

**Monahans-Wickett-Pyote Independent School District**

**Cullender Kindergarten**

**2015-2016 Campus Improvement Plan**



## **Mission Statement**

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

## **Cullender Kindergarten Motto**

*No One Too Small  
To Dream Too TALL.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Texas Education Agency's 2012-2013 Texas Academic Performance Report (TAPR) for George Cullender Kindergarten reveals an enrollment of 282 students. The following enrollment breakdown is reported: Early Childhood Education - 5 students, Pre-Kindergarten - 82 students, and Kindergarten - 195 students. This is an increase of approximately 50 students from the previous year. Cullender Kindergarten is comprised of the following ethnic demographics: 54.3% Hispanic, 36.9% White, 7.4% African American, 0.7% American Indian, 0.04 Asian and 0.4% of two or more races. Among these students, 42.6% are identified as At-Risk, 13.1% English Language Learners (ELL), and 62.1% Economically Disadvantaged. Students enrolled in the Special Education Program total 6.0%.

Teacher demographics are reported as 21.6% Hispanic, and 78.4% White. The average number of years experience for teachers is 11.1 years.

The report revealed a retention rate of 3.2%. Average class size at Cullender is 19.5 students.

### Demographics Strengths

**The ethnic demographics reveal a diverse student population.**

**Average class size was below the state requirement of 22-1.**

### Demographics Needs

Percentage of Economically Disadvantaged and At-Risk students remains significant.

Teacher ethnicity demographics do not parallel student ethnicity demographics.

Continued focus on the needs of special populations including English Language Learners.



## **Student Achievement**

### **Student Achievement Summary**

Cullender Kindergarten students utilize the IStation Reading Program a minimum of 90 minutes per week. In addition, classroom teachers implement 30 minutes daily for RTI time for Tier 3 student intervention, and 30 minute RTI time for Tier 1 & 2 students for enrichment.

Cullender benefits from full day interventionist who worked with approximately 30 Tier 3 students in small group instruction to support their individual needs.

Student attendance has increased from the previous year. Attendance incentives and rewards will continue as an ongoing effort to boost student achievement.

### **Student Achievement Strengths**

Daily classroom intervention and enrichment for all students.

Full time reading interventionist on campus to provide individualized, small group instruction daily.

Student utilization of Thinking Maps guide learning as well as impacting rigor and student success.

### **Student Achievement Needs**

Update and add new technology in the classrooms.

Continue vertical alignment between Pre-K and Kindergarten curriculum to better prepare students for grade level expectations.

Work to close gaps in learning from Pre-K, daycare, CDO, or home and Kindergarten.

Improve intervention and implement additional performance measures.

Incorporate additional resources and supports for English Language Learners in all subject areas.

Continue to implement Attendance Incentives/Programs to improve student performance.

## **School Culture and Climate**

### **School Culture and Climate Summary**

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

### **School Culture and Climate Strengths**

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

### **School Culture and Climate Needs**

- Improved communication of campus safety policies
- Improved opportunities for staff contribution
- Improved communication of student/parent concerns



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Like the district, Cullender Kindergarten experienced a large turnover in staff this year. Increased efforts will be placed on professional development for new teachers, retention of quality staff, and recruitment of highly qualified general education and bilingual education teachers. Staffing is very difficult as there are very few or no qualified applicants for the posted positions.

### **Staff Quality, Recruitment, and Retention Strengths**

- Full Day Interventionist
- 2 Certified Bilingual Teachers
- Certified Special Education Teacher
- Certified PE teacher (male)
- Dedicated support staff

### **Staff Quality, Recruitment, and Retention Needs**

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

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

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

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

### Curriculum, Instruction, and Assessment Strengths

- IStation Reading Program 30 minutes, 5 days per week for every student for individualized instruction and reading assessment
- Daily classroom intervention & enrichment
- Full-time campus interventionist to provide additional intervention beyond the classroom for struggling students
- Thinking Maps are introduced and used to increase comprehension of concepts and levels of cognition
- **Utilization of word walls and introduction to interactive writing**

### Curriculum, Instruction, and Assessment Needs

- Campus TEKS study to increase teacher awareness of student expectations
- Professional Development for teachers in Thinking Maps, Interactive Writing, Saxon Phonics, as well as the new adoptions in Math and

