

Port Neches-Groves Independent School District
West Groves Early Learning Center
2018-2019 Campus Improvement Plan



Mission Statement

The mission of West Groves Early Learning Center is to strive to make our campus a safe, friendly, and consistent environment where every student has equal opportunity to learn. We believe that this will be accomplished by creating a stimulating and non-threatening learning environment for all students.

Vision

"The students of WGELC will encounter success as they transition into kindergarten and beyond at PNGISD!"

Value Statement

We hope our students will exhibit a positive self-image and physical well being, exhibit respect for self, others, and the environment, and demonstrate proficiency in communication and academic skills.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	8
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.	12
Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.	16
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.	17
Goal 4: All PN-GISD teachers will be provided high-quality professional development.	19
Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district goals.	21
Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.	23
Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.	24
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	26
Title I Schoolwide Element Personnel	27
2018-2019 Campus Site-Based Committee	28
Campus Funding Summary	29

Comprehensive Needs Assessment

Needs Assessment Overview

West Groves Early Learning Center is a Pre-K and PPCD campus that serves mainly ESL, bilingual, Special Education, and low income students. Because of the unique needs of our students, we strive to assist our students and their families in fostering a mutually successful education.

Demographics

Demographics Summary

The students of West Groves Early Learning Center come from a variety of backgrounds. Our student population make up includes: 43% white, 2% African American, 3% Multi-race, 9% Asian and 41% Hispanic (2017). Additionally, we have 77% of our students eligible for free/reduced food programs. Our classes size average is 10-14 children per Pre-K teacher. Additionally, we have one teacher who is ESL certified and one teacher who is bilingual certified and they serve our LEP students.

Demographics Strengths

- Our teachers are trained to meet the diverse needs of their students which includes general education, special education, LEP, etc.
- Starting in the 2017-2018 school year, we will have a bilingual pre-k class.
- We strive to place our special education students in an inclusive setting of a least restrictive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity. **Root Cause:** WGELC has a large ESL population. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Student Academic Achievement

Student Academic Achievement Summary

The faculty and staff at West Groves Early Learning Center strive to make every student a successful learner. Our campus believes all students can and will learn.

Student Academic Achievement Strengths

Pre-K and PPCD students made considerable growth from the beginning of year to the end of the year based on assessment data from CLI Engage, STAR Early Literacy and Istation.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: WGELC students need to acquire early literacy skills to prepare for kindergarten. Supplemental instructional staff are needed to focus on closing achievement gaps for all disaggregated student groups in reading and math. **Root Cause:** Students attending WGELC attend based upon one of six qualifications: limited English, low income, foster care or CPS, military family member, homeless or a student with a disability. These students have not all been exposed to early learning and literacy opportunities.

Problem Statement 2: Early intervention based upon the needs identified in beginning of year benchmarks for all students. **Root Cause:** Students must qualify for either pre-k or PPCD in order to attend WGELC. We may not reach all possible candidates in order to provide early intervention.

School Processes & Programs

School Processes & Programs Summary

West Groves Early Learning Center will continue to strive to create a warm learning environment for our students. We will welcome support from local business and organizations in order to provide the best learning atmosphere for our students. Our faculty and staff are all certified. Professional development opportunities are aligned to the various needs of the faculty and staff and meet the demands of student learning and progress. Mentors are assigned to new teachers through the district's mentor program to offer support. Data from screenings and teacher assessments are a driving force for our curriculum and instruction in order to meet students' academic learning needs. Students are identified "at risk" based upon beginning of year benchmark testing.

School Processes & Programs Strengths

- Low Discipline Issues
- Strong Community Support
- Safe and Orderly Environment
- Teachers help and support each other in order to meet the needs of all students
- Our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students
- Staff members are enthusiastic and have a desire to work with at-risk students.
- Staff comes highly recommended and will be a positive addition to our team.
- The staff is encouraged to go above and beyond to ensure the success of all students and teachers.
- Innovative, outside-the-box techniques are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful.
- Beginning, Middle, and End of Year benchmarks/screeners are given to track progress.
- All classroom teachers have instructional technology to enhance their instruction.
- Supplemental programs and curriculum are used to enhance learning in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Meet or increase the STAR Early Literacy overall score of 500 for all students. **Root Cause:** Many students will meet this goal but many students may struggle due to limited English or lack of academic skills prior to starting pre-k program.

