

**Wichita Falls Independent School District**  
**Brook Village Early Childhood Ctr**  
**2018-2019 Campus Improvement Plan**



**Board Approval Date:** November 12, 2018  
**Public Presentation Date:** November 1, 2018

# Mission Statement

**The Mission of the Wichita Falls Independent School District is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.**

# Vision

**To have all prek students experiencing academic success and be ready for kindergarten when they leave Brook Village.**

# Value Statement

- B** Build a strong foundation for student success
- R** Respect students, parents and others
- O** Open doors to learning that will excite your child's curiosity
- O** Offer high quality educational experiences for every child
- K** Keep our focus on student growth

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment .....                               | 4  |
| Demographics .....   | 4  |
| Student Academic Achievement .....                                 | 7  |
| School Processes & Programs .....                                  | 9  |
| Perceptions .....  | 11 |
| Comprehensive Needs Assessment Data Documentation .....            | 13 |
| Goals .....  | 15 |
| Goal 1: Recruit, retain, and support teachers and principals ..... | 15 |
| Goal 2: Build a foundation of literacy and numeracy .....          | 17 |
| Goal 3: Connect high school to career and college .....            | 21 |
| Goal 4: Improve low performing schools .....                       | 22 |
| State Compensatory .....   | 26 |
| Budget for Brook Village Early Childhood Ctr: .....                | 26 |
| Personnel for Brook Village Early Childhood Ctr: .....             | 27 |
| Title I Schoolwide Element Personnel .....                         | 28 |
| 2018-2019 Site Based Decision Making Committee .....               | 29 |
| Campus Funding Summary .....                                       | 30 |
| Addendums .....  | 32 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Based on available 2017-2018 data:

- Enrollment-202
- Economically Disadvantaged Students-183 (90%)
- Free Lunch- 162 (80%)
- Reduced Lunch- 21 (10%)
- LEP- 52 (26%)
- Bilingual- 34
- SPED- 18 (9%)
- At-risk- 126
- Student Demographics: Hispanic-57%, African-American-8%, White- 23%
- Average class size is 20
- Attendance: 94.48%

### Demographics Strengths

Support is given to students by teachers, paraprofessionals, tutors and administrators to assist the community of diverse learners. Tutors, speech teacher, ESL teacher and Language Facilitator collaborate with teachers to prepare systematic approaches in targeting the diverse needs within the student population. There are 3 bilingual classes to address the needs of the EL population and a PPCD class to support students qualifying with special needs.

The campus site based team meets several times during the year to plan campus events and address campus needs. The team and its members provide a collaborative plan to benefit staff and students.

Brook Village houses four district early childhood programs to address the needs of students and the community: Head Start, Prekindergarten, Bilingual PK, PPCD

Although Brook Village is not allotted a full time attendance clerk, a paraprofessional assists in the office in the morning to answer parent questions regarding attendance and to collect absent notes. Having a staff member dedicated to the needs of the parents in the morning, helps the district attendance policy message be delivered appropriately and consistently.

The campus counselor uses the beginning of the year CLI scores to identify many at-risk students. These at-risk students are then targeted with classroom and campus interventions.

In addition to the 3 bilingual classes on campus, there is a full time ESL teacher to address the needs of the English Learners included in the general early childhood classrooms.

All campus staff are certified in the required fields according to their job descriptions.

Each classroom teacher is partnered with a paraprofessional to support the teacher and students.

New certified staff members are assigned a mentor with experience on campus in an early childhood classroom. The district provided a curriculum specialist to assist with curriculum, technology and professional development.

The district hosts a job fair in the spring to recruit new teachers. All qualified applicants are placed in TalentEd to assist administrators in filling staff openings.

Currently, there are 3 new teachers on campus due to retirements from the previous year. A fourth teacher is being hired to take a wait list of students after school has started.

The counselor, language facilitator, ESL teacher and PTA provide different parent engagement opportunities throughout the year at different times to increase participation.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Economically disadvantaged student numbers remain 90% or above campus wide over the past two years, increasing the need for highly effective teachers, methods, instructional materials and professional development for teachers. **Root Cause:** Caregivers are busy working and focusing on providing basic needs.

**Problem Statement 2:** The attendance rate at 94% is two points less than the desired district average of 96%. **Root Cause:** Families are not familiar with district attendance procedures.

**Problem Statement 3:** District hiring requirements make it difficult for campuses to find highly qualified teachers and paraprofessionals after school has begun. **Root Cause:** Classrooms suffer with inexperienced or mediocre staff.

**Problem Statement 4:** Without a campus or district instructional coach, the burden of providing quality professional development becomes the responsibility of campus teachers and administrators. **Root Cause:** To provide quality professional development, campus staff must be proactive about professional development choices.

