

**Waxahachie Independent School District**  
**Turner Prekindergarten Academy**  
**2023-2024 Improvement Plan**



# Mission Statement

**To ensure that each child leaves Turner Pre-Kindergarten Academy with a solid foundation for success throughout his/her educational career.**

## Vision

**Our vision is to be a district where innovation thrives and growth is limitless.**

## Value Statement

- We value choices because they make us unique and are critical to learning.
- We value a collaborative culture that honors and supports all who positively impact the lives of our students.
- We value an environment of belonging that respects individual differences and ensures equality for all.
- We value relationships that broaden learning experiences and enrich our community.

### **Our Collective Commitments (What we Do)**

We will commit to:

- We are committed to encouraging and supporting each other as we work collaboratively to uphold a high standard of professionalism and strong family culture.
- We are committed to celebrating academic growth and positive behavior.
- We are committed to celebrating our staff through events such as: “Staff Member of the Month”
- We are committed to using data to guide how we address individual student needs (data such as CLI, MAP, and/ or Common Formative Assessments).
- We are committed to using data to identify guideline expertise and work collaboratively to place students according to their needs.

- We are committed to valuing each staff member by addressing concerns and issues through face-to-face conversations in a professional, respectful manner.
- We are committed to working collaboratively with our team to meet student needs by actively engaging during whole group instruction, small groups, and consistently providing interventions/enrichment opportunities.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Turner Prekindergarten Academy is a campus that meets the unique needs of approximately 283 three and four-year-old children in Waxahachie ISD. We are located in Waxahachie, Texas; which is a town rich in tradition and school spirit. We are a campus that houses 5 Early Childhood Special Education (ECSE) classrooms, 2 classrooms of Pre-K/ECSE Collaborative, 8 Pre-K classes, and 3 Bilingual Pre-K classes. Turner Prekindergarten students feed into all Waxahachie ISD Elementary Campuses.

Students that attend Turner Prekindergarten have to qualify through income, military, Special Education, or language. Currently, we have 86% of students that have qualified because they are Economically Disadvantaged, 1% qualify through military, 21.5% through special education, 15% qualify through language, and 3% qualify because they are a child of a Waxahachie ISD staff member. Our population consists of 46% Hispanic, 25.9% White, 15% African American, 0.0% Asian children, and 5% of 2 or more races.

All administrators, teachers, and paraprofessionals are highly qualified. The campus principal walks into classrooms on a daily basis to ensure the staff is of the highest quality. When it comes time to recruit new staff, we form a team to conduct interviews and select the best-fit candidate. We work closely with our Human Resources department to quickly secure the best fit candidate for our program.

Due to Rider 78 (Rider 78, was passed by the 85th Texas Legislature, 2017, and signed by Governor Abbott on June 12, 2017), it is our responsibility to ensure that state-funded prekindergarten programs implement high-quality prekindergarten consistent with the High-Quality Prekindergarten program requirement. Among other requirements, it is mandated that all prekindergarten teachers secure 150 hours of professional development directly relating to Pre-K.

### Demographics Strengths

- Average class sizes of 15:1 ratio
- Intervention for At-Risk students
- Backpack program for the children that are hungry
- Inclusion based on Least Restrictive Environment for 4-year-olds that qualify through Special Education
- A low number of migrant students
- L.E.A.P. Academy for aspiring administrators

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** We feel that for the programs that we offer, we should be seeing a higher number of students that are African American and students who speak both Spanish and English in their homes. We want to reach more students in Waxahachie that could possibly qualify for a head start in their educational career. **Root Cause:** As a campus, we have never sought out these populations to make them aware of what our campus has to offer their children.

**Problem Statement 2 (Prioritized):** There are not many in-district professional development opportunities for the staff. **Root Cause:** Prekindergarten makes up a small percentage of WISD staff. They are also the only group that does not follow TEKS (Texas Essential Knowledge and Skills), which makes it hard when planning for all elementary schools.

**Problem Statement 3 (Prioritized):** We have low parental involvement across the campus. **Root Cause:** COVID kept parents out of the classroom and since returning to a somewhat normal school year parents are either working multiple jobs or absent in their child's educational career.

**Problem Statement 4 (Prioritized):** Turner PK has the lowest attendance in the district. **Root Cause:** We serve a population that is high socioeconomically disadvantaged. Transportation is not offered to this age group so parents must rely on their own transportation or make other arrangements for students to get to school.