Perceptions

Perceptions Summary

Our campus strives to make our school a safe, friendly and consistent environment where every student has an equal opportunity to learn. We believe that this will be accomplished by creating a stimulating and non-threatening learning environment for all students. We will strive to provide parents with the best resources and tools to help be an educational advocate for their child. WGELC keeps an open line of communication for teachers and parents. A parent engagement survey is sent home every year to help the campus evaluate the home-school connection. West Groves Early Learning Center understands the importance of technology when educating our students. Our teachers utilize technology resources in all aspects of teaching and learning.

Perceptions Strengths

WGELC continues to use various means of communicating and encouraging parents and community to be involved as well encourage instruction and communication through technology:

- Remind101
- Invite parents to attend a “Meet the Teacher Night” (Open House).
- Conduct Parent Conferences (provide translator if possible).
- Involve business partners in school activities
- Provide community programs to enhance curriculum, such as guest speakers and donations
- Invite parents to attend school events
- Newsletters with campus information
- Encourage parents to register with Skyward-Family Access
- Conduct bi-annual Title I Meetings and CIC meetings
- Campus Webpage
- Perceived as a parent friendly and approachable campus
- Provides a variety of ways to help parents stay informed and organized with school related events.
- We are a technology-rich district and campus. Utilization of technology enhances learning opportunities for students, as well as our teachers.
- Teachers have interactive white boards and document cameras.
- Teachers and students have access to iPads.
- Teachers and students have access to a computer lab and library.
- Utilize district help desk to trouble shoot technology issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: WGELC will reach out to parents to participate in campus activities. **Root Cause:** We currently communicate with parents through notes home, social media and remind 101. Since not all parents have access to technology, this could cause a communication barrier.

Problem Statement 2: Seek community feedback and family engagement through surveys, teacher interaction, teacher conferences and school events. **Root Cause:** Many parents work and are unable to attend school events. District parent survey participation is requested but not all parents participate. Limited English of ESL parents causes lack of participation at times.

Problem Statement 3: WGELC technology connection is often limited. **Root Cause:** Wireless capabilities often limit access in the classrooms.

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

Student Data: Assessments

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Study of best practices

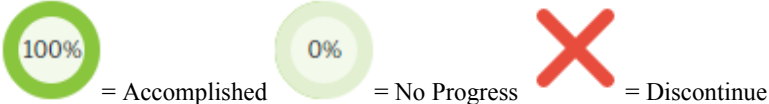
Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 1: To equip students for success in the Kindergarten program, the Pre-Kindergarten students will attain a scale score of a least 500 on the Star Early Literacy end of year screening and an overall score of Tier 1 on the Istation end of year screening.

Evaluation Data Source(s) 1: Teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use Scholastic's "Big Day" state adopted materials to implement a child-centered curriculum for all students.	2.4	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
2) Use developmentally appropriate manipulatives within centers.	2.4, 2.6	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
Funding Sources: 199 - General Fund - 1000.00						
3) Utilize technology during instruction and centers to enhance readiness literacy and math skills.	2.4, 2.5, 2.6	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
Funding Sources: 199 - General Fund - 1000.00						
4) Follow IEP goals, objectives and schedule of services for all students with disabilities.		<ul style="list-style-type: none"> Administrator Special Education Director Faculty 	Increased student success			
Funding Sources: 225 - IDEA B (Preschool) - 0.00						
						

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 2: To equip students for success in the Kindergarten program, the Pre-Kindergarten students with English as a Second Language and Bilingual status will attain a scale score of at least 450 on the STAR Early Literacy end of year screening and an overall score of Tier 2 on the Istation end of year screening.