# Student Academic Achievement

## Student Academic Achievement Summary

Individual student needs are identified in a variety of ways. Teachers and administrators collect data from the state test, CLI Engage three times a year. In addition to the state required assessment, classroom progress reports, observations and other informal assessments throughout thematic units and skills checklists are utilized to gauge student achievement. Special services and interventions are then determined, monitored, adjusted and evaluated.

CLI scores for 2017-2018

Rapid Letter Naming BOY 25% MOY 65% EOY 86%

Rapid Vocabulary Naming BOY 43% MOY 61% EOY 78%

Phonological Awareness BOY 77% MOY 84% EOY 93%

Math BOY 88% MOY 91% EOY 93%

## Student Academic Achievement Strengths

Brook Village staff continues to meet the needs of its students through its staff of teachers and teaching assistants. Tutors are hired and used to provide interventions for identified students. Teachers are accountable for being aware of and adhering to curricular goals for their students.

Teachers discuss curriculum and student needs during PLC meetings which include administrators and the district curriculum specialist. PLC meetings occur bi-monthly and provide opportunities for teachers to share successful strategies.

Data meetings are held after the MOY testing wave to identify students in need of specific interventions and to assist staff with curricular needs. Professional development is created based on the needs of the spring data meetings.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** End of Year CLI Engage data indicates a school wide average growth of 35% in Rapid Vocabulary Naming, showing the continued

need for effective instructional materials, professional development and tutoring. **Root Cause:** Student from low socioeconomic backgrounds have short attention spans causing a need for classroom activities to be exciting to keep students engaged in learning.

**Problem Statement 2:** In End of Year CLI Engage Vocabulary and Phonological sections, bilingual students scored lower than non-bilingual students, increasing the need for program specific instructional materials, professional development and bilingual tutoring. **Root Cause:** Bilingual students may not have any prior school experience.



# School Processes & Programs

## School Processes & Programs Summary

The WFISD Prekindergarten curriculum, Frog Street, is aligned with the TEKS and ELPS. CLI Engage assessments, informal observations, teacher created assessments, Smart Start, and progress monitoring are used to measure student achievement. These assessments are aligned with Frog Street. Campus PLCs analyze and collaborate with administrators and the district curriculum specialist regarding the strengths and weaknesses of the data and student needs. Scores are compared to other classes, campuses and the district community to identify teacher needs. Demographic data, student data and assessments are used to inform instructional planning. Differentiation and scaffolds are addressed through research based strategies in the classroom and provided by tutors. These strategies include using hands on activities, manipulatives, large and small group instruction. Interventions will be provided by the teacher, teaching assistant and campus tutors.

Brook Village staff has a strong sense of commitment to laying a foundation worthy of not only academic excellence but positive mental health and well being for students.

Technology is utilized to engage students and accommodate different learning styles. Whole group, small group and individual students have access to technology throughout the day with the computer lab, interactive whiteboard and ipads.

Brook Village teachers have been trained in the Google suite of apps and have access to a variety of technology for classroom and personal use including chromebooks, desk tops, ipads and a campus computer lab.

Many quality early childhood apps are not able to be purchased for district technology, limiting the number of available options for classroom use.

Brook Village supports a campus facebook page, twitter account and electronic marquee.

## School Processes & Programs Strengths

The district approved curriculum, Frog Street, is user friendly, especially for new teachers. Region 9 and the district curriculum specialist provide early childhood specific trainings for PK teachers.

The district curriculum specialist works to ensure curriculum fidelity by visiting all classrooms and using a classroom fidelity tool to identify strengths and weaknesses.

Individual data meetings are held with each teacher following the MOY CIRCLE Engage testing opportunity. Scores are compared to campus and district scores to evaluate classroom needs. Tutors and campus staff are utilized to provide interventions for identified students at-risk for not being kindergarten ready.

Campus administration initiated a book study with Fundamental Five, in an effort to focus on successful instructional strategies and join district initiatives already in place.

All campus staff members set a professional and student growth goal through STRIVE each year.

Campus leadership and staff actively engage in sharing strategies, clarifying expectations and maximizing instruction through tutors, PLCs and best practices. PLCs are structured in a rotation in an effort to allow all teachers to experience a variety of teacher voices when planning.

Many teachers asked to participate on the campus site based team. Currently there are representatives from each program on campus- general PK, bilingual PK, PPCD and Head Start.

The master schedule allows each teacher to have large at least one large teaching block in their day, in addition to transition time between activities where students must leave the classroom.

Technology support is provided by campus staff, campus technologist and district help desk. Technology training is offered through the district. All classrooms have interactive whiteboards, ipads and access to a computer lab.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Early childhood staff needs updated devices that support age appropriate apps and training to use classroom technology tools. **Root Cause:** With the focus of technology in the classroom, the early childhood classrooms have older technology that needs to be replaced and need staff trained in integrating technology tools in early childhood classrooms.

# Perceptions

## Perceptions Summary

Parental and community involvement are essential to the success of students. Developing and maintaining the school/parent partnership is a major objective for the campus.

