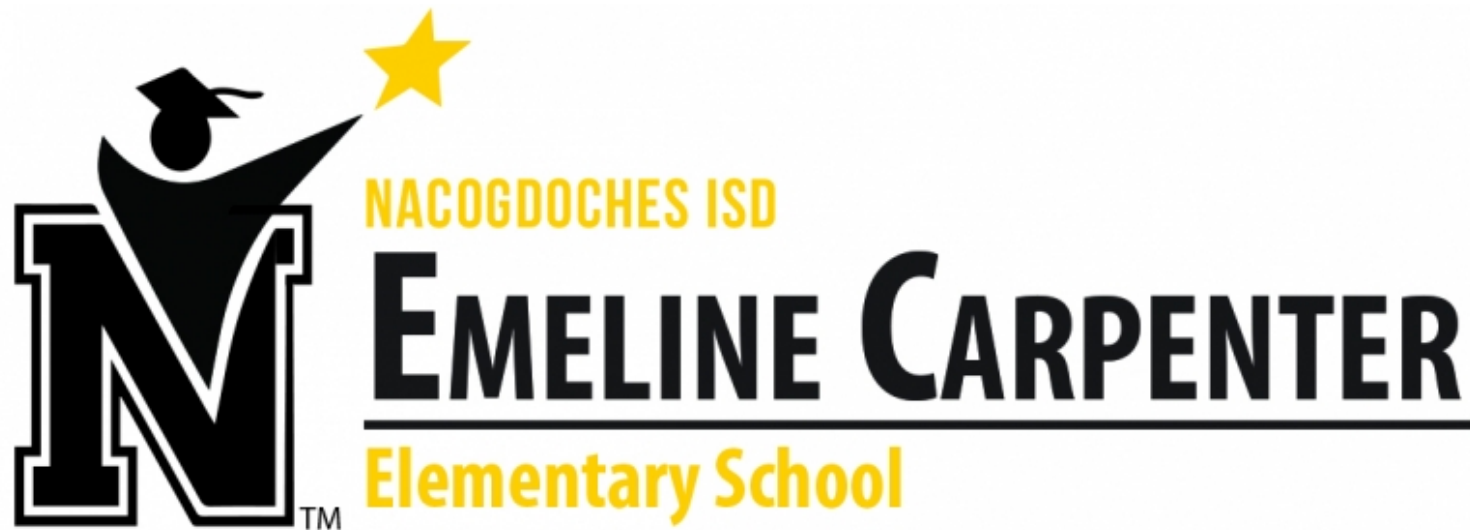


Nacogdoches Independent School District
Emeline Carpenter Early Childhood Center
2016-2017 Campus Improvement Plan



Mission Statement

Students will read, write, and develop a solid understanding of the mathematical processes to be successful in the next grade level.

Vision

Nacogdoches ISD will Educate and Inspire Everyone to Achieve Excellence.

Motto

If it's to be, it's up to me!

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Free/Reduced 97%
- At-Risk 76.7%
- LEP 31.5% (Bil. 25%, ESL 7.1%)
- SpEd 4.6%
- Black 49.4%
- Hispanic 39.8%
- White 5.9%
- Asian/Pac Isl 2.3%
- Homeless .5%
- Foster Care 1.2%

Ninety-seven percent (97%) of our students are on either free or reduced lunch. Our students are from socio-economically disadvantaged homes and many are from single parent homes or are raised by their grandparents.

Demographics Strengths

Our diversity is our strength. Our students learn from one another and are open to the differences they each bring to their classrooms. This diversity prepares them for working in a global economy.

Demographics Needs

Our students come to school needing basic supplies, such as paper, pencils, crayons, glue, and scissors.

Student Achievement

Student Achievement Summary

Our students are 3 and 4 year olds in either the Preschool Program for Children with Disabilities (PPCD), general education, or bilingual PreK classrooms. So far this school year we have given the PK At-risk Assessment to find which students are in danger of failing. The assessment items cover letter and numeral recognition, colors, and shapes at the beginning of the year (BOY). We found that 75% of PK students are at-risk at the BOY. Our curriculum provides for a Social and Emotional Subtest, Frog Street Upper and Lowercase Alphabet Assessment, and a CIRCLE Assessment. Teachers will be trained in administering these tests. The CIRCLE Assessment training is Friday, October 28, 2016.

Student Achievement Strengths

All of the planned assessments will give us a better understanding of where our students are academically and where to focus or target our intervention efforts while working in small groups or one on one. The CIRCLE Assessment will be the report card given three times a year--BOY, MOY, and EOY. A portfolio will be kept with writing samples and a variety of work samples from throughout the year to periodically inform parents of their students' successes.