## Science

- PLC development both on campus and with Tatom Elementary

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

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

### **Family and Community Involvement Strengths**

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

### **Family and Community Involvement Needs**

- Feedback from families and community members about opportunities, communication, and concerns
- Addition of Math & Reading nights to involve family members on campus
- Translation of materials and communication to home language

## **School Context and Organization**

### **School Context and Organization Summary**

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

### **School Context and Organization Strengths**

- Collaboration of faculty
- Campus Teams
- Open communication
- Team planning

### **School Context and Organization Needs**

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

# Technology

## Technology Summary

Cullender Kindergarten is constantly striving to make technological advances to support teaching efforts and learning opportunities. Each classroom is equipped with Internet access, Promethium Boards, and listening centers. A Computer Lab is available for use by all classes daily. Teachers have access to a digital camera. Professional Development opportunities are available to support teachers in technological advances. The fast pace of technology requires frequent updates to maximize benefits. The computers in our lab were replaced with refurbished units this summer and updated Internet access is being installed. We are grateful for these assets but we still need computer lab furniture and more classroom computers and/or tablets for student use.

## Technology Strengths

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

## Technology Needs

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

# 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education 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 or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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 2015-2016 school year.**

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

**Summative Evaluation:** Cullender Kindergarten will meet all federal and state standards for the 2015-2016 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> 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, Thinking Maps, Promethean Board, Class Dojo, trainings and/or conferences.	1, 2, 3, 4, 6, 8, 9, 10	Superintendent, Assistant Superintendent, Special Programs Director, Principal, Teachers, Region 18 Personnel	PD attendance sign-in sheets & certificates, PDAS data				
Funding Sources: 211-6200 - Title I - Contract Services - \$2000.00, 255-6200 - Title II - Contract Services - \$12068.00, 211-6400 - Title I - Travel and Fees - \$200.00, 255-6400 - Title II - Travel and Fees - \$1400.00, 263-6400 - Title III - Travel and Fees - \$800.00, 211-6100 - Title I - Salaries - \$124360.00							
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Highly qualified teaching and administrative staff will be employed to deliver the TEKS.	1, 2, 3, 8, 10	Superintendent Principal Assistant Superintendent Special Programs Director	Highly Qualified Staff Survey Due November 18, 2015				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6351.00, 263-6300 - Title III - Supplies and Materials - \$2778.00, 255-6300 - Title II - Supplies and Materials - \$3800.00							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  3) Innovative curriculum programs and tracking systems will be used to build the foundation for academic success: I-Stations, DRA, Learning A-Z, Dibels, Comprehensive Needs Assessment, and, TEKS Resource Management System, and PDAS.	1, 2, 8, 9, 10	Superintendent, Assistant Superintendent, Special Programs Director, Principal, Teachers	Monthly ISIP reports, PLC, Curriculum Mapping, SST meetings, Annual CNA, Classroom Walk-Throughs				
Funding Sources: 211-6200 - Title I - Contract Services - \$2000.00, 211-6300 - Title I - Supplies and Materials - \$9846.00, 255-6300 - Title II - Supplies and Materials - \$900.00, 270-6300 - Rural and Low Income - Supplies and Mat - \$3200.00							






4) TELPAS raters will be trained to meet state specifications.	1, 2, 3, 4, 8, 10	Superintendent, Assistant Superintendent, Special Programs Director, Principal, Teachers	Sign in sheets, certificates				
Funding Sources: 263-6400 - Title III - Travel and Fees - \$700.00							
<div>✔ = Accomplished</div> <div>🟡 = Considerable</div> <div>🟠 = Some Progress</div> <div>⬜ = No Progress</div> <div>✖ = Discontinue</div>							

