs as needed. Cullender Kindergarten SST will also address interventions for struggling students.
2	1	4	Appropriate assessment for individual identification into special programs will follow state and federally mandated time lines.
2	1	5	Inclusion and co-teaching models will be implemented in order to move SPED students into least restrictive environments and inclusive setting.
2	1	8	Cullender Kindergarten will be compliant with all federal and state initiatives including: Safe & Drug Free Schools; Compensatory Education, Special Education, Bilingual Education; Title I School-wide Components; 504, Dyslexia and Gifted and Talented.
2	1	11	Summer school will be provided to meet the needs of identified struggling students, and Kindergarten/Pre-K bilingual students.
2	1	12	LPAC Committee members and TELPAS raters will be trained and/or retrained to state specifications to assist ELL students in meeting federal requirements as reported through PBMAS.
9	1	5	Continuing staff development will be provided to meet federal guidelines for Cullender Kindergarten, including the following: Balanced Literacy Framework, Classroom Management; Science Training; Math Training; ELAR Training; Social Studies Training; TEKS Resource Management Training; Parental Involvement; Technology; T-TESS Training; I-Stations; Fundamental 5; Thinking Maps; Title III Symposium; TABE; and New Employees' Training.

State Compensatory

Budget for Cullender Kindergarten:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-109-9-30-0-00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199-31-6119-00-109-9-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6,513.00
199-11-6122-00-109-9-30-0-00	6122 Salaries or Wages for Substitute Support Personnel	\$800.00
199-11-6129-00-109-9-30-0-00	6129 Salaries or Wages for Support Personnel	\$71,035.00
199-11-6141-00-109-9-30-0-00	6141 Social Security/Medicare	\$1,020.00
199-31-6141-00-109-9-30-0-00	6141 Social Security/Medicare	\$91.00
199-11-6142-00-109-9-30-0-00	6142 Group Health and Life Insurance	\$13,583.00
199-31-6142-00-109-9-30-0-00	6142 Group Health and Life Insurance	\$474.00
199-11-6143-00-109-9-30-0-00	6143 Workers' Compensation	\$999.00
199-31-6143-00-109-9-30-0-00	6143 Workers' Compensation	\$92.00
199-11-6144-00-109-9-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,509.00
199-31-6144-00-109-9-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$428.00
199-11-6146-00-109-9-30-0-00	6146 Teacher Retirement/TRS Care	\$1,807.00
199-31-6146-00-109-9-30-0-00	6146 Teacher Retirement/TRS Care	\$222.00
199-31-6149-00-109-9-30-0-00	6149 Employee Benefits	\$6.00
199-11-6149-00-109-9-30-0-00	6149 Employee Benefits	\$245.00
6100 Subtotal:		\$103,824.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
199-11-6239-01-109-9-30-0-00	6239 ESC Services	\$1,000.00
6200 Subtotal:		\$1,000.00
6300 Supplies and Services		
199-11-6395-00-109-9-30-0-00	6395 Supplies, DP Operations - Locally Defined	\$270.00
6300 Subtotal:		\$270.00

Personnel for Cullender Kindergarten:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Acosta, Marissa	Instructional Aide	Cullender	1
Benad, Bonnie	Counselor	Guidance & Counseling	.1
Cornelius, Kathy	Reading Coach	Cullender	1.0
Gaddis, Nydia	Teacher	Cullender	1.0
Garcia, Yumira	Instructional Aide	Cullender	1.
Santillan, Samantha	Teacher	Cullender	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In June, 2018, Cullender Kindergarten conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of campus administration and faculty. In a systematic effort to acquire an accurate and thorough picture of the campus the CIT 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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed with the involvement of parents and other members of the community to be served, and individuals who will carry out such plans, including school personnel. Stakeholders are invited to CIP meetings to provide input into planning. The CIP will be developed in coordination and integration with other Federal, State, and local services , resources, and programs.

2.2: Regular monitoring and revision

CIP meetings will be held at least three times per year at the beginning, middle and end of the year to monitor and revise the plan if needed. Additional meetings may be called.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted at www.mwpisd.esc18.net under the Cullender Kindergarten tab and will be available to all parents and community members. Cullender Kindergarten will provide a Spanish interpreter to assist stakeholders in understanding the plan

2.4: Opportunities for all children to meet State standards

The CIP include a description of strategies that the district will be implementing to address school needs, including a description of how such strategies will be used to provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

The CIP will use methods and instructional strategies that strengthen the academic program in the school, increase the amount of quality learning time, and help provide an enriched and accelarated curriculum, which may include programs, activites, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Innovative curriculum programs and tracking systems will be used for assessment and bechmark scores. Those scores will then be used in an RTI process. A balanced Literacy and Math framework is being implemented throughout the district along with the kits to provide accelarated instruction. Student Support Teams will monitor student referrals at Cullender Kindergarten paying attention to At-Risk, Special Education, 54, PRS, CTE and other individual accomodations as necessary. Continued staff development will be used to meet federal and state guidelines in the district.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be posted at www.mwpisd.esc18.net. Cullender Kindergarten Student/Parent/Teacher compacts will be posted in each classroom as well as sent home to parents.