# Student Learning

## Student Learning Summary

Turner Prekindergarten administers assessments in an effort to identify the needs of ECSE, Pre-K, and Bilingual Pre-K students. Each tool provides an immediate snapshot. The results of the CLI Engagement and MAP assessments are analyzed collectively to further plan individual, small group, and class instruction. Pre-Kindergarten teachers will administer the CLI-Engage assessment at the beginning, middle, and the end of the school year. MAP Fluency is only administered middle and end of the year.

## Student Learning Strengths

- Teachers have more targeted instruction time because of a full day schedule
- Children that attended Waxahachie ISD pre-K go into Kindergarten with alphabet knowledge
- Pre-K children get weekly motor lab time to build their core strength
- Children have fun while learning academics
- Students needs are identified through a variety of tests and intervention is planned based on results

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The current Response to Intervention (RtI) process is not appropriate or focused on 4 year olds. **Root Cause:** We were following the district elementary process; which had many pieces that did not apply to Pre-K (ie. grades, DRA, District Common Assessments,etc).

# School Processes & Programs

## School Processes & Programs Summary

Turner Prekindergarten Academy maximizes instruction time within each teacher's schedule. Each content area is covered daily with appropriate time spent in each. Turner procedures and/or guidelines are detailed in a Dream BIG Binder that is given to all staff at the beginning of the new school year. Events are also posted on the school-wide calendar, website, and Facebook as well as with Remind or Bloomz communication from classroom teachers. Campus and district goals are linked together to ensure progress and improvement. Technology utilized in the classrooms is very important. Each classroom on our campus is equipped with an interactive Smart Board and at least 5 iPad minis.

The youngest students at Turner Prekindergarten are enrolled in the Early Childhood Special Education Program (ECSE). We have three classes with three-year-olds that come for half a day and we have 2 classes for 4-year-olds who come for the full day. The three-year children come from the Early Childhood Intervention Program of Ellis County (ECI), medical references, or other sources. Our ECSE students have various challenges that are met by a caring professional staff who are well trained and up to date with research on working with children with disabilities. The ECSE students are immersed in the language. Whether the child is hearing or vision impaired, autistic, speech delayed or diagnosed with any challenge that interferes with learning, the child is taught using an individual evaluation plan (IEP). Children have an indoor motor lab fully equipped for various activities including fine and gross motor skills. Occupational therapists and physical therapists come to Turner Prekindergarten Academy. If a child is delayed in any way at all, our campus diagnostician skillfully determines the child's needs in order to prepare them for their first years of school.

The Pre-Kindergarten is a full day program consisting of 3 Bilingual classes, 3 Pre-K/ECSE classes, and 8 regular education classes. Each Teacher is assisted by a paraprofessional for the entire school day. In addition to their academics, a student's day will include lunch, recess, Science Technology Engineering Math (STEM) lab, motor lab, and a rotation of Physical Education (PE), Music, Art, and Library time. We want our Pre-K students to leave us writing their first and last names, knowing their addresses and phone numbers, shapes, colors, counting, and numerous pre-reading skills. Some are actually reading; including sounding out words which require phonemic awareness. Children who miss this Pre-K year typically have an extensive amount of work facing them the first nine weeks of Kindergarten. All Pre-K students are assessed three times a year with the CLI-Engage test to determine their academic progress.

Our campus administration team is comprised of our principal, assistant principal and counselor. We have 4 team leaders who meet monthly with the principal to relay important information back to their teams. The principal and counselor are always out and about attempting to make themselves visible to all stakeholders. The principal keeps an open door and open mind. Our teams plan every Wednesday and the principal is present for all of those meetings. The district also offers district-wide planning days to promote collaboration amongst teachers of like grade levels/subjects.

Every classroom on our campus is equipped with a Smart Board interactive screen and at least 5 iPad minis.

Teachers have a plethora of different websites/technology programs to add engagement to their lessons. They also have access to and use many different platforms to help with student management, data, and planning.

## School Processes & Programs Strengths

- 5E lesson planning model
- Emphasis on the vertical and horizontal alignment of resources, trainings, and curriculum across all campuses and content areas
- District committees allow a voice for the teachers, staff, parents, and community
- Purposeful Planning time
- District Leadership Meetings
- TRIBE meetings for principals
- Use of Eduphoria for online forms and district common assessments
- Ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls
- Skyward online student enrollment



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

**Problem Statement 1 (Prioritized):** Teachers need more training on reading instruction for students who excel in the program. **Root Cause:** Teachers are use to teaching to the knowledge/understand level and not the evaluate/create.

