

## Washington Early Childhood Center



**Detriecce Fisher, Principal  
2017 – 2018**

**Dr. Jerry Gibson – Superintendent**

**Marshall Independent School District**

### Campus Demographics

<b>Campus Type</b>	<b>Elementary</b>
<b>Campus Size</b>	<b>301 Students</b>
<b>Grade Span</b>	<b>PK - PK</b>
<b>Percent Economically Disadvantaged</b>	<b>99.7</b>
<b>Percent English Language Learners</b>	<b>29.2</b>
<b>Mobility Rate **</b>	<b>N/A</b>
<b>Percent Served by Special Education</b>	<b>6.0</b>

## **Mission**

Washington Early Childhood Center will provide a strong educational foundation to foster a lifetime love of learning. Learning will be fun and relevant for a connection to real world experiences.

## **Vision**

Washington Early Childhood Center will ensure academic success for ALL students.

**CIP Committee**

<b>Name of Campus Improvement Team Members</b>	<b>Position (Classroom teacher, other school-based professional, non-instructional, parent, community, business)</b>
Brooks, Sonya	Classroom Teacher
Culberson, Dana	Classroom Teacher
Fisher, Detriecce	School Principal
Gatlin, Skyye	PEIMS Clerk
High, Angelia	PPCD Teacher
Monnin, Carmen	School Nurse
Moreno, Leslin	Parent
Munoz, Deisy	Secretary
Russell, Laverne	Parent
Trammell, Torry	Custodian (GCA)
White, Kenda	Community Partner
Wright, Marquita	Head Start Teacher Assistant

**Goal 1: Academic Performance of All Students**

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>All Groups and All Subjects</b>				
<b>Campus Goal: All student academic performance will increase from BOY to EOY</b>				
1. Facilitate Professional Learning Communities that address student needs and builds capacity among teachers	Administrators Teachers Teacher Assistants	Curriculum Data Sources	September to June Every Wednesday	Brigance Screener Circle Testing (B-M-E)
2. Conduct Power Walks to ensure Pre-K Guidelines are aligned to instruction	Administrators Teachers	Curriculum Data Sources	September to June Every six weeks	Circle Testing
3. Increase rigor and high level questioning in classrooms	Administrator Teachers	Blooms Taxonomy Balanced Literacy	September to June	Observations Informal Assessments
4. Increase teacher understanding of curriculum and Pre-K best practices using the Reflective Practice Model	Administrator Teachers	The Big Five	September to June	Observations Informal Assessments
5. Use Data Room to identify strengths and weakness and for small group instruction	Administrator Teachers	Data from Circle Testing	September to June	Circle Testing

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>ELAR</b>				
1. Provide instruction in phonics and use sight words in whole and small group instruction using Learning by Doing	Teachers Teacher Assistants	Curriculum Resources	Daily	Observations Formal/Informal assessments
2. Use balance literacy for strategies such as schema, visualizing, critical thinking, and inferring	Teachers Teacher Assistants	Balance Literacy Curriculum	Daily	Observations Formal/Informal assessments
3. Use shared reading to model direct teaching of reading skills and strategies	Teachers Teacher Assistants	Various genres of literature Graphic organizers	Daily	Observations Formal/Informal assessments
4. Use literacy work stations to provide opportunities to practice authentic pre-reading and writing skills	Teacher Teacher Assistants	Literature Print rich environment Word walls	Daily	Observations Assessments
5. Increase language, vocabulary, and pre-reading for General Education, ELL, and Special education students	Teachers Teacher Assistants Speech Therapist	Labeling Word walls Gomez and Gomez	Daily	Observations Assessments

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>Math</b>				
1. Engage students in academic vocabulary for math instruction	Teachers Teacher Assistants	Manipulative Word wall Curriculum	Daily	Observations Assessments
2. Use manipulatives to provide hands on experiences to give students relevancy	Teachers Teacher Assistants	Manipulatives Word wall Curriculum	Daily	Observations Assessments
3. Use visual organizers to represent data	Teachers Teacher Assistants	Manipulatives Word wall Curriculum	Daily	Observations Assessments
4. Make connections to math concepts at differentiated levels to ensure success for all students	Teachers Teacher Assistants	Manipulatives Word wall Curriculum	Daily	Observations Assessments
5. Engage students in problem solving experiences by taking learning from concrete to abstract	Teachers Teacher Assistants	Manipulatives Word wall Curriculum	Daily	Observations Assessments