3.2: Offer flexible number of parent involvement meetings

Parents are encouraged to participate in all special population committee meetings as well as higher education meetings provided by Cullender Kindergarten. ELS classes will be provided to parents throughout the school year. A new initiative started by parents and community members will be implemented this year called "Lobo Leaders." We have numerous Leader in Me Activities that parents are encouraged to attend.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bonnie Benad	Counselor	Cullender	.1
Debbie McDaniel	Teacher Facilitator	Teacher Mentor	1.000
Kathy Cornelius	Reading Coach	Intervention	1.000
Marissa Acosta	Instructional Aide	Cullender	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Marielena Saenz	Principal
Classroom Teacher	Yecenia Ramirez	Bilingual Teacher
Paraprofessional	Marissa Acosta	Computer Lab Paraprofessional
Paraprofessional	Alexia Madrid	Bilingual Paraprofessional
Classroom Teacher	Jeannie Jackson	Teacher
Paraprofessional and Parent	Jessica Armendariz	Parent
Community Member and Parent	Stacie Gaddis	Community Member and Parent

Campus Funding Summary

211-6100 - Title I - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salaries of Title 1 Teaching and Support Staff		\$71,862.00
2	1	7	Salaries for Reading Interventionist		\$69,863.00
Sub-Total					\$141,725.00
211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System		\$3,329.00
2	1	9	TEKS Resources		\$2,100.00
Sub-Total					\$5,429.00
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	TEKS RESOURCE		\$2,612.00
1	1	3	Amplify		\$1,215.00
1	1	3	ESGI		\$2,024.00
2	1	1	TEKS Resource System/ICU		\$999.00
6	1	1	Staff development fees/travel		\$400.00
8	1	1	Supplies and Materials		\$2,612.00
8	1	4	Resources for support		\$400.00
Sub-Total					\$10,262.00
211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Parent Involvement Conference		\$200.00

211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$200.00
255-6300 - Title II - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Istation		\$4,850.00
2	1	1	Supplies and Materials for Research-Based Instruction		\$3,827.00
9	1	5			\$3,827.00
Sub-Total					\$12,504.00
255-6400 - Title II - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State conferences		\$791.00
9	1	1	Teacher training		\$1,425.00
Sub-Total					\$2,216.00
224-6100 - ARRA - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Salaries of Certified SPED Teaching and Support Staff		\$143,758.00
Sub-Total					\$143,758.00
225-6100 - ARRA - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Pre-K Salaries		\$6,962.00
Sub-Total					\$6,962.00
199-6100-23 - SPED Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Salaries of Certified SPED Teaching & Support Staff		\$143,758.00
Sub-Total					\$143,758.00

199-6100 - SCE - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	State Comp Ed Salaries		\$70,268.68
1	1	2	SPED Salaries		\$7,862.00
2	1	2	Counselor Salary		\$7,826.00
2	1	11	Summer School Salaries		\$7,826.00
3	1	1			\$0.00
Sub-Total					\$93,782.68
199-6200 - SCE - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Services		\$1,900.00
9	1	4			\$1,500.00
Sub-Total					\$3,400.00
199-6300 - SCE - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies		\$270.00
5	1	2			\$650.00
5	1	3			\$650.00
5	1	5	Badges and lanyards		\$650.00
6	1	1			\$270.00
6	1	2	Title I Supplies and Materials		\$270.00
8	1	6	Online materials		\$650.00
9	1	5			\$650.00
Sub-Total					\$4,060.00
263-6300 - Title III - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies and Materials for Research-Based Instruction		\$3,086.00

263-6300 - Title III - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	12	Bilingual Supplies and Materials		\$2,916.00
Sub-Total					\$6,002.00
263-6400 - Title III - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TABE		\$600.00
2	1	13	Bilingual Teachers Professional development		\$600.00
Sub-Total					\$1,200.00
255-6200 - Title II - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Balanced Literacy Framework		\$1,900.00
1	1	4	Balanced Literacy Framework Contracted Services		\$1,900.00
Sub-Total					\$3,800.00
289-6200 - Title IV - Contracted Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4Ward		\$1,500.00
Sub-Total					\$1,500.00
289-6300 - Title IV - Supplies					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies and Materials for Research-Based Instruction		\$1,446.00
Sub-Total					\$1,446.00
Grand Total					\$582,004.68

Addendums

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

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	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>

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SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

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and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

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IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

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DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student’s use of reasonable self-defense in response to the bullying; and

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8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

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FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

MONAHANS-WICKETT-PYOTE ISD

The district prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Students or parents may contact the district to obtain an incident report form that may be used to submit the complaint.

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found at <http://pol.tasb.org/Policy/Search/1202?filter=FFI> or the campus administration office.