Student Achievement Needs

Ours students need to practice, at home, what they have learned at school. This practice is called homework. Teachers send home newsletters informing parents what is being taught for the week and to remind parents to read to their students, as well as go over numbers and letters and colors.

School Culture and Climate

School Culture and Climate Summary

During the 2015-16 school year there were seven PK teachers and all teachers have returned. Therefore, 100% of staff have been retained. Plus, an additional PK Bilingual teacher was added along with a PPCD teacher. Both additional teachers are veterans and highly effective teachers.

School Culture and Climate Strengths

PK has no first year, inexperienced, or new teachers. This is great because our at-risk students will benefit from having experienced teachers.

School Culture and Climate Needs

Carpenter Early Childhood Center need more parent involvement at school and in the classrooms. When students see the most influential people in their lives take part in their education it sends a positive and strong message that education is very important.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All previous staff have been retained from the 2015-16 school year and two teachers, who are new to Carpenter ECC, have joined our family. These two teachers are experienced and effective teachers. All teachers are Highly Qualified, which mean they are certified to teach PK and higher, some are ESL certified, and bilingual certified.

Staff Quality, Recruitment, and Retention Strengths

Most teachers were interviewed, reference checked, and/or highly spoken of before being hired. The teachers want to teach at Carpenter ECC, which is paired with an IR campus Carpenter Elementary K-5th grades. It is considered a strength when teachers love where they work and love the children they are working with.

Staff Quality, Recruitment, and Retention Needs

The teachers who are not ESL certified are encouraged to get that certification because of the high number of Hispanic students who are ESL. For Carpenter ECC to continue to be effective all teachers will need to be retained, participate in continuing education, and quality PD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This past summer district administrators met with PK lead teachers from Carpenter and other schools and created the PK curriculum. Teachers use Frog Street resources and materials that are aligned with the PK Guidelines. Those guidelines are provided by the state. Teachers assess students using the PK At-risk Assessment, Social/Emotional Subtests, Frog Street Upper and Lowercase Alphabet subtests, and the CIRCLE Assessment to measure growth.

Curriculum, Instruction, and Assessment Strengths

Curriculum strength is that all standards and guidelines are followed and aligned to the state. We have effective instruction and good teachers. Assessment is uniform throughout the district giving more validity to the data once it is collected.

Curriculum, Instruction, and Assessment Needs

The part of CIA that needs improvement is the instructional materials. Teachers use various materials and resources to teach the curriculum. Some teachers use resources, other than Frog Street, to help their students learn faster.

Family and Community Involvement

Family and Community Involvement Summary

As of October 25, 2016 we have 170 PK students, but only a few parents joined Carpenter PTO. Our school still has not sold all of its t-shirts to show school pride and school spirit on Fridays. Our Open House held September 8, 2016 had a low parent turn out. We sent home notes, had on our school web site, and our school marquee a message about meeting the interim superintendent at Carpenter and participate in a Dragon Chat. Carpenter ECC had four parents attend. We also advertised a meeting held at Carpenter on Oct. 11, 2016 to speak with TEA representatives, during their visit, and had very few parents and community members attend.

Family and Community Involvement Strengths

We have large turnouts involving fun events like Grandparents Day, Festival of Learning, Book Fair, and Family Fun Nights like our Reading Literacy Night this December and our Math/Science Night in the spring.

Family and Community Involvement Needs

We need parents to get involved in their children's education by bringing their children to school on time every day, unless they are sick, and by making sure their kids are doing their homework. Come to school and volunteer monitoring students in the common areas, like the cafeteria, playground, hallways, morning or afternoon duty (getting kids to their classrooms or to their cars or buses after school). It would encourage our students to see parents or grandparents in classrooms reading to students or whatever the teacher needs. We need the community to donate money, uniforms, and school supplies.

School Context and Organization

School Context and Organization Summary

- Carpenter has been trained to implement CHAMPS, which is a positive and proactive classroom management resource. CHAMPS is part of our Positive Behavior Interventions and Support. Positive reinforcements are included in the daily structure of the classrooms and throughout the campus weekly. Fun Fridays are for students to play with sidewalk chalk, bubbles, balloon baseball, 5 minutes extra recess, etc.
- The campus budget allows hiring for core subject consultants, which provides instructional support to teachers. At the Back to School Conference, in August, a Frog Street math consultant was provided, by the district, to train all PK teachers. Teachers were shown how to model and teach the math lessons and how to use strategies and materials.
- A science consultant will train teachers and staff at our January 2, 2017 staff development.
- Teachers are trained during faculty meetings. The November 16 faculty meeting will consist of training teachers to teach phonics.
- There are several committees designed to help our students, parents, and community members: Language Proficiency Assessment Committee (LPAC), Attendance Committee, CIT, Parent Involvement Committee, and Reading Literacy and Math/Science Committee.