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>Science</b>				
1. Use five senses to explore and support science	Teacher Teacher Assistant	Science tools Curriculum Graphic Organizers Journals	Daily	Observations Assessments
2. Provide lessons that focus on increasing science related vocabulary	Teacher Teacher Assistant	Science tools Curriculum Graphic Organizers Journals	Daily	Observations Assessments
3. Use thinking maps and science journals.	Teacher Teacher Assistant	Science tools Curriculum Graphic Organizers Journals	Daily	Observations Assessments
4. Use hands on materials to support STEM instruction	Teacher Teacher Assistant	Science tools Curriculum Graphic Organizers Journals	Daily	Observations Assessments
5. Develop outdoor learning classroom activities that support life cycles	Teacher Teacher Assistant	Science tools Curriculum Graphic Organizers Journals	Daily	Observations Assessments

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>Social Studies</b>				
1. Use character traits to show the importance of good citizenship	Teacher Teacher Assistant Counselor	Graphic organizers Red ribbon week activities	Daily	Observations Assessments
2. Identify feelings	Teacher Teacher Assistant Counselor	Feeling buddies Emotions charts	Daily	Observations Assessments
3. Follow school and class rules and routines	Teacher Teacher Assistant Counselor	Graphic organizers Conscious Discipline	Daily	Observations Assessments
4. Explore community helpers and careers	Teacher Teacher Assistant Counselor/Community Helpers	Career Day Graphic organizers Field trips	Daily	Observations Assessments
5. Transitioning to Kinder	Teacher Teacher Assistant Counselor Kinder Teachers	Visit to Elementary Schools Transition Night	Daily	Observations Assessments



Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>African American</b>				
1. Provide a safe, nurturing, and inviting environment that is conducive to learning	Teacher Teacher Assistant	Locked Campus Awesome Office Staff Conscious Discipline	September- June	Parent feedback Student feedback
2. Use a rigorous curriculum aligned to Pre-K guidelines and full of highly engaging lessons	Teacher Teacher Assistant	Learning by Doing Creative Curriculum Frog Street Scholastic Big Day	September- June	Circle Assessment
3. Progress monitor at the beginning, middle, and end of school year to show academic growth and for Tiered Instruction	Teacher Teacher Assistant	CLI Engage	BOY-MOY-EOY	Circle Assessment
4. Provide a high quality Pre-K Program that respects cultural diversity, linguistics, and special services	Principal Teacher Teacher Assistant	Head Start PPCD Gomez and Gomez	September- June	Observations Student Achievement
5. Prepare students for Kinder and beyond in all content areas	Teacher Teacher Assistant	Curriculum Highly Skilled Teachers Research Based Best Practices	September- June	Observations Circle Testing

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>Hispanic</b>				
1. Provide a safe, nurturing, and inviting environment that is conducive to learning	Teacher Teacher Assistant	Locked Campus Awesome Office Staff Conscious Discipline	September- June	Parent feedback Student feedback
2. Use a rigorous curriculum aligned to Pre-K guidelines and full of highly engaging lessons	Teacher Teacher Assistant	Learning by Doing Creative Curriculum Frog Street Scholastic Big Day	September- June	Circle Assessment
3. Progress monitor at the beginning, middle, and end of school year to show academic growth and for Tiered Instruction	Teacher Teacher Assistant	CLI Engage	BOY-MOY-EOY	Circle Assessment
4. Provide a high quality Pre-K Program that respects cultural diversity, linguistics, and special services	Principal Teacher Teacher Assistant	Head Start PPCD Gomez and Gomez	September- June	Observations Student Achievement
5. Prepare students for Kinder and beyond in all content areas	Teacher Teacher Assistant	Curriculum Highly Skilled Teachers Research Based Best Practices	September- June	Observations Circle Testing