# Perceptions

## Perceptions Summary

When students walk into Turner Prekindergarten Academy, we immediately want them to be overwhelmed with the love and excitement that we all have for learning. In order to achieve this, you will see a colorful, print rich, and welcoming display on our walls in our hallways. You will hear happy music when you arrive in the morning and a "goodbye song" when it is time to go. All students are greeted at the classroom door with a hug and/or a handshake. All teachers make positive phone calls home and also strive to attend sports events outside of school. Teachers and Administrators greet all students by their names when passing. We work to ensure that our students know that they are loved. We believe that relationships have to be established before any learning can take place.

The staff participates in monthly outings or "socials" as we call them. This offers us a time to bond and creates a positive work environment. The results of all of the above help to create the thriving environment of Turner Prekindergarten Academy.

The following 15 items are the ways in which we work to promote a positive and thriving culture and climate:

1. Teachers greet students at their door as students arrive with a hug or a handshake.
2. Create positive reward systems. Reinforce the positive behaviors-certificates, stickers, prizes, tickets, and recognition.
3. Beautify our school with positive posters, quotes that inspire, and student work.
4. Share all the good things that are happening on our campus on social media and local newspapers.
5. Celebrate each other by participating in the shout out board.
6. Smile more.
7. Speak kind words.
8. Inspire and motivate students by calling one of their family members to let them know they accomplished their goal.
9. Have conversations with your students about things that aren't school related. Let them get to know you outside of being a classroom teacher.
10. Create experiences for students to showcase their talents.
11. Attend students' athletic events. It shows you support them after school hours.
12. Mindset: Relationships first, school second with all stakeholders.
13. Create leadership opportunities for students.
14. Reach out to parents through home visits and positive calls. 1 positive phone call the 1st week of school and then one more every 6 weeks.
15. Participate in Two By Ten- Spend two minutes (one-on-one) for ten consecutive days with one student to build a better relationship.

Families are an integral part of all that we do here at Turner Prekindergarten Academy. Parents are invited to help in the classrooms, attend awards assemblies, participate in special events (i.e. field trips, field day, etc.), and attend Parent Teacher Organization (PTO) meetings. Our parent training opportunities are held several times a year and allow for dialogue between the administration, teachers, and the parents. Our family engagement nights are wonderful evenings for students and families alike as they learn ways to help their child

practice different skills while simultaneously having fun.

### Perceptions Strengths

- Purposeful Planning Time for teachers
- District communication with all teachers and staff
- Team leaders to help keep all staff members on the same page
- "Gomez and Gomez" Dual Language Enrichment Model for the Bilingual program
- Team building
- Celebrations of student success- "Ring the Bell"
- English to Spanish translation services
- School Messenger
- Skyward Parent Portal (grades, attendance, enrollment information, and health record)
- Teacher Web Pages
- Use of Facebook and Twitter
- Family Night events
- Monthly communication (i.e. calendars go home listing specific details about future events, marques, Remind, notes, text messages, e-mail, etc.)
- Facebook page that is routinely updated
- PTO board that appropriately allocates money from fundraisers throughout the year
- Positive calls are made each six weeks
- Well attended events
- All Safety drills completed regularly: fire, lockdown, tornado, etc.
- The friendly and knowledgeable office staff
- Artwork and activities are exposed to main areas of the building

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We have a low turnout of families for academic family nights. **Root Cause:** Parents work late and may not be able to attend events after school. There is nothing fun to entice the students and families to come.

**Problem Statement 2:** Negative student behaviors impact instruction in the classroom **Root Cause:** Social emotional needs are being met or those skills have not been developed yet.

# Priority Problem Statements

**Problem Statement 1:** We have low parental involvement across the campus.

**Root Cause 1:** COVID kept parents out of the classroom and since returning to a somewhat normal school year parents are either working multiple jobs or absent in their child's educational career.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Turner PK has the lowest attendance in the district.

**Root Cause 2:** We serve a population that is high socioeconomically disadvantaged. Transportation is not offered to this age group so parents must rely on their own transportation or make other arrangements for students to get to school.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The current Response to Intervention (RTI) process is not appropriate or focused on 4 year olds.