Family and community involvement is cultivated through:

- Printed notes and weekly newsletters sent home
- Parentlink phone calls and emails in English and Spanish
- Community partnerships through Partners in Education (PIE)
- Parents and community members on the site based team
- Monthly PTA meetings
- Parent workshops are held monthly with the counselor to educate on Conscious Discipline strategies
- Parent meetings held twice a year with district language facilitator
- Parent meetings with bilingual and ESL staff for bilingual families and families of students receiving ESL services
- Surveys are given after each parent meeting to help better serve the needs of the families
- Communication is provided through campus facebook page, Twitter, electronic marquee, Remind app, Class DoJo and SeeSaw
- Parents are encouraged to volunteer for class parties and field trips
- Individual parent and teacher conferences are held in October to discuss beginning of the year assessments

In addition to an educational focus, learning social and emotional skills are incorporated into every aspect of the curriculum. Teachers utilize Conscious Discipline to instill making good, independent choices for behavior throughout the day. Music and P.E. celebrate 'Kids of Character'. The Counselor teachers character education lessons twice a month in all classes using story books, songs and activities. Kindness is a theme at Brook Village. The Kindness Revolution is sponsored by a local business to promote acts of kindness. Positive verbal praise is used throughout the campus by all staff to reinforce good behavior. Character education and positive behavior posters are displayed in hallways and classrooms. Reward systems are implemented by each teacher and tailored to the special needs of students.

The Counselor and behavior paraprofessional support teachers with students having difficulty with behavior. If the classroom safe place and management strategies are not working, the Counselor helps create a behavior plan and works with individual students on how to regain composure and make better choices in the future.

To promote safety on campus, drills are performed monthly. All staff and visitors are required to wear name badges. Outside doors are locked during the school day.

## Perceptions Strengths

Written communication and parentlinks are in both English and Spanish. There are many opportunities for parents to be

involved in school activities between the counselor, language facilitator and bilingual/ESL meetings offered. All meetings have a parent and child activity planned.

The school counselor facilitates a character education program with all classrooms. The behavior paraprofessional offers support to students within the classroom who need redirection and help managing inappropriate behavior. The combination of the two positions on campus has reduced the number of office referrals for discipline issues.

All classrooms and programs (Head Start and PK) attend the same field trips and campus activities.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents are unaware of the importance of their involvement to encourage academic and emotional success. **Root Cause:** Parents trust teachers to take care of their children at school and do not prioritize parent meetings.

# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals



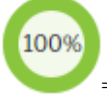


## Goal 1: Recruit, retain, and support teachers and principals

**Performance Objective 1:** Increase the number of ESL certified teachers on campus from 6 to 8 by August 2019.

**Evaluation Data Source(s) 1:** HR report of staff certifications, State Board of Educator Certification website

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS   | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|--|--|--|-------------------|-----|-----|
|  |  |  |  | Nov               | Feb | May |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 7</p> <p>1) Teachers not ESL certified will be encouraged to obtain certification within the next year. Future applicants will be considered based on being ESL certified or the willingness to obtain ESL certification.</p>   | 2.6  | Principal<br>Assistant Principal<br>Human Resources            | Impact:<br>Provide support for EL students and increase teaching effectiveness.                  |                   |     |     |
|  | <b>Problem Statements:</b> Student Academic Achievement 2                                  |  |  |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) * The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p>   | 2.4  | Principal<br>Assistant Principal<br>Human Resources            | Result:<br>Providing professionals for students trained in early childhood education             |                   |     |     |
|  | <b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> Title 1 Part A - 0.00 |  |  |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>3) * The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> | 2.4  | Principal<br>Assistant Principal<br>Director of Early Learning | Impact:<br>Students receive instruction from professionals trained in early childhood education. |                   |     |     |
|  | <b>Problem Statements:</b> Demographics 3<br><b>Funding Sources:</b> Not Funded - 0.00     |  |  |                   |     |     |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 4</p> <p>4) Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, technology, curriculum support, TBSI, the support of English Language Learners and CIRCLE Progress Monitoring small group interventions.</p> | 2.5, 2.6   | Principal<br>Assistant Principal<br>Director of Early Childhood<br>Early Childhood Curriculum Specialist<br>Early Childhood Mentor teachers | Impact:<br>Relevant staff development aimed at improving student success at BOY, MOY and EOY Progress Monitoring |  |  |  |
|  | <p><b>Problem Statements:</b> Demographics 4</p> <p><b>Funding Sources:</b> Title 1 Part A - 1500.00</p> |   |  |  |  |  |
|  = Accomplished  = No Progress  = Discontinue  |  |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|  |
|--|
| <b>Demographics</b>  |
| <p><b>Problem Statement 1:</b> Economically disadvantaged student numbers remain 90% or above campus wide over the past two years, increasing the need for highly effective teachers, methods, instructional materials and professional development for teachers. <b>Root Cause 1:</b> Caregivers are busy working and focusing on providing basic needs.</p>        |
| <p><b>Problem Statement 3:</b> District hiring requirements make it difficult for campuses to find highly qualified teachers and paraprofessionals after school has begun. <b>Root Cause 3:</b> Classrooms suffer with inexperienced or mediocre staff.</p>  |
| <p><b>Problem Statement 4:</b> Without a campus or district instructional coach, the burden of providing quality professional development becomes the responsibility of campus teachers and administrators. <b>Root Cause 4:</b> To provide quality professional development, campus staff must be proactive about professional development choices.</p>             |
| <b>Student Academic Achievement</b>  |
| <p><b>Problem Statement 2:</b> In End of Year CLI Engage Vocabulary and Phonological sections, bilingual students scored lower than non-bilingual students, increasing the need for program specific instructional materials, professional development and bilingual tutoring. <b>Root Cause 2:</b> Bilingual students may not have any prior school experience.</p> |