Evaluation Data Source(s) 2: Classroom and ESL teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Research-based instruction and the use of technology will be provided for LEP students to help promote student success in early reading skills	2.4, 2.6	<ul style="list-style-type: none"> Administrator Faculty ESL Teacher 	Increased student success			
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: 263 - Title III - 500.00, 199 - General Fund - 0.00, 211 - Title I-A - 0.00					
2) The STAR Early Literacy Reading Program and Istation will be utilized to target areas of weakness. In accordance with the prioritized needs assessment, this campus will implement varied and effective instructional strategies in reading and math to improve the academic achievement of diverse learners and close the identified achievement gaps.	2.6	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: 199 - General Fund - 0.00					
3) Emphasize letter and number recognition, vocabulary, and speaking activities with LEP students.	2.4, 2.5, 2.6	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
	Funding Sources: 263 - Title III - 100.00, 199 - General Fund - 0.00					
4) Supplemental instructional staff (teachers and paraprofessionals) to focus on closing educational achievement areas among all disaggregated student groups and improvement of reading and math performance.	2.4, 2.6		Increased student success			
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: 211 - Title I-A - 77500.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity. **Root Cause 1:** WGELC has a large ESL population here. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Student Academic Achievement

Problem Statement 1: WGELC students need to acquire early literacy skills to prepare for kindergarten. Supplemental instructional staff are needed to focus on closing achievement gaps for all disaggregated student groups in reading and math. **Root Cause 1:** Students attending WGELC attend based upon one of six qualifications: limited English, low income, foster care or CPS, military family member, homeless or a student with a disability. These students have not all been exposed to early learning and literacy opportunities.

Problem Statement 2: Early intervention based upon the needs identified in beginning of year benchmarks for all students. **Root Cause 2:** Students must qualify for either pre-k or PPCD in order to attend WGELC. We may not reach all possible candidates in order to provide early intervention.

School Processes & Programs




Problem Statement 1: Meet or increase the STAR Early Literacy overall score of 500 for all students. **Root Cause 1:** Many students will meet this goal but many students may struggle due to limited English or lack of academic skills prior to starting pre-k program.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 3: To equip students for success in the appropriate program, the students with disabilities will show improvement on the end of year screenings.

Evaluation Data Source(s) 3: Teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide an environment that is sensitive to learning differences through the use of books, environmental print, and other resources.	2.4, 2.6	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
	Problem Statements: Demographics 1 Funding Sources: Campus Funds - 0.00, 199 - General Fund - 0.00					
2) Emphasize sequencing, phonics, vocabulary, listening, and articulation activities with identified speech students.	2.4, 2.6	<ul style="list-style-type: none"> Administrator Speech Pathologist 	Increased student success			
	Funding Sources: 263 - Title III - 0.00					
3) Use knowledge of the stages of languages development in planning instruction.	2.4	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
	Funding Sources: 199 - General Fund - 0.00					
4) Follow IEP goals, objectives and schedule of services for all students with disabilities.	2.4	<ul style="list-style-type: none"> Administrator Faculty 	Increased student success			
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:




Demographics
Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity. Root Cause 1: WGELC has a large ESL population here. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an average student attendance rate of at least 92% for the 2017-2018 school year.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide perfect attendance awards and other incentives for students.		<ul style="list-style-type: none"> Principal Faculty 	Increased student attendance			
	Funding Sources: 199 - General Fund - 50.00					
2) Contact parents of students with excessive absences.		<ul style="list-style-type: none"> Administrator 	Increased student attendance			
3) Send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences.		<ul style="list-style-type: none"> Administrator Coordinator of Special Services 	Increased student attendance			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

Evaluation Data Source(s) 1: Observation, time requirements, observed student responses and behaviors, faculty input, signed forms of acceptable use policy on file in the office, faculty and parent feedback.