School Context and Organization Strengths

- This year each PK teacher has a paraprofessional assisting them in the classroom. Teachers are able to assess students and work one on one or in small groups, with ease, due to having the extra help in the classrooms.
- Included in the nine teachers are two bilingual teachers and three English as a Second Language (ESL) certified teachers.
- Carpenter ECC has experienced teachers.

Technology

Technology Summary

There are a few technology programs that PK students can maneuver through, like Star Fall, ABCya.com, and a few others. Students are tech savvy and after showing them a few times how to work educational apps they can use them without a problem. Teachers have opportunities to learn many different types of instructional technology. They can teach using Symbaloo, online tools from Frog Street and its assessments. Whatever new electronic program teachers want to learn we have an instructional technologist who is willing to help.

Technology Strengths

The campus has an instructional technologist that trains teachers on whatever they are interested in learning about to use in the classroom. Our classrooms are equipped with a teacher computer, elmo camera, student computer, and promethean boards. There is a computer lab used as an elective where students get on and use programs like Star Fall. Soon each classroom will get six ipads to use in stations or small group activities/lessons.

Technology Needs

There are a few older teacher computers that need to be replaced with newer models.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

- Budgets/entitlements and expenditures data

Goals

Goal 1: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%

Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 1: The percentage of students reading at or above the 60% benchmark score will increase from 25% to 75% by the end of 2016-2017

Evaluation Data Source(s) 1: CIRCLE Progress Monitoring (2016-2017)
PreK At-Risk Assessment (2015-2016)

Summative Evaluation 1: Met Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Align 100% of instruction with the Emergent Literacy/Reading Domain identified in the Texas Prekindergarten Guidelines using Frog Street as the core curriculum	Principal	Score above 60% on EOY CIRCLE Assessment--Rapid Letter Naming, Phonemic Awareness, Letter/Sound Correspondence, Story Retell, Book/Print Knowledge.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Develop and implement a school-wide Early Response Support System that provides: on-site curriculum, instruction, and assessment resources for literacy	Principal PK Teachers	Score above 60% on EOY CIRCLE Assessment--Rapid Letter Naming, Phonemic Awareness, Letter/Sound Correspondence, Story Retell, Book/Print Knowledge, and Math.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>3) Provide all classrooms with furnishings, materials, and supplies to support an effective use of space and organized learning environment for literacy instruction</p>	Principal	Score above 60% on EOY CIRCLE Assessment--Rapid Letter Naming, Phonemic Awareness, Letter/Sound Correspondence, Story Retell, Book/Print Knowledge.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 1: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%


















Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 2: The percentage of students performing at or above the 60% benchmark score in mathematics will increase from 25% to 75% by the end of 2016-2017.

Evaluation Data Source(s) 2: CIRCLE Progress Monitoring (2016-2017)
PreK At-Risk Assessment (2015-2016)

Summative Evaluation 2: Met Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Align 100% of instruction with the Mathematics Domain identified in the Texas Prekindergarten Guidelines using Frog Street as the core curriculum	Principal PK Teachers	Score above 60% on EOY CIRCLE Assessment--Math.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Develop and implement a school-wide Early Response Support System that provides: on-site curriculum, instruction, and assessment resources for mathematics	Principal Teachers	Score above 60% on EOY CIRCLE Assessment--Math.				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Provide all classrooms with furnishings, materials, and supplies to support an effective use of space and organized learning environment for mathematics instruction	Principal	Score above 60% on EOY CIRCLE Assessment--Math.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%

Spring 2020 - 34%










Spring 2021 - 38%

Performance Objective 3: The percentage of students demonstrating at least 90% attainment on the prekindergarten social-emotional checklist will be 90% or above by the end of 2016-2017.