## Goal 2: Build a foundation of literacy and numeracy

**Performance Objective 1:** Increase number of prekindergarten students who score Proficient as measured with EOY reports from 89% to 91% by May 2019 in letter naming and phonemic awareness.

**Evaluation Data Source(s) 1:** CIRCLE Progress Monitoring reports

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|----------|--|---|-------------------|-----|-----|
|   |          |  |   | Nov               | Feb | May |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3</p> <p>1) Utilize PK Curriculum Specialist and mentor teachers to collaborate with 100% of classroom teachers at least 4 times per school year in individual or PLC setting.</p>   | 2.5      | PK Curriculum Specialist<br>Principal<br>Mentor teachers                 | Impact:<br>Increased support for teachers implementing technology, interpreting data, facilitating effective small groups to address students at risk |                   |     |     |
| <p><b>Problem Statements:</b> Demographics 4<br/><b>Funding Sources:</b> Not Funded - 0.00</p>  |          |  |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Identify Balanced Literacy strategies within CIRCLE activity collection and implement with 100% fidelity in prekindergarten classrooms by Spring 2019.</p>   | 2.4      | Principal<br>Assistant Principal<br>PK Curriculum Specialist             | Result:<br>Increase student Proficiency on EOY CIRCLE Progress Monitoring by using effective classroom instruction in targeted literacy areas.        |                   |     |     |
| <p><b>Problem Statements:</b> Student Academic Achievement 1, 2<br/><b>Funding Sources:</b> Title 1 Part A - 0.00</p>   |          |  |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 3</p> <p>3) Teachers will meet in SST and in PLCs to analyze, discuss student data with a focus on student improvement and success. Teachers will identify at-risk students and instructional supplies, including technology, needed to assist with student improvement. Teachers will maintain data trackers in an assessment binder that is updated with each common assessment.</p> | 2.4, 2.6 | Teachers<br>PK Curriculum Specialist<br>Principal<br>Assistant Principal | Impact:<br>Increase student achievement by improving small group instruction.   |                   |     |     |
| <p><b>Problem Statements:</b> Demographics 1, 4<br/><b>Funding Sources:</b> Title 1 Part A - 3700.00</p>  |          |  |   |                   |     |     |
| = Accomplished     = No Progress     = Discontinue  |          |  |   |                   |     |     |

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Economically disadvantaged student numbers remain 90% or above campus wide over the past two years, increasing the need for highly effective teachers, methods, instructional materials and professional development for teachers. **Root Cause 1:** Caregivers are busy working and focusing on providing basic needs.

**Problem Statement 4:** Without a campus or district instructional coach, the burden of providing quality professional development becomes the responsibility of campus teachers and administrators. **Root Cause 4:** To provide quality professional development, campus staff must be proactive about professional development choices.

### Student Academic Achievement

**Problem Statement 1:** End of Year CLI Engage data indicates a school wide average growth of 35% in Rapid Vocabulary Naming, showing the continued need for effective instructional materials, professional development and tutoring. **Root Cause 1:** Student from low socioeconomic backgrounds have short attention spans causing a need for classroom activities to be exciting to keep students engaged in learning.

**Problem Statement 2:** In End of Year CLI Engage Vocabulary and Phonological sections, bilingual students scored lower than non-bilingual students, increasing the need for program specific instructional materials, professional development and bilingual tutoring. **Root Cause 2:** Bilingual students may not have any prior school experience.

**Goal 2:** Build a foundation of literacy and numeracy

**Performance Objective 2:** Increase number of prekindergarten students who score Proficient as measured with EOY reports from 78% to 80% by May 2019 in vocabulary naming.