Summative Evaluation 1:

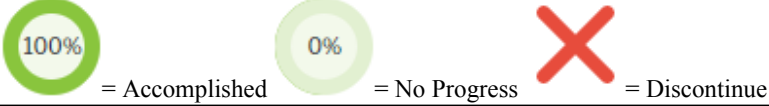
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation)		<ul style="list-style-type: none"> • Administrator • Faculty 	Reinforced safety protocols			
Funding Sources: 199 - General Fund - 0.00						
2) The faculty and staff will review the campus Crisis Management plan and CPI plan.		<ul style="list-style-type: none"> • Administrator • C.I.C. (Campus Improvement Committee) • Faculty 	Reinforced safety protocols			
Funding Sources: 199 - General Fund - 0.00						
3) The campus Principal will ensure that students and faculty comply with district acceptable use policies.		<ul style="list-style-type: none"> • Administrator • Faculty 	Guidance for the district in providing safer campuses			
Funding Sources: 199 - General Fund - 0.00						
4) Staff will be provided training or a refresher course for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder.		<ul style="list-style-type: none"> • District Personal • Trained Instructors • Administrator • Faculty • Local Law Enforcement 	Reinforced safety protocols			
Funding Sources: 199 - General Fund - 0.00						
5) Provide drug awareness through Red Ribbon Week activities and distribution of materials.		<ul style="list-style-type: none"> • Administrator • Elementary Counselors 	Providing safer campuses			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: To ensure a safe school environment for students, teachers, staff

Evaluation Data Source(s) 2: Drill documentation, Raptor documentation, Accident reports

Summative Evaluation 2:

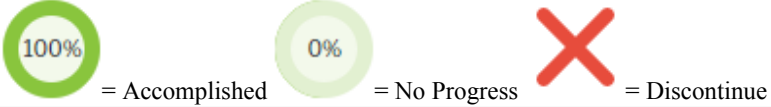
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All visitors will sign in at the office and will be issued a badge		<ul style="list-style-type: none"> Secretary/Nurse 	Reinforced safety protocols			
2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct		<ul style="list-style-type: none"> Administrator 	Providing safer campuses			
3) Provide Handle With Care training to faculty		<ul style="list-style-type: none"> Administrator 	Providing safer campuses			
						

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Staff will be provided staff development on areas determined by their strengths and weaknesses as well as the campus needs.

Evaluation Data Source(s) 1: Staff Development Evaluations and Teacher Feedback

Summative Evaluation 1:

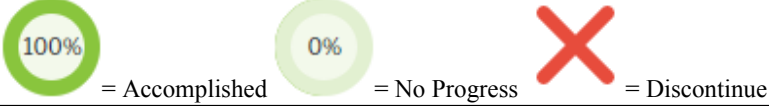
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Allow teacher feedback to determine staff development needs for the school.		• Administrator	Provide teachers with strategies for all learners			
	Funding Sources: 199 - General Fund - 0.00					
2) Select high quality speakers and workshops for teachers to attend.		• Administrator	Provide teachers with strategies for all learners			
	Funding Sources: 199 - General Fund - 0.00					
3) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children.		• Administrator	Provide teachers with strategies for all learners			
	Funding Sources: 199 - General Fund - 0.00					
						

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: Staff will be provided staff development in the sexual abuse and maltreatment of children.

Evaluation Data Source(s) 2: Teacher and Staff Understanding

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All faculty and staff members will be trained on the district provided PowerPoint and information.		Administrator	Provide teachers with strategies for all learners			
						

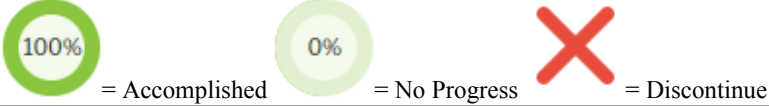
Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: To involve parents and community members in the educational process and to strengthen communication between the school and community.