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>White</b>				
1. Provide a safe, nurturing, and inviting environment that is conducive to learning	Teacher Teacher Assistant	Locked Campus Awesome Office Staff Conscious Discipline	September- June	Parent feedback Student feedback
2. Use a rigorous curriculum aligned to Pre-K guidelines and full of highly engaging lessons	Teacher Teacher Assistant	Learning by Doing Creative Curriculum Frog Street Scholastic Big Day	September- June	Circle Assessment
3. Progress monitor at the beginning, middle, and end of school year to show academic growth and for Tiered Instruction	Teacher Teacher Assistant	CLI Engage	BOY-MOY-EOY	Circle Assessment
4. Provide a high quality Pre-K Program that respects cultural diversity, linguistics, and special services	Principal Teacher Teacher Assistant	Head Start PPCD Gomez and Gomez	September- June	Observations Student Achievement
5. Prepare students for Kinder and beyond in all content areas	Teacher Teacher Assistant	Curriculum Highly Skilled Teachers Research Based Best Practices	September- June	Observations Circle Testing

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
<b>Economically Disadvantaged</b>				
1. Provide a safe, nurturing, and inviting environment that is conducive to learning	Teacher Teacher Assistant	Locked Campus Awesome Office Staff Conscious Discipline	September- June	Parent feedback Student feedback
2. Use a rigorous curriculum aligned to Pre-K guidelines and full of highly engaging lessons	Teacher Teacher Assistant	Learning by Doing Creative Curriculum Frog Street Scholastic Big Day	September- June	Circle Assessment
3. Progress monitor at the beginning, middle, and end of school year to show academic growth and for Tiered Instruction	Teacher Teacher Assistant	CLI Engage	BOY-MOY-EOY	Circle Assessment
4. Provide a high quality Pre-K Program that respects cultural diversity, linguistics, and special services	Principal Teacher Teacher Assistant	Head Start PPCD Gomez and Gomez	September- June	Observations Student Achievement
5. Prepare students for Kinder and beyond in all content areas	Teacher Teacher Assistant	Curriculum Highly Skilled Teachers Research Based Best Practices	September- June	Observations Circle Testing

<b>SPED</b>				
1. Provide a safe, nurturing, and inviting environment that is conducive to learning	Teacher Teacher Assistant	Locked Campus Awesome Office Staff Conscious Discipline	September- June	Parent feedback Student feedback
2. Use a rigorous curriculum aligned to Pre-K guidelines and full of highly engaging lessons	Teacher Teacher Assistant	Learning by Doing Creative Curriculum Frog Street Scholastic Big Day	September- June	Circle Assessment
3. Progress monitor at the beginning, middle, and end of school year to show academic growth and for Tiered Instruction	Teacher Teacher Assistant	CLI Engage	BOY-MOY-EOY	Circle Assessment
4. Provide a high quality Pre-K Program that respects cultural diversity, linguistics, and special services	Principal Teacher Teacher Assistant	Head Start PPCD Gomez and Gomez	September- June	Observations Student Achievement
5. Use the Preschool Program for Children with Disabilities (PPCD) to recommend, test, and determine the types of services student needs, including IEP's, accommodations, and modifications	Teacher Teacher Assistant Diagnostician ARD Facilitator Principal	Reports	September- June	Observational Annual ARDS Meeting IEP Goals
<b>ELL</b>				
1. Provide a safe, nurturing, and inviting environment that is conducive to learning	Teacher Teacher Assistant	Locked Campus Awesome Office Staff Conscious Discipline	September- June	Parent feedback Student feedback
2. Use a rigorous curriculum aligned to Pre-K guidelines and full of highly engaging lessons	Teacher Teacher Assistant	Learning by Doing Creative Curriculum Frog Street Scholastic Big Day	September- June	Circle Assessment