**Evaluation Data Source(s) 2:** CIRCLE Progress Monitoring reports

**Summative Evaluation 2:**

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|----------|--|---|-------------------|-----|-----|
|   |          |  |   | Nov               | Feb | May |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) 100% of students will participate in a read aloud every day for enjoyment by Fall 2018.</p>  | 2.5      | Classroom teachers                                       | Result:<br>Improved vocabulary and auditory comprehension skills  |                   |     |     |
| <p><b>Problem Statements:</b> Student Academic Achievement 1, 2<br/><b>Funding Sources:</b> Title 1 Part A - 1500.00</p>  |          |  |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3</p> <p>2) Utilize PK Curriculum Specialist and mentor teachers to collaborate with 100% of classroom teachers at least 4 times per school year in individual or PLC setting.</p> | 2.5      | PK Curriculum Specialist<br>Principal<br>Mentor teachers | Impact:<br>Increased support for teachers implementing technology, interpreting data, facilitating effective small groups to address students at risk |                   |     |     |
| <p><b>Problem Statements:</b> Demographics 4<br/><b>Funding Sources:</b> Not Funded - 0.00</p>  |          |  |   |                   |     |     |
| <p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>  |          |  |   |                   |     |     |

**Performance Objective 2 Problem Statements:**



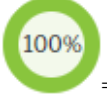


| Demographics  |
|---|
| <p><b>Problem Statement 4:</b> Without a campus or district instructional coach, the burden of providing quality professional development becomes the responsibility of campus teachers and administrators. <b>Root Cause 4:</b> To provide quality professional development, campus staff must be proactive about professional development choices.</p>  |
| Student Academic Achievement  |
| <p><b>Problem Statement 1:</b> End of Year CLI Engage data indicates a school wide average growth of 35% in Rapid Vocabulary Naming, showing the continued need for effective instructional materials, professional development and tutoring. <b>Root Cause 1:</b> Student from low socioeconomic backgrounds have short attention spans causing a need for classroom activities to be exciting to keep students engaged in learning.</p> |
| <p><b>Problem Statement 2:</b> In End of Year CLI Engage Vocabulary and Phonological sections, bilingual students scored lower than non-bilingual students, increasing the need for program specific instructional materials, professional development and bilingual tutoring. <b>Root Cause 2:</b> Bilingual students may not have any prior school experience.</p>  |

**Goal 2:** Build a foundation of literacy and numeracy

**Performance Objective 3:** Increase number of prekindergarten students who score Proficient as measured with EOY reports from 93% to 94% by May 2019 in math.

**Evaluation Data Source(s) 3:** CIRCLE Progress Monitoring reports

**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews   |   |     |
|--|----------|--|--|---|---|-----|
|  |          |  |  | Nov   | Feb   | May |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3</p> <p>1) Utilize PK Curriculum Specialist and mentor teachers to collaborate, in the area of math, with 100% of classroom teachers at least 2 times per school year in individual or PLC setting.</p>  | 2.5      | PK Curriculum Specialist<br>Principal<br>mentor teachers | Impact:<br>Increased support for teachers in the area of math when implementing technology, interpreting data, facilitating effective small groups to address students at risk |  |  |     |
| <p><b>Problem Statements:</b> Demographics 4<br/><b>Funding Sources:</b> Not Funded - 0.00</p>   |          |  |  |   |   |     |
| <p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p> |          |  |  |   |   |     |

**Performance Objective 3 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 4:</b> Without a campus or district instructional coach, the burden of providing quality professional development becomes the responsibility of campus teachers and administrators. <b>Root Cause 4:</b> To provide quality professional development, campus staff must be proactive about professional development choices.</p> |

### Goal 3: Connect high school to career and college

**Performance Objective 1:** Increase parent participation in Conscious Discipline family engagement activities from average of 10 parents to 20 parents each month by May 2019.

**Evaluation Data Source(s) 1:** Parent surveys

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS | Monitor                              | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|----------|--------------------------------------|--|-------------------|-----|-----|
|  |          |                                      |  | Nov               | Feb | May |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Brook Village will host Conscious Discipline Parent Engagement Activities for children and families to participate in together.</p>                                   | 3.2      | Counselor<br>Principal               | Result:<br>Parents will understand the importance of the school-home connection and they play an important role in the success of their child in school. |                   |     |     |
| <p><b>Problem Statements:</b> Perceptions 1<br/><b>Funding Sources:</b> Title 1 Part A - 644.00</p>  |          |                                      |  |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> | 3.1      | Principal<br>Site Based Team members | Result:<br>Parents will understand the importance of the school-home connection and they play an important role in the success of their child in school. |                   |     |     |
| <p><b>Problem Statements:</b> Perceptions 1</p>  |          |                                      |  |                   |     |     |
| <p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>   |          |                                      |  |                   |     |     |

**Performance Objective 1 Problem Statements:**

| Perceptions  |
|--|
| <p><b>Problem Statement 1:</b> Parents are unaware of the importance of their involvement to encourage academic and emotional success. <b>Root Cause 1:</b> Parents trust teachers to take care of their children at school and do not prioritize parent meetings.</p> |

# Goal 4: Improve low performing schools

**Performance Objective 1:** Improve classroom Tier 2 instruction to lower number of students identified as at-risk due to CIRCLE data from 25 to 20 by May 2019.