**Root Cause 3:** We were following the district elementary process; which had many pieces that did not apply to Pre-K (ie. grades, DRA, District Common Assessments,etc).

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Teachers need more training on reading instruction for students who excel in the program.

**Root Cause 4:** Teachers are use to teaching to the knowledge/understand level and not the evaluate/create.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** There are not many in-district professional development opportunities for the staff.

**Root Cause 5:** Prekindergarten makes up a small percentage of WISD staff. They are also the only group that does not follow TEKS (Texas Essential Knowledge and Skills), which makes it hard when planning for all elementary schools.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** We feel that for the programs that we offer, we should be seeing a higher number of students that are African American and students who speak both Spanish and English in their homes. We want to reach more students in Waxahachie that could possibly qualify for a head start in their educational career.

**Root Cause 6:** As a campus, we have never sought out these populations to make them aware of what our campus has to offer their children.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** We have a low turnout of families for academic family nights.

**Root Cause 7:** Parents work late and may not be able to attend events after school. There is nothing fun to entice the students and families to come.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

## **Student Data: Behavior and Other Indicators**

- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

## **Parent/Community Data**

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





# Priorities

## Priority 1: Student Growth

**Performance Objective 1:** Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

**Evaluation Data Sources:** State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will participate in team meetings (PLCs) using the 4 guiding questions and our essential guidelines. <b>Strategy's Expected Result/Impact:</b> Student Growth <b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Administration  <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create Common Formative Assessments aligned with the Texas PK Guidelines. <b>Strategy's Expected Result/Impact:</b> Student Growth <b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Administration  <b>Problem Statements:</b> School Processes & Programs 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will set goals in attendance, reading, and math and track their progress through the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Student Growth <b>Staff Responsible for Monitoring:</b> Teachers  <b>Problem Statements:</b> Demographics 3, 4	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Launch Mentors will support new teachers to develop effective classroom instruction. <b>Strategy's Expected Result/Impact:</b> Student Growth <b>Staff Responsible for Monitoring:</b> Campus Administration Director of Federal Programs & Grants  <b>Funding Sources:</b> Stipend - Title II (255) - \$1,100	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There are not many in-district professional development opportunities for the staff. <b>Root Cause:</b> Prekindergarten makes up a small percentage of WISD staff. They are also the only group that does not follow TEKS (Texas Essential Knowledge and Skills), which makes it hard when planning for all elementary schools.</p>
<p><b>Problem Statement 3:</b> We have low parental involvement across the campus. <b>Root Cause:</b> COVID kept parents out of the classroom and since returning to a somewhat normal school year parents are either working multiple jobs or absent in their child's educational career.</p>
<p><b>Problem Statement 4:</b> Turner PK has the lowest attendance in the district. <b>Root Cause:</b> We serve a population that is high socioeconomically disadvantaged. Transportation is not offered to this age group so parents must rely on their own transportation or make other arrangements for students to get to school.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers need more training on reading instruction for students who excel in the program. <b>Root Cause:</b> Teachers are use to teaching to the knowledge/ understand level and not the evaluate/create.</p>

**Priority 1: Student Growth**

**Performance Objective 2:** Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will follow the campus Behavior System that has been designed.  <b>Strategy's Expected Result/Impact:</b> Student's will have less time out of class and increased positive relationships with students and parents.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the campus daily average attendance to 95%  <b>Strategy's Expected Result/Impact:</b> Academic growth  <b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Problem Statements:</b> Demographics 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 4:</b> Turner PK has the lowest attendance in the district. <b>Root Cause:</b> We serve a population that is high socioeconomically disadvantaged. Transportation is not offered to this age group so parents must rely on their own transportation or make other arrangements for students to get to school.</p>



**Priority 1: Student Growth**

**Performance Objective 3:** Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will highlight college and careers throughout the year with College/Career week and days. <b>Strategy's Expected Result/Impact:</b> Exposing students to colleges and careers.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Priority 1: Student Growth**





**Performance Objective 4:** Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

**Evaluation Data Sources:** Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

**Priority 2: Honor and Support Staff**

**Performance Objective 1: Honor staff contributions and achievements.**





**Evaluation Data Sources:** Staff evaluation data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recognize the Turner Tribe Staff Member of the Month. <b>Strategy's Expected Result/Impact:</b> Increase in staff morale <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Priority 2: Honor and Support Staff**