3. Progress monitor at the beginning, middle, and end of school year to show academic growth and for Tiered Instruction	Teacher Teacher Assistant	CLI Engage	BOY-MOY-EOY	Circle Assessment
4. Provide a high quality Pre-K Program that respects cultural diversity, linguistics, and special services	Principal Teacher Teacher Assistant	Head Start PPCD Gomez and Gomez	September- June	Observations Student Achievement
5. Use the Language Proficiency Assessment Committee (LPAC) to determine the types of services student needs, including accommodations and modifications related to classroom instruction.	Principal LPAC Committee Teachers Bilingual Coordinator	IPT Testing	September- June	IPT Online Test in Spanish and English

<b>Attendance</b>	All students in Pre-Kinder	ADA for WECC	Annual student attendance will increase from 91% to 97%.
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Summative Evaluation	PEIMS Report		
Formative Evaluation including incremental dates or frequency	Awards and Incentives		
Person responsible for formative evaluation	Principal, Teachers, and PEIMS Clerk		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Celebrate perfect attendance by giving ribbons, certificates, medals, and attendance parties.	Principal Teachers PEIMS Clerk	Ribbons, Certificates, Medals, Parties	End of each six weeks	Attendance Reports
2. Communicate with parents the importance of coming to school every day	Principal Teachers PEIMS Clerk	School Messenger Newsletters Parent conferences	Weekly	Attendance Reports
3. Schedule field trips for students with fewer than 2 days absent	Principal Teachers PEIMS Clerk Transportation Department	Permission slips Age appropriate places	End of each semester	Attendance Reports

**Goal 2: Recruit, Employ, and Retain a Well-Qualified and Professional Staff**

**Measurable Objectives:**

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>2.1 Recruitment of New Teachers</b>	New Teacher	New Hires	90% of New Hires will remain at Washington

Summative Evaluation	T-TESS
Formative Evaluation including incremental dates or frequency	Applications, Interviews, Certifications
Person responsible for formative evaluation	Principal Mentor Teacher

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1 Recommend highly qualified teachers that are certified.	Principal Human Resources	Applitracks College job fairs District incentives	June- June	SBEC Certifications
2.Encourage teachers to become dual certified- ESL	Principal Human Resources Bilingual Coordinator	TEA Study Guides Certification Exam	September- Junes	SBEC Certifications



<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
3.Utilize College Fairs and Alternative Certification programs	Principal Human Resources Bilingual Coordinator	Local/State Teacher Education Programs Alternative Certification Programs	September- June	SBEC Certifications

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>2.2 Development of All Teachers</b>	Teachers	Teacher Needs	100% of Teachers will be given appropriate Professional Development opportunities.

Summative Evaluation	T-TESS
Formative Evaluation including incremental dates or frequency	Powerwalks, Lesson Plans, District and Campus requirements
Person responsible for formative evaluation	Principal

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Provide professional development and weekly PLC's to increase capacity for all teachers	Principal District Curriculum Team Region 7 Service Center	Region 7 Early Childhood Specialist Head Start Education Coordinators Principal	September- June	Teacher capacity increased based on Power Walks
2. Provide on-going support for teachers and teacher assistants with academic content and interventions	Principal District Curriculum Team Region 7 Service Center	Region 7 Early Childhood Specialist Head Start Education Coordinators Principal	September- June	Teacher capacity increased based on Power Walks
3. Provide a mentor (Veteran Teacher) to teachers with 0-3 years of experience	Principal District Curriculum Team Region 7 Service Center	Region 7 Early Childhood Specialist Head Start Education Coordinators Principal	September- June	Teacher capacity increased based on Power Walks

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>2.2 Retention of Teachers</b>	New and Returning Teachers	Teacher Formative and Summative Evaluations	100% of teachers will be supported, mentored, and trained for retention

Summative Evaluation	T-TESS
Formative Evaluation including incremental dates or frequency	Powerwalks, Lesson Plans, District and Campus requirements
Person responsible for formative evaluation	Principal