**Evaluation Data Source(s) 1:** SST referrals  
CIRCLE Progress Monitoring reports- BOY, MOY, EOY

## Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|----------|---|--|-------------------|-----|-----|
|   |          |   |  | Nov               | Feb | May |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) The campus will identify and monitor students who are at-risk, based on CIRCLE data, and provide remediation for these students through counseling, tutoring and small group instruction.</p> <p>*Title &amp; SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p>  | 2.6      | Tutors<br>Teachers<br>Counselor<br>Principal<br>Assistant Principal | Impact:<br>Decrease the number of students identified as at-risk.<br>Increase student achievement on MOY and EOY Progress Monitoring.                                  |                   |     |     |
| <p><b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Title 1 Part A - 5990.00, SCE - 500.00</p>  |          |   |  |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> | 2.4, 2.6 | Counselor<br>Principal<br>Assistant Principal                       | Impact:<br>Identify, address the needs for and decrease the number of students identified as at-risk. Increase student achievement on MOY and EOY Progress Monitoring. |                   |     |     |
| <p><b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2</p>  |          |   |  |                   |     |     |
| <p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>  |          |   |  |                   |     |     |

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Economically disadvantaged student numbers remain 90% or above campus wide over the past two years, increasing the need for highly effective teachers, methods, instructional materials and professional development for teachers. **Root Cause 1:** Caregivers are busy working and focusing on providing basic needs.

### Student Academic Achievement

**Problem Statement 1:** End of Year CLI Engage data indicates a school wide average growth of 35% in Rapid Vocabulary Naming, showing the continued need for effective instructional materials, professional development and tutoring. **Root Cause 1:** Student from low socioeconomic backgrounds have short attention spans causing a need for classroom activities to be exciting to keep students engaged in learning.

**Problem Statement 2:** In End of Year CLI Engage Vocabulary and Phonological sections, bilingual students scored lower than non-bilingual students, increasing the need for program specific instructional materials, professional development and bilingual tutoring. **Root Cause 2:** Bilingual students may not have any prior school experience.

### School Processes & Programs

**Problem Statement 1:** Early childhood staff needs updated devices that support age appropriate apps and training to use classroom technology tools. **Root Cause 1:** With the focus of technology in the classroom, the early childhood classrooms have older technology that needs to be replaced and need staff trained in integrating technology tools in early childhood classrooms.

**Goal 4:** Improve low performing schools

**Performance Objective 2:** Increase overall campus attendance rate from 94.48% to 96% by May 2019.

**Evaluation Data Source(s) 2:** Skyward and On Data Suite Attendance Reports

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS   | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|--|---|---|-------------------|-----|-----|
|  |  |   |   | Nov               | Feb | May |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Campus will identify and monitor students with chronic absences and tardies. Consistent and early intervention strategies will be utilized.</p>   | 2.4, 2.6   | Campus office staff<br>District Attendance office staff<br>Principal<br>Counselor | Result:<br>Parents understand campus attendance procedures and work to get students to school on time and bring notes for absences. |                   |     |     |
|  | <p><b>Problem Statements:</b> Demographics 2<br/><b>Funding Sources:</b> Not Funded - 0.00</p> |   |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> | 2.6  | Principal   |   |                   |     |     |
|  | <p><b>Funding Sources:</b> Not Funded - 0.00</p>   |   |   |                   |     |     |
| <p>3) *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p>   | 2.5, 2.6   | Principal   |   |                   |     |     |
|  | <p><b>Funding Sources:</b> Not Funded - 0.00</p>   |   |   |                   |     |     |
| <p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>   |  |   |   |                   |     |     |



**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** The attendance rate at 94% is two points less than the desired district average of 96%. **Root Cause 2:** Families are not familiar with district attendance procedures.

# State Compensatory

## Budget for Brook Village Early Childhood Ctr:

| <u>Account Code</u>       | <u>Account Title</u>   | <u>Budget</u>      |
|---------------------------|--|--------------------|
| <b>6100 Payroll Costs</b> |  |                    |
| Tutors                    | 6118 Extra Duty Stipend - Locally Defined                          | \$6,500.00         |
| Teacher Salaries          | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$22,600.00        |
| Aide Salaries             | 6129 Salaries or Wages for Support Personnel                       | \$14,850.00        |
| Benefits                  | 6142 Group Health and Life Insurance                               | \$10,128.00        |
|                           | <b>6100 Subtotal:</b>  | <b>\$54,078.00</b> |