## 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 appropriate programs.

**Summative Evaluation:** Cullender Kindergarten will meet all federal and state standards for the 2015-2016 school year.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Specially designed curriculum & scientifically research-based instruction will be provided for students in special populations through: Enrichment and Intervention; I-Stations; TEKS based Curriculum; Thinking Maps; Workshops; and Summer School.	1, 2, 3, 8, 9, 10	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: 225-6100 - ARRA - Salaries - \$6280.00							
<b>Critical Success Factors</b> CSF 1 CSF 6  2) The Counselor will provide guidance for the following: Drug Awareness; Conflict Resolution; Bullying; Character Education; Food 2 Kids; and Seven Habits of Happy Kids.	1, 2, 8, 9, 10	Counselor, Principal	Documentation of offered programs and students served, Counselor records, AEIS data				
<b>Critical Success Factors</b> CSF 1 CSF 2  3) Student Support Teams will continue to monitor student referrals . Each team will be involved in program identification for special education, 504, counseling, and other individual accommodations and programs, as needed. Cullender Kindergarten SST will also address interventions for struggling students.	1, 2, 8, 9, 10	Support Teams Principal Counselor	Review intervention strategies and processes Review of SST agendas and minutes				
<b>Critical Success Factors</b> CSF 1 CSF 2  4) Appropriate assessment for individual identification into special programs will follow state and federally mandated time lines.	1, 2, 8, 9, 10	Superintendent, Assistant 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				

<b>Critical Success Factors</b> CSF 1 CSF 4  5) All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.	1, 2, 3, 8, 9, 10	Principal, Counselor, Secretary, SPED Teachers	Schedules checked for least restrictive environments, PEIMS data reviewed				
<b>Critical Success Factors</b> CSF 1 CSF 4  6) 504 procedures and referral process will provide appropriate services for identified students.	1, 2, 8, 9, 10	Campus 504 Committee District 504 Coordinator Administrators Special Programs Director	Review of 504 student folders				
<b>Critical Success Factors</b> CSF 1 CSF 4  7) Trained reading interventionist will provide Dibels for struggling readers. Researched based reading strategies will be used for instruction.	1, 2, 3, 8, 9, 10	Principal Reading Interventionist	Individual student reading data Documentation of reading interventionist				
Funding Sources: 211-6100 - Title I - Salaries - \$67284.00							
<b>Critical Success Factors</b> CSF 1 CSF 2  8) Cullender Kindergarten will be compliant with all federal and state initiatives including: NCLB/HQ; Safe & Drug Free Schools; Compensatory Education, Special Education, Bilingual Education; Title I School-wide Components; 504, Dyslexia and Gifted and Talented.	1, 2, 8, 10	Superintendent, Assistant Superintendent, Special Programs Director, Principal	Campus reports/results for each special population group includes: --I-Stations Data --TAPR Data --Report Cards --OLPT Tests --IEPs --At-Risk Student List --PEIMS Data --LEP --G/T --504 & Dyslexia --Review of campus plans for compliance --PBMAS Data --Parent Surveys --DMAC Data --AMAO Data				
<b>Critical Success Factors</b> CSF 1  9) Cullender Kindergarten will provide a viable, sequential, aligned curriculum through the provision of TEKS Resource Management System.	1, 2, 8, 9, 10	Principal, Teachers	Evidence of an aligned curriculum Lesson plans review Principal observations				
<b>Critical Success Factors</b> CSF 1 CSF 4  10) Summer school will be provided to meet the needs of identified struggling students, and Kindergarten/Pre-K bilingual students.	1, 2, 3, 8, 9, 10	Superintendent, Assistant Superintendent, Special Programs Director, Principal	Summer School Grades and Attendance Records				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

### 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%. The dropout rate will remain below 1% and the completion rate will remain at 97% or better.