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Provide professional development to increase capacity for all teachers and teacher assistants	Principal District Curriculum Team Region 7 Service Center	Region 7 Early Childhood Specialist Head Start Education Coordinators Principal	September- June	Teacher capacity increased based on Power Walks
2. Provide on-going support for teachers and teacher assistants with academic content and interventions	Principal District Curriculum Team Region 7 Service Center	Region 7 Early Childhood Specialist Head Start Education Coordinators Principal	September- June	Teacher capacity increased based on Power Walks

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
3.Provide a mentor (Veteran Teacher) to teachers with 0-3 years of experience	Principal District Curriculum Team Region 7 Service Center	Region 7 Early Childhood Specialist Head Start Education Coordinators Principal	September- June	Teacher capacity increased based on Power Walks

**Goal 3: Fiscal Responsibility**

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>3.1 Fiscal Management</b>	Students Staff	Balanced Budget	100% of the budget will be based on student needs

Summative Evaluation	Budget that addresses the needs of our students and campus		
Formative Evaluation including incremental dates or frequency	Purchase Orders		
Person responsible for formative evaluation	Principal Secretary		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Plan with SBDM Committee and Teachers to use the budget to increase academic performance in all content areas.	Principal Secretary SBDM Committee Teachers Business Office Personnel Curriculum and Instruction Dept.	Data from Brigance Screener and Circle Testing Curriculum Best Practices	September- March	Fiscal responsibility

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
2. Plan with SBDM Committee and Teachers to use the budget to increase academic performance for ELL students using Gomez and Gomez One-Way Dual Language.	Principal Secretary SBDM Committee Teachers Business Office Personnel Curriculum and Instruction Dept.	Data from Brigance Screener and Circle Testing Curriculum Best Practices	September- March	Fiscal responsibility
3. Plan with SBDM Committee and Teachers to use the budget to increase academic performance with special needs students by implementing IEP's with fidelity	Principal Secretary SBDM Committee Teachers Business Office Personnel Curriculum and Instruction Dept.	Data from Brigance Screener and Circle Testing Curriculum Best Practices	September- March	Fiscal responsibility
4. Plan with SBDM Committee and Teachers to use the budget to increase academic performance for all students by meeting their individual needs	Principal Secretary SBDM Committee Teachers Business Office Personnel Curriculum and Instruction Dept.	Data from Brigance Screener and Circle Testing Curriculum Best Practices	September- March	Fiscal Responsibility

**Goal 4: Safety/Discipline**

**Measurable Objectives:**

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.1 Expect, promote and support a safe and orderly learning environment by having a locked campus and emergency plan</b>	<b>Students Staff Visitors</b>	<b>Practice Drills Surveys</b>	<b>100% of students and staff will be prepared in case of emergencies</b>

Summative Evaluation	Feedback from Surveys
Formative Evaluation including incremental dates or frequency	Practice Drills Parent Handbooks and Pamphlets
Person responsible for formative evaluation	Principal Counselor

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1.Train staff on the Campus Emergency Plan	Principal	Campus Emergency Plan	September- June	Compliance of Emergency Plan
2.Maintain a locked down campus	Principal Custodians	Keys	September- June	Locked and secure outer doors
3.Require all visitors to report to the office and use Raptor System for sign in and out of students	Secretary PEIMS Clerk	Raptor System	September-June	Raptor Report

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
4.Utilize the PA System and Hand held radio in case of emergency and for announcements	Principal Secretary Nurse	New Radios PA System	September-June	Effective Communication
5. Visits from Marshall ISD Police Officers	Principal MISD Police	Badges	September-June	Positive Relationship Building

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.2 Provide consistency and uniformity in school wide discipline management by using Conscious Discipline by Dr. Becky Bailey</b>	Students	Classroom management	90% of students and staff will use Conscious Discipline for school wide student management

Summative Evaluation	Student social and emotional growth
Formative Evaluation including incremental dates or frequency	Rules, Routines, and Expectations
Person responsible for formative evaluation	Principal Teacher