## Personnel for Brook Village Early Childhood Ctr:

| <u>Name</u>             | <u>Position</u>      | <u>Program</u> | <u>FTE</u> |
|-------------------------|----------------------|----------------|------------|
| Alexander, Marketta     | PK Aide              | School Wide    | .50        |
| Bodling, Cheryl         | PK Aide              | School Wide    | .50        |
| Cabe, Angie             | PK Aide              | School Wide    | .25        |
| Curry, Debbie           | PK Teacher           | School Wide    | .25        |
| Espinoza, Vanessa       | PK Aide              | School Wide    | .25        |
| Fox, Elise              | PK Teacher           | School Wide    | .25        |
| Freeman, Hillary        | PK Teacher           | School Wide    | .50        |
| Holcomb, Deanne         | PK Teacher           | School Wide    | .50        |
| Lopez, Mayra            | Bilingual PK Teacher | School Wide    | .50        |
| Martin, Robin           | PK Aide              | School Wide    | .50        |
| Rittenhouse, Summer     | PK Teacher           | School Wide    | .50        |
| Salinas-Davis, Victoria | Bilingual PK Teacher | School Wide    | .50        |
| Servin, Ada             | Bilingual PK Aide    | School Wide    | .50        |
| Stout, Christy          | PK Teacher           | School Wide    | .50        |
| Vazquez, Elna           | Bilingual PK Aide    | School Wide    | .50        |
| Vazquez-Perez, Rosalie  | PK Aide              | School Wide    | .50        |

# Title I Schoolwide Element Personnel

| <u>Name</u>       | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-----------------|----------------|------------|
| Cabe, Angie       | PK Aide         | School Wide    | .25        |
| Curry, Debbie     | PK Teacher      | School Wide    | .25        |
| Espinoza, Vanessa | PK Aide         | School Wide    | .25        |
| Fox, Elise        | PK Teacher      | School Wide    | .25        |

## 2018-2019 Site Based Decision Making Committee

| <b>Committee Role</b>       | <b>Name</b>     | <b>Position</b>     |
|-----------------------------|-----------------|---------------------|
| Administrator               | Letitia Willis  | Principal           |
| Administrator               | Carol Gibbs     | Assistant Principal |
| Classroom Teacher           | Deanne Holcomb  | PK                  |
| Classroom Teacher           | Debbie Curry    | HS 4's              |
| Classroom Teacher           | Mayra Lopez     | BL PK               |
| Classroom Teacher           | Elise Fox       | PK                  |
| Classroom Teacher           | Makayla Atchley | PPCD                |
| Non-classroom Professional  | Janet Rollings  | Counselor           |
| Business Representative     | John Deason     |                     |
| Parent                      | Morgan Ralston  |                     |
| Parent                      | Courtney Widner |                     |
| District-level Professional | Jane Ann Bruner | Curriculum Director |

# Campus Funding Summary

| <b>Title 1 Part A</b> |                  |                 |  |                               |                    |
|-----------------------|------------------|-----------------|--|-------------------------------|--------------------|
| <b>Goal</b>           | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                | <b>Account Code</b>           | <b>Amount</b>      |
| 1                     | 1                | 2               | staff                                  |                               | \$0.00             |
| 1                     | 1                | 4               | Staff travel for PD                    | 211 13 6411 00 104 9 30 000   | \$1,000.00         |
| 1                     | 1                | 4               | conference registrations               | 211 13 6299 00 104 9 30 000   | \$500.00           |
| 2                     | 1                | 2               | Starfall license                       | 211 11 6248 00 104 8 30 000   | \$0.00             |
| 2                     | 1                | 3               | Supplies                               | 211 11 6399 00 104 9 30 000   | \$2,000.00         |
| 2                     | 1                | 3               | Technology- SeeSaw renewal             | 211 13 6299 00 104 9 30 000   | \$500.00           |
| 2                     | 1                | 3               | Technology                             | 211 13 6395 00 104 9 30 000   | \$1,200.00         |
| 2                     | 2                | 1               | Scholastic books for classroom library | 211 11 6329 00 104 9 30 000   | \$1,500.00         |
| 3                     | 1                | 1               | Supplies                               | 211 E 61 6399 00 104 9 30 215 | \$494.00           |
| 3                     | 1                | 1               | Food                                   | 211 E 61 6499 00 104 9 30 215 | \$150.00           |
| 4                     | 1                | 1               | qualified tutors                       | 211 11 6118 67 104 9 30 000   | \$5,990.00         |
| <b>Sub-Total</b>      |                  |                 |  |                               | <b>\$13,334.00</b> |
| <b>SCE</b>            |                  |                 |  |                               |                    |
| <b>Goal</b>           | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                | <b>Account Code</b>           | <b>Amount</b>      |
| 4                     | 1                | 1               | bilingual tutor                        | 199 11 6118 67 104 0 30 000   | \$500.00           |
| <b>Sub-Total</b>      |                  |                 |  |                               | <b>\$500.00</b>    |
| <b>Not Funded</b>     |                  |                 |  |                               |                    |
| <b>Goal</b>           | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                | <b>Account Code</b>           | <b>Amount</b>      |
| 1                     | 1                | 3               |  |                               | \$0.00             |
| 2                     | 1                | 1               |  |                               | \$0.00             |
| 2                     | 2                | 2               |  |                               | \$0.00             |
| 2                     | 3                | 1               |  |                               | \$0.00             |
| 4                     | 2                | 1               |  |                               | \$0.00             |
| 4                     | 2                | 2               |  |                               | \$0.00             |

|   |   |   |  |  |                    |             |
|---|---|---|--|--|--------------------|-------------|
| 4 | 2 | 3 |  |  | \$0.00             |             |
|   |   |   |  |  | <b>Sub-Total</b>   | \$0.00      |
|   |   |   |  |  | <b>Grand Total</b> | \$13,834.00 |