Evaluation Data Source(s) 1: Parent response, volunteer hours documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Invite parents to attend a "Meet the Teacher Night" (Open House).	3.2	<ul style="list-style-type: none"> Administrator Entire Faculty 	Positive parent perspectives of the district			
	Problem Statements: Perceptions 1, 2 Funding Sources: Campus Funds - 0.00					
2) Conduct Parent Conferences	3.2	<ul style="list-style-type: none"> Administrator Teachers 	Positive parent perspectives of the district			
	Funding Sources: Campus Funds - 0.00					
3) Enlist two Campus Improvement Committee representatives from the community		<ul style="list-style-type: none"> Administrator Faculty 	Foster parent and community engagement in planning			
	Problem Statements: Perceptions 2 Funding Sources: Campus Funds - 0.00					
4) Provide community programs to enhance curriculum, such as guest speakers and donations	3.2	<ul style="list-style-type: none"> Administrator 	Positive parent perspectives of the district			
	Funding Sources: 211 - Title I-A - 1000.00					
5) Invite parents to attend these meetings or programs for each grade level: <ul style="list-style-type: none"> Class Programs Title I Meetings Family Nights 	3.2	<ul style="list-style-type: none"> Administrator Faculty 	Positive parent perspectives of the district			
	Funding Sources: Campus Funds - 600.00					
6) Newsletters with campus information and other sources, including the campus web page and Remind 101		<ul style="list-style-type: none"> Administrator Teachers 	Positive parent perspectives of the district			
	Funding Sources: Campus Funds - 0.00					

7) Encourage parents to utilize Skyward- Family Access		<ul style="list-style-type: none"> • Administrator • Teachers 	Positive parent perspectives of the district			
	Funding Sources: Campus Funds - 0.00					
8) As part of our Parent and Family Engagement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish during the fall teacher/parent conferences.	3.1, 3.2	<ul style="list-style-type: none"> • Administrator 	Positive parent perspectives of the district			
	Problem Statements: Demographics 1 - Perceptions 1					
9) WGELC will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.		Principal	Support for all learners			
						

Performance Objective 1 Problem Statements:




Demographics
Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity. Root Cause 1: WGELC has a large ESL population here. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.
Perceptions
Problem Statement 1: WGELC will reach out to parents to participate in campus activities. Root Cause 1: We currently communicate with parents through notes home, social media and remind 101. Since not all parents have access to technology, this could cause a communication barrier.
Problem Statement 2: Seek community feedback and family engagement through surveys, teacher interaction, teacher conferences and school events. Root Cause 2: Many parents work and are unable to attend school events. District parent survey participation is requested but not all parents participate. Limited English of ESL parents causes lack of participation at times.

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: Maintain 100% certified faculty and staff.

Evaluation Data Source(s) 1: Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, teacher interviews, campus demographics, student schedules.

Summative Evaluation 1:

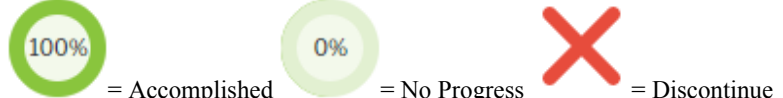
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct recruitment activities if needed to ensure certified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page		<ul style="list-style-type: none"> Assistant Superintendent Administrators 	High quality instruction for all learners			
Funding Sources: Campus Funds - 0.00						
2) Establish an effective teacher mentoring system in order to retain certified staff		<ul style="list-style-type: none"> Administrators 	High quality instruction for all learners			
3) Analyze data from paraprofessional's files to ensure all instructional aides are highly qualified, requiring any instructional aide not considered "highly qualified" to attend designated paraprofessional training		<ul style="list-style-type: none"> Assistant Superintendent Administrator Paraprofessionals 	High quality instruction for all learners			
4) Assign certified teachers in equal proportions to classes, including low-income and minority students		<ul style="list-style-type: none"> Administrator 	High quality instruction for all learners			
5) Assist teachers in maintaining or attaining certification through alternative programs, coursework, and TExES testing in order to assure all staff is certified.		<ul style="list-style-type: none"> Administrator 	High quality instruction for all learners			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

Evaluation Data Source(s) 1: Classroom Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize iPads in daily or weekly classroom instruction	2.4	<ul style="list-style-type: none"> Administrator Teachers 	Instructional strategies to address all learners			
	Problem Statements: Perceptions 3 Funding Sources: 199 - General Fund - 200.00					
2) Teachers will share with the staff technology information learned through peers, training opportunities, etc.	2.4	<ul style="list-style-type: none"> Administrator Teachers 	Instructional strategies to address all learners			
						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: WGELC technology connection is often limited. Root Cause 3: Wireless capabilities often limit access in the classrooms.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