<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1.Daily Routines	Principal Staff	Pictorial Schedules	Daily	Classroom observations
2.Clear Student Expectations	Principal Staff	Posted and modeled expectations	Daily	Classrooms observations
3.Positive relationship building	Principal Staff	Positive communication and interactions	Daily	Classroom observations
4.Student Centered	Principal Staff	Students lead their learning through learning centers	Daily	Classroom observations
5.Authentic Learning	Principal Staff	Hands on approach that goes from concrete to abstract	Daily	Classroom observations

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.3 Improve or enhance the character of students by providing character education themes and special programs</b>	Students	Student participation	100% of students will be exposed special programs to address character education

Summative Evaluation	Socialization Skills with adults and peers		
Formative Evaluation including incremental dates or frequency	Monthly Character Education Themes, Field Trips		
Person responsible for formative evaluation	Principal Counselor		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1.Red Ribbon Week Activities to focus on being Drug and Bully Free	Principal Staff	Ribbons, Stickers, and booklets	October-June	Student feedback and pictures
2.Fire Safety Week	Principal Staff	Visit from local fire station and Sparky	October	Student feedback and pictures
3.Homework Calendar	Teachers Teacher Assistants	Activities	September- June	Parent feedback Completed Homework

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
4.Field trips	Teachers Teacher Assistants Family Service Workers	Eco-Land ETBU Christmas Tree Farm	September- June	Student feedback and pictures
5.Academic and Transition Nights	Teachers Teacher Assistant	Hands on activities	Monthly	Parent feedback

**Goal 4: Safety/ Discipline**

**Measurable Objectives:**

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.4 Increase parental involvement by positive communication and partnership events</b>	Parents Students Community Partners	Parent participation and feedback	We will increase parental participation by 20% at each partnership event

Summative Evaluation	Parent sign in sheets
Formative Evaluation including incremental dates or frequency	Parent and Community feedback
Person responsible for formative evaluation	Principal

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Establish parent meetings to enhance parenting skills	Teachers Family Service Workers	Parent interest surveys	September- June	Parent feedback
2. Increase books, materials, and technology in the parent center	Principal Librarian Technology Department	Magazines Newspapers Laptops IPADS	September- June	Increased use of parent center

**Goal 4: Safety/ Discipline**

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
3. Showcase student performance during academic nights	Teachers Teacher Assistants	Music Curriculum	September- June	Student and parent feedback
4. Showcase Art Work at Michelson Museum	Principal Teacher Teacher Assistants Museum Staff	Student Masterpieces	January- April	Attendance at Museum
5. Encourage parents to volunteer	Principal Counselor	Volunteer packets	September- June	Volunteer packets sent to HR and volunteer hours

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.5 Increase community involvement by Having Monthly Parent Meetings that are of interest based on surveys</b>	Parents and Community Stakeholders	Sign in sheets Increase in parent participation	We will increase our community involvement by 20% by partnering with local colleges, churches, and neighbors attending and helping with our events

Summative Evaluation	Parent surveys
Formative Evaluation including incremental dates or frequency	Parent and community feedback

**Goal 4: Safety/ Discipline**

Person responsible for formative evaluation	Principal, HS Family Service Workers
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<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1.Communicate parent involvement opportunities through different venues in English and Spanish	Principal Teachers Family Service Workers Nurse	Home visits Parent conferences Academic nights Health Fairs	September- June	Parent participation Parent feedback Sign In Sheets
2.Daddy Daughter Dance to increase male involvement	Principal Staff	Music Decorations Food	February	Parent Participation Sign In Sheets
3.Annual Hot Dog Community Partnership	Principal Staff	Games Food	October	Parent and Community Participation Sign In Sheets
4.Singing Around Town	Principal Teachers Teacher Assistants	Music	November December	Student Participation
5.Partnership with New Bethel Baptist Church- Shoe Ministry	Principal Teachers Teacher Assistants	Shoes	September- June	Student needs

## **10 Components of an Effective or Title I Program**

1. A comprehension needs assessment
2. School-wide reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Ensure smooth transition for students
8. Measures to include teachers in the decisions regarding the uses of academic assessments
9. Effective, timely additional assistance
10. Coordination and integration of Federal, State, and local services and programs