# Addendums



Brook Village Campus Budget Allocations 18-19

Campus: Brook Village

Principal: Letitia Willis

\$50,224      2018-2019 Title 1 Budget Allocation  
\$12,690      Discretionary Funds

| CATEGORY                             |    |      |     |     |    |      |      | Developmental<br>Budget | Description   |
|--------------------------------------|----|------|-----|-----|----|------|------|-------------------------|---|
| Fund                                 | FC | Obj  | S/O | Org | FY | Prog | Proj |                         |   |
| <b>Personnel:</b>                    |    |      |     |     |    |      |      |                         |   |
| 211                                  | 11 | 6112 | 00  | 104 | 9  | 30   | 000  |                         | Title I Substitutes                                     |
| 211                                  | 11 | 6117 | 00  | 104 | 9  | 30   | 000  | \$0                     | Salary Stipends   |
| 211                                  | 11 | 6118 | 67  | 104 | 9  | 30   | 000  | \$5,990                 | Tutors  |
| 211                                  | 13 | 6118 | 00  | 104 | 9  | 30   | 000  |                         | Teacher Staff Development Extra Duty Stipend            |
| 211                                  | 11 | 6119 | 00  | 104 | 9  | 30   | 000  | \$22,600                | Teacher Salaries  |
| 211                                  | 11 | 6129 | 00  | 104 | 9  | 30   | 000  | \$7,550                 | Aide Salaries   |
| 211                                  | 11 | 6142 | 00  | 104 | 9  | 30   | 000  | \$7,384                 | Benefits  |
| <b>Contracted Services:</b>          |    |      |     |     |    |      |      |                         |   |
| 211                                  | 13 | 6239 | 00  | 104 | 9  | 30   | 000  |                         | Region 9 esc services                                   |
| 211                                  | 11 | 6248 | 00  | 104 | 9  | 30   | 000  |                         | On-line services/Maint agreements                       |
| 211                                  | 34 | 6294 | 67  | 104 | 9  | 30   | 000  |                         | Student busing for tutorials                            |
| 211                                  | 11 | 6297 | 00  | 104 | 9  | 30   | 000  |                         | Printing  |
| 211                                  | 13 | 6299 | 00  | 104 | 9  | 30   | 000  | \$1,000                 | Contracted Services (including conference registration) |
| <b>Supplies/Computers/Equipment:</b> |    |      |     |     |    |      |      |                         |   |
| 211                                  | 11 | 6329 | 00  | 104 | 9  | 30   | 000  | \$1,500                 | Instructional Reading materials/books                   |
| 211                                  | 11 | 6339 | 00  | 104 | 9  | 30   | 000  |                         | STAAR Test Booklets/Study Materials                     |
| 211                                  | 11 | 6395 | 00  | 104 | 9  | 30   | 000  | \$1,200                 | Technology  |
| 211                                  | 11 | 6397 | 00  | 104 | 9  | 30   | 000  |                         | Software/Licenses                                       |
| 211                                  | 11 | 6399 | 00  | 104 | 9  | 30   | 000  | \$2,000                 | Instructional classroom supplies/materials              |
| <b>Travel:</b>                       |    |      |     |     |    |      |      |                         |   |
| 211                                  | 13 | 6411 | 00  | 104 | 9  | 30   | 000  | \$1,000                 | Teacher Staff Development Travel                        |

**TOTALS** **\$50,224**  
**Remaining Funds to Allocate:** **\$0**

| Parent & Family Engagement (PFE): |    |      |    |     |   |    |     | \$644 |                         |
|-----------------------------------|----|------|----|-----|---|----|-----|-------|-------------------------|
| 211                               | 61 | 6299 | 00 | 104 | 9 | 30 | 215 |       | PFE Contracted Services |
| 211                               | 61 | 6399 | 00 | 104 | 9 | 30 | 215 | \$494 | PFE Supplies            |
| 211                               | 61 | 6499 | 00 | 104 | 9 | 30 | 215 | \$150 | PFE Snacks              |

**TOTALS** **\$644**  
**Remaining Funds to Allocate:** **\$0**

Non-transferrable: Encumbered  
Non-transferrable: Must remain in PFE

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_