**Summative Evaluation:** Data provided through TAPR, Federal Focus/Priority 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
<b>Critical Success Factors</b> CSF 1 CSF 4  1) Attendance emphasis will be a positive focus at Cullender Kindergarten.	1, 2, 6, 10	Principal, Secretary, 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				
<b>Critical Success Factors</b> CSF 4 CSF 5  2) A check system will be used to contact parents/guardians concerning attendance.	1, 10	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				
<b>Critical Success Factors</b> 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.	1, 10	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  = Considerable  = Some Progress  = 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.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Cullender Kindergarten will provide programs to foster an increase in parent and community involvement.	1, 2, 6, 9, 10	Principal, Counselor, Teachers and Staff	Parental involvement reports from sign-in sheets, feedback, and attendance.				
<b>Critical Success Factors</b> CSF 5  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.	1, 2, 6, 10	Principal, Counselor, Teachers and Staff	Membership Rolls Attendance Sign-In Sheets Participation Logs				
<b>Critical Success Factors</b> CSF 5  3) All Compacts will be reviewed annually and copies of these forms will be posted on the district website.	1, 2, 6, 10	Principal, Counselor, Teachers and Staff, Parents and students	Principal observations of posted Teacher Compacts Annual review of Compacts complete by June 30, 2016.				
<b>Critical Success Factors</b> CSF 5  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.	1, 2, 6	Superintendent, Assistant Superintendent, Director of Special Programs, Principal, Counselor, Teachers	Attendance Sign-In Sheets Review of Completed Surveys				
<b>Critical Success Factors</b> 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 each semester.	1, 2, 6, 10	Principal, Counselor, Teachers and Staff, Parents and Students	Attendance Sign-In Sheets Training Agendas				

<b>Critical Success Factors</b> <b>CSF 5</b> 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.	1, 2, 6, 10	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				
<b>Critical Success Factors</b> <b>CSF 5</b> 7) Continual communication will be provided to parents through the campus website, letters, newsletters, fliers, Remind 101, and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.	1, 2, 6, 10	Principal, Counselor, Teachers and Staff	Review of written communication to parents in both English and Spanish Audit of information provided on campus website				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






**Goal 5: Cullender Kindergarten will provide disciplined, safe environments conducive to learning at all times, as well as safety and security at all campus activities.**

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

**Summative Evaluation:** 100% of parental and community concerns about safety and security will be addressed in a timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) To provide safe schools, the district will continue to examine its security at every building seeking to correct identified problems, as well as provide security at district activities.	1	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				
<b>Critical Success Factors</b> CSF 6  2) All new employees will be fingerprinted before hiring and payment of this service will be made by the individual seeking employment.	1	Superintendent, Personnel Secretary	Documentation of Fast Passes, Audit by DPS				
<b>Critical Success Factors</b> CSF 6  3) 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.	1, 2	Superintendent, Assistant 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				








<b>Critical Success Factors</b> CSF 6  4) 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.	1, 6, 10	Superintendent, Special Programs Director, SHAC Committee Members, District Nursing Staff	SHAC minutes and agendas				
 = Accomplished  = Considerable  = Some Progress  = 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 PDAS. All students will be afforded the opportunity to utilize technology as part of their daily education.






**Summative Evaluation:** Teacher and student usage of technology will increase at this campus. Teachers will utilize technology integration as measured by PDAS Domain 2, Indicator 9.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> 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.	1, 2, 3, 9, 10	Superintendent, Assistant Superintendent, Technology Director, Principal	Staff Development Sign-In Sheets Computer Lab Usage Logs Lesson Plan Reviews Review of PDAS Domain 2, Indicator 9				
<b>Critical Success Factors</b> 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.	1, 2, 10	Superintendent, Business Manager, Technology Coordinator, Principal, Staff	Review of Campus Comprehensive Needs Assessments Addressing Technology District Technology Plan, Inventory of Technology Equipment				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6351.00							
<b>Critical Success Factors</b> CSF 1 CSF 7  3) Upgrade of technology hardware including computers, interactive white boards and mobile computer labs will be accomplished throughout the school year.	1, 2, 10	Principal, Technology Coordinator, Technology Staff, Faculty and Staff	Review of Campus Comprehensive Needs Assessment Inventory of Technology Equipment				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 1:** 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 all campus 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
<b>Critical Success Factors</b> CSF 6  1) The Facilities Management Committee will create a long-term maintenance and improvements facility plan for Cullender Kindergarten.	1, 2	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				
 = Accomplished  = Considerable  = Some Progress  = 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.