**Performance Objective 2:** Annually increase faculty and staff satisfaction and engagement.





**Evaluation Data Sources:** Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Sunshine committee will create monthly team building opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in staff morale.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Priority 2: Honor and Support Staff**

**Performance Objective 3:** Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

**Evaluation Data Sources:** Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in weekly Professional Learning Communities.  <b>Strategy's Expected Result/Impact:</b> collaboration increased and ultimately student growth  <b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Administration   <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There are not many in-district professional development opportunities for the staff. <b>Root Cause:</b> Prekindergarten makes up a small percentage of WISD staff. They are also the only group that does not follow TEKS (Texas Essential Knowledge and Skills), which makes it hard when planning for all elementary schools.</p>

**Priority 2: Honor and Support Staff**

**Performance Objective 4: Invest in staff growth through professional learning/specialized training.**

**Evaluation Data Sources:** Goal setting conference data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Will provide Professional Learning opportunities throughout the month. These may be virtual, in person, lead by other teachers or staff amongst the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff growth and ultimately student growth.</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> There are not many in-district professional development opportunities for the staff. <b>Root Cause:</b> Prekindergarten makes up a small percentage of WISD staff. They are also the only group that does not follow TEKS (Texas Essential Knowledge and Skills), which makes it hard when planning for all elementary schools.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The current Response to Intervention (RtI) process is not appropriate or focused on 4 year olds. <b>Root Cause:</b> We were following the district elementary process; which had many pieces that did not apply to Pre-K (ie. grades, DRA, District Common Assessments,etc).</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers need more training on reading instruction for students who excel in the program. <b>Root Cause:</b> Teachers are use to teaching to the knowledge/ understand level and not the evaluate/create.</p>

**Priority 3: Community and Stakeholder Relationships**

**Performance Objective 1: Annually increase satisfaction and engagement of students and families.**

**Evaluation Data Sources:** Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will offer multiple opportunities for families to engage. Those activities include but not limited to PTO and classroom volunteers,</p> <p><b>Strategy's Expected Result/Impact:</b> Engagement of parents and family members</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> We have low parental involvement across the campus. <b>Root Cause:</b> COVID kept parents out of the classroom and since returning to a somewhat normal school year parents are either working multiple jobs or absent in their child's educational career.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> We have a low turnout of families for academic family nights. <b>Root Cause:</b> Parents work late and may not be able to attend events after school. There is nothing fun to entice the students and families to come.</p>

**Priority 3: Community and Stakeholder Relationships**

**Performance Objective 2: Annually increase engagement of community and stakeholders.**

**Evaluation Data Sources:** Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Partner with businesses and community members to sponsor attendance, behavior, and teacher challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Community Engagement Increasing</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> We feel that for the programs that we offer, we should be seeing a higher number of students that are African American and students who speak both Spanish and English in their homes. We want to reach more students in Waxahachie that could possibly qualify for a head start in their educational career. <b>Root Cause:</b> As a campus, we have never sought out these populations to make them aware of what our campus has to offer their children.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> We have a low turnout of families for academic family nights. <b>Root Cause:</b> Parents work late and may not be able to attend events after school. There is nothing fun to entice the students and families to come.</p>



**Priority 4: Financial Integrity**

**Performance Objective 1: Ensure financial stewardship and transparency**





**Evaluation Data Sources:** Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all policies, guidelines and laws are being followed when any federal or state funds are being used to service students or implemented new programs</p> <p><b>Strategy's Expected Result/Impact:</b> District Guidelines for Federal and State Funds are followed to effectively use campus funds.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Priority 4: Financial Integrity**

**Performance Objective 2:** Develop and deploy coherent facility management processes to address student growth.





**Evaluation Data Sources:** Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop staffing priorities and academic plans based on student needs. <b>Strategy's Expected Result/Impact:</b> Develop and deploy coherent facility management processes to address student growth.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Priority 4: Financial Integrity**

**Performance Objective 3: Ensure effective and efficient operations with transparency**

**Evaluation Data Sources:** Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Evaluate existing programs for all departments based on effectiveness relating to student achievement vs. costs. The Campus Leadership team will prioritize purchases and programs based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure effective and efficient operations with transparency</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

Title II (255)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Stipend		\$1,100.00
<b>Sub-Total</b>					\$1,100.00