West Groves Early Learning Center is a Title I Schoolwide campus. We have a diverse student population including ESL, Bililingual, economically disadvantaged, special education, at-risk, and general education students. Kindergarten readiness goals continue to be reached by this campus because of the strong student focus of all stakeholders. Our campus provides both a bilingual class for our Spanish speaking students and an ESL class for students of all other languages. We provide counseling to students through counselors from other campuses, both through individual and group opportunities, and use the services of Samaritan Counseling when needed. Since our campus is the beginning of our students' educational career we strive to encourage parent and family engagement at a high level. We offer meet the teacher night, parent conferences, two parent nights per year, and a grandparents' day. Communication occurs through newsletters, Facebook, Remind, conferences, and phone calls. The committee met on April 20, 2018 to review and revise the CNA and campus plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is comprised of pre-k, PPCD, and ESL teachers, principal, parents, and community members. Our campus is adequately represented and the list of members is attached to this plan.

2.2: Regular monitoring and revision

The campus plan was reviewed and approved at the October 27, 2017 committee meeting. The plan and needs assessment were reviewed and discussed again at the January 26, 2018 meeting and revisions were made for the 2018-19 plan at the April 26, 2018 meeting. Our committee also completed an evaluation of the Title I, Part A funds, and it was determined at that time that the use of funds for salaries was most appropriate for our campus.

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

Our campus improvement plan is available in the office at WGELC. It is also available on the district website and made available in other languages upon request.

2.4: Opportunities for all children to meet State standards

Faculty members meet regularly for planning and training on State Pre-K guidelines and a review of the campus curriculum. Training needs are determined by faculty and the campus principal.

2.5: Increased learning time and well-rounded education

WGELC reviews that student schedule each year in order to provide the most appropriate learning time for students. The learning day will be increased by 15 minutes per session in the 2018-19 school year to maximize learning time.

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

The needs of our at-risk students are monitored by classroom teachers and the campus principal in order to make adjustments to meet the needs of all students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy was developed by our CIC/Title committee on October 27, 2017 at WGELC. It is available in the campus office and on the campus website.

3.2: Offer flexible number of parent involvement meetings

We have several parent engagement meetings during the school year. Our committee met on October 27, 2017, January 26, 2018, and April 20, 2018 at 10:00 am. Meet the teacher night was held on August 15, 2017 at 3:30 pm and our Title I parent nights were held on October 17, 2017 at 5:00 pm and March 27, 2018 at 5:30. We offered a Grandparents Day on May 24, 2018 at 10:00 and 2:00.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kayla Borne	Instructional Aide	PreK	1
Sarah Walker	Teacher	PreK	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Tanya Davis	Administrator
Non-classroom Professional	Allison Monk	Nurse
Classroom Teacher	Sarah Walker	Teacher
Classroom Teacher	Adela Hochstrasser	Bilingual Teacher
Classroom Teacher	Patsy Marks	ESL Teacher
Classroom Teacher	Britney Haynes	PPCD Teacher
Classroom Teacher	Cara Holder	PPCD Teacher
Parent	Rachel Roy	Parent
Parent	Zulma Wolford	Parent
Community Representative	Patsy Arredondo	Community Representative
Business Representative	Stacy Trimble	St. Paul's Director

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,000.00
1	1	3			\$1,000.00
1	2	1	See Goals 1.1.9 and 1.1.13		\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1		199	\$0.00
1	3	3			\$0.00
2	1	1			\$50.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	2		\$1,000	\$0.00
4	1	3			\$0.00
7	1	1			\$200.00
Sub-Total					\$2,250.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	4			\$77,500.00
5	1	4			\$1,000.00
Sub-Total					\$78,500.00
263 - Title III					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	See Goals 1.1.9 and 1.1.13		\$500.00
1	2	1			\$0.00
1	2	3			\$100.00
1	2	3			\$0.00
1	3	2			\$0.00
Sub-Total					\$600.00
225 - IDEA B (Preschool)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
Campus Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	5			\$600.00
5	1	6			\$0.00
5	1	7			\$0.00
6	1	1			\$0.00
Sub-Total					\$600.00
Grand Total					\$81,950.00