**Summative Evaluation:** Discipline referrals at Cullender Kindergarten will not 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
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  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; 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.	1, 2, 6	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				
<b>Critical Success Factors</b> CSF 5 CSF 6  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.	1, 2, 6, 10	Principal, Counselor, Teachers and Staff	Results of Parent, Teacher and Student Surveys Feedback from Campus Parent Involvement Committee				
<b>Critical Success Factors</b> 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	1, 2, 6	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				
<b>Critical Success Factors</b> CSF 6  4) All incidents of bullying will be investigated and documented, as outlined in state and local policies, using the Walsh & Anderson "Bullying Toolkit for Administrators".	1, 2, 6	Superintendent, Assistant Superintendent, School Support Services Director, Principal, Counselor	Documentation of reports filed				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 9: Cullender Kindergarten will incorporate effective communication with all students, parents, community members and employees to enhance the learning environment and provide for an efficient operation of the campus through the retention of staff.**

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

**Summative Evaluation:** Campus 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
<b>Critical Success Factors</b> CSF 7  1) Cullender Kindergarten will seek to employ and retain highly qualified 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.	1, 2, 3, 5, 10	Superintendent of Personnel, Principal	Annual Highly Qualified Survey of staff for NCLB Evaluation Certification & transcript audits				
<b>Critical Success Factors</b> CSF 7  2) Formative and summative conferences will be held to establish "Proficient" and "Exceeds Expectations" in all teaching domains of the PDAS. Walk-throughs will be conducted to allow teachers the opportunity to grow in their chosen career.	1, 2, 3, 5, 8, 10	Principal, Teachers	PDAS Evaluation and Walk-Through Data, TAPR Data, Fundamental 5 Lesson Plan				
<b>Critical Success Factors</b> CSF 7  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.	1, 2, 3, 5	Superintendent of Personnel, Principal	District positions filled with highly qualified employees, Records from job fairs attendance				
<b>Critical Success Factors</b> 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.	1, 2, 10	Superintendent of Personnel, Director of Special Services, Principal	Number of paraprofessionals trained Completion of evaluations by ESC18 reported to the district				

<b>Critical Success Factors</b> CSF 1 CSF 7  5) Continuing staff development will be provided to meet federal guidelines for Cullender Kindergarten, including the following: Classroom Management; Science Training; Math Training; ELAR Training; Social Studies Training; TEKS Resource Management Training; Parental Involvement; Technology; PDAS Training; I-Stations; Title III Symposium; TABE; and New Employees' Training.	1, 2, 3, 4, 5, 6, 10	Superintendent, Assistant Superintendent, Special Services Director, Principal	TAPR Data, Retaining of Employees Federal Data				
<b>Critical Success Factors</b> CSF 5 CSF 6  6) MWPISD will establish regular communication with parents and the community regarding all efforts undertaken by the district utilizing the district website, parent involvement trainings, Parent Report Card & Conferencing Days, and meetings of all organizations	1, 2, 6, 10	Superintendent, Assistant Superintendent, Special Programs Director, Principal, Teachers, Parents, Community Members	sign in sheets, campus documentation of parental involvement				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

# State Compensatory

## Budget for Cullender Kindergarten:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-109-6-30-0-00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$28,226.00
199-31-6119-00-109-6-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6,095.00
199-11-6129-00-109-6-30-0-00	6129 Salaries or Wages for Support Personnel	\$42,184.00
199-11-6141-00-109-6-30-0-00	6141 Social Security/Medicare	\$87.00
199-31-6141-00-109-6-30-0-00	6141 Social Security/Medicare	\$990.00
199-31-6142-00-109-6-30-0-00	6142 Group Health and Life Insurance	\$475.00
199-11-6142-00-109-5-30-0-00	6142 Group Health and Life Insurance	\$14,408.00
199-11-6143-00-109-6-30-0-00	6143 Workers' Compensation	\$990.00
199-31-6143-00-109-6-30-0-00	6143 Workers' Compensation	\$86.00
199-11-6144-00-109-6-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,853.00
199-31-6144-00-109-6-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$408.00
199-11-6146-00-109-6-30-0-00	6146 Teacher Retirement/TRS Care	\$2,023.00
199-31-6146-00-109-6-30-0-00	6146 Teacher Retirement/TRS Care	\$178.00
<b>6100 Subtotal:</b>		<b>\$101,003.00</b>

