

Waxahachie Independent School District
Turner Prekindergarten Academy
2021-2022 Campus Improvement Plan



Mission Statement

Turner Prekindergarten Academy will strive to ensure that each child leaves our campus with a solid foundation for success throughout his/her educational career. In order to accomplish this, we will offer appropriate curriculum, instill the habits and skills that lead to success in school and life, demonstrate appropriate modeling of those habits and skills, and provide a caring, nurturing environment that fosters emotional and physical security for all children. We will recognize the uniqueness of each child by implementing instruction that appropriately challenges and motivates every individual to explore, reason, and create.

Vision

Turner Prekindergarten will encourage learning for all through love and unity.

Value Statement

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere. Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district. Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth. Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired. All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end. The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community. All decisions should be based on thorough research, all

programs should be tracked, and that status reports should be provided on a regular basis. Great school systems are built and maintained because of qualified and caring staff in all areas. Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Turner Prekindergarten Academy is a campus that meets the unique needs of approximately 213 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 classrooms of PPCD (Pre-school Program for Children with Disabilities), 3 classrooms of Pre-K/PPCD 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 48% 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 12:1 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
- Low teacher and staff turnover rate
- Strong teacher applicant pool
- 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.

Student Learning

Student Learning Summary

Turner Prekindergarten administers assessments in an effort to identify the needs of PPCD, 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: 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 Preschool Program for Children with Disabilities (PPCD). We have two classes with three-year-olds that come for half a day and we have 3 classes for 4-year-olds who come for the full day. The three-year children come from the Early Intervention Program of Ellis County (ECI), medical references, or other sources. Our PPCD 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 PPCD 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/PPCD 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 Maht (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 6 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.

Problem Statement 2: When walking classrooms, students are rarely seen using the technology. It is mostly used by teachers. **Root Cause:** This has not been an expectation. Teachers also need to be taught and explore the different programs that students can use independently.

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 9