Evaluation Data Source(s) 3: CIRCLE Progress Monitoring

Summative Evaluation 3: Met Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide each student with opportunities for both individual and group activities that encourage independent exploration and play as well as socialization daily	Principal Teachers	Score above 60% on EOY CIRCLE Assessment-- Social/Emotional subtest.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Develop and implement a school-wide Early Response Support System that provides on-site instructional and behavior tools that promote a positive learning culture	Principal PK Teachers	Score above 60% on EOY CIRCLE Assessment--Rapid Letter Naming, Phonemic Awareness, Letter/Sound Correspondence, Story Retell, Book/Print Knowledge, Math, Social/Emotional subtest.				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Train each prekindergarten teacher in CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) and implement the strategies in all school settings	Principal	Score above 60% on EOY CIRCLE Assessment-- Social/Emotional subtest. 10% decrease in the number of office referrals				
State System Safeguard Strategy Federal System Safeguard Strategy 4) Create each student placed on Tier II or III of the RTI process for behavior a targeted intervention plan	Principal	Score above 60% on EOY CIRCLE Assessment--Rapid Letter Naming, Phonemic Awareness, Letter/Sound Correspondence, Story Retell, Book/Print Knowledge, Math, Social/Emotional subtest. 10% decrease in the number of office referrals				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Use predictable daily routines and positive responsive interactions between teachers and students</p>	<p>Principal PK Teachers</p>	<p>10% decrease in the number of office referrals</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Align 100% of instruction with the Emergent Literacy/Reading Domain identified in the Texas Prekindergarten Guidelines using Frog Street as the core curriculum
1	1	2	Develop and implement a school-wide Early Response Support System that provides: on-site curriculum, instruction, and assessment resources for literacy
1	1	3	Provide all classrooms with furnishings, materials, and supplies to support an effective use of space and organized learning environment for literacy instruction
1	2	1	Align 100% of instruction with the Mathematics Domain identified in the Texas Prekindergarten Guidelines using Frog Street as the core curriculum
1	2	2	Develop and implement a school-wide Early Response Support System that provides: on-site curriculum, instruction, and assessment resources for mathematics
1	2	3	Provide all classrooms with furnishings, materials, and supplies to support an effective use of space and organized learning environment for mathematics instruction
1	3	1	Provide each student with opportunities for both individual and group activities that encourage independent exploration and play as well as socialization daily
1	3	2	Develop and implement a school-wide Early Response Support System that provides on-site instructional and behavior tools that promote a positive learning culture
1	3	3	Train each prekindergarten teacher in CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) and implement the strategies in all school settings
1	3	4	Create each student placed on Tier II or III of the RTI process for behavior a targeted intervention plan
1	3	5	Use predictable daily routines and positive responsive interactions between teachers and students

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Align 100% of instruction with the Emergent Literacy/Reading Domain identified in the Texas Prekindergarten Guidelines using Frog Street as the core curriculum
1	1	2	Develop and implement a school-wide Early Response Support System that provides: on-site curriculum, instruction, and assessment resources for literacy
1	1	3	Provide all classrooms with furnishings, materials, and supplies to support an effective use of space and organized learning environment for literacy instruction
1	2	1	Align 100% of instruction with the Mathematics Domain identified in the Texas Prekindergarten Guidelines using Frog Street as the core curriculum
1	2	2	Develop and implement a school-wide Early Response Support System that provides: on-site curriculum, instruction, and assessment resources for mathematics
1	2	3	Provide all classrooms with furnishings, materials, and supplies to support an effective use of space and organized learning environment for mathematics instruction
1	3	1	Provide each student with opportunities for both individual and group activities that encourage independent exploration and play as well as socialization daily
1	3	2	Develop and implement a school-wide Early Response Support System that provides on-site instructional and behavior tools that promote a positive learning culture
1	3	3	Train each prekindergarten teacher in CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) and implement the strategies in all school settings
1	3	4	Create each student placed on Tier II or III of the RTI process for behavior a targeted intervention plan
1	3	5	Use predictable daily routines and positive responsive interactions between teachers and students

State Compensatory

Budget for Emeline Carpenter Early Childhood Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
1997.11.111.30.000.6291	6291 Consulting Services	\$1,000.00
1997.13.111.30.000.6291	6291 Consulting Services	\$1,847.00
6200 Subtotal:		\$2,847.00
6300 Supplies and Services		
1997.11.111.30.000.6329	6329 Reading Materials	\$2,000.00
1997.13.111.30.000.6329	6329 Reading Materials	\$1,200.00
1997.11.111.30.000.6399	6399 General Supplies	\$11,000.00
6300 Subtotal:		\$14,200.00
6400 Other Operating Costs		
1997.13.111.30.000.6411	6411 Employee Travel	\$1,353.00
1997.11.111.30.000.6494	6494 Reclassified Transportation Expenses	\$947.00
1997.11.111.30.000.6499	6499 Miscellaneous Operating Costs	\$1,000.00
6400 Subtotal:		\$3,300.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Keirsten Morris Clossman	Instructional Technology	Technology	0.33

Campus Improvement Team

Committee Role	Name	Position
Administrator	Roxanne Lathan	Principal
Business Representative	Sandy McCorvey	Business member
Classroom Teacher	Wendy Barnhill	PPCD Teacher
Classroom Teacher	Jana Kimbrough	Teacher
Classroom Teacher	Denise Moore	Teacher
Community Representative	Michael Lathan	Community member
District-level Professional	Chante Davis	Exec. Director Accountability/Federal Programs
Parent	Lucero Ibarra	Parent
Parent	Robert Sells	Parent