**Personnel for Cullender Kindergarten:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armendariz, Jessica	Aide	Instruction	1.000
Aven, Corey	PE Teacher	Instruction	.06
Benad, Bonnie	Counselor	Guidance & Counseling	.5
Ceballos, Ashley	Teacher	Instruction	.07
Dominguez, Anne	Teacher	Instruction	1.000
Flores, Lisa	Aide	Instruction	1.000
Francisco, Debra	Teacher	Instruction	.07
Hicks, Denise	Teacher	Instruction	.07
Jackson, Jeannie	Teacher	Instruction	.07
Nickels, Christi	Teacher	Instruction	.07
Olstowski, Terrie	Teacher	Instruction	.07
Pinkston, Shelbi	Teacher	Instruction	.07
Rodriguez, Kristi	Aide	Instruction	.7
Woods, Audra	Teacher	Instruction	.07



# Title I

## Schoolwide Program Plan

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

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

In May 2015, Monahans-Wickett-Pyote Independent School District conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of district administration and campus administration. In a systematic effort to acquire an accurate and thorough picture of the district the DIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

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

### 2: Schoolwide Reform Strategies

Cullender Kindergarten will focus on the following areas:

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

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

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

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

- counseling, pupil services, and mentoring services;
- innovative teaching methods, which may include applied learning and team-teaching strategies;
- targeted intervention
- address how Cullender Kindergarten will determine if such needs have been met; and are consistent with , and are designed to implement the state and local improvement plans, if any.

### **3: Instruction by highly qualified professional teachers**

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

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

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

### **5: Strategies to attract highly qualified teachers**

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

The district pays above the state base salary.

#### **6: Strategies to increase parental involvement**

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

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

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

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

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

- Grade level meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and activities
- Continued professional development in data disaggregation (DMAC, IStations)
- Weekly team curriculum planning
- Lead4Ward training

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

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

- Grade level planning
- IStation data monitoring and intervention
- DIBELS

- Daily, RTI and enrichment
- Full time interventionist for Tier 3 students

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

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

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debbie McDaniel	Teacher Facilitator	Teacher Mentor	1.000
Kathy Cornelius	Reading Coach	Intervention	1.000

## 2015-2016 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Lauri Pond	Principal
Business Representative	David Cutbirth	Mayor
Classroom Teacher	Jessie Ramirez	Pre-K Bilingual Teacher
Classroom Teacher	Denise Hicks	Kindergarten Teacher
Classroom Teacher	Jeannie Jackson	Kindergarten Teacher
Community Representative	Teresa Burnett	Chamber of Commerce Member
Grandparent	Sue King	Grandparent
Paraprofessional	Jamie Reid	Aide
Parent	Grytsje Melius	Parent

# Campus Funding Summary

<b>211-6100 - Title I - Salaries</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$124,360.00
2	1	7			\$67,284.00
<b>Sub-Total</b>					\$191,644.00
<b>211-6200 - Title I - Contract Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	3			\$2,000.00
<b>Sub-Total</b>					\$4,000.00
<b>211-6300 - Title I - Supplies and Materials</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	255-6300 - Title II - Supplies and Materials - \$2600.00		\$6,351.00
1	1	3			\$9,846.00
6	1	2			\$6,351.00
<b>Sub-Total</b>					\$22,548.00
<b>211-6400 - Title I - Travel and Fees</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$200.00
<b>Sub-Total</b>					\$200.00
<b>255-6300 - Title II - Supplies and Materials</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$3,800.00
1	1	3			\$900.00
<b>Sub-Total</b>					\$4,700.00
<b>255-6400 - Title II - Travel and Fees</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,400.00
<b>Sub-Total</b>					\$1,400.00
<b>225-6100 - ARRA - Salaries</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	SPED Funding		\$6,280.00
<b>Sub-Total</b>					\$6,280.00
<b>263-6300 - Title III - Supplies and Materials</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,778.00
<b>Sub-Total</b>					\$2,778.00
<b>263-6400 - Title III - Travel and Fees</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$800.00
1	1	4	263-6400 - Title III - Travel and Fees - \$3875.00		\$700.00
<b>Sub-Total</b>					\$1,500.00
<b>255-6200 - Title II - Contract Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$12,068.00
<b>Sub-Total</b>					\$12,068.00
<b>270-6300 - Rural and Low Income - Supplies and Mat</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,200.00
<b>Sub-Total</b>					\$3,200.00
<b>Grand Total</b>					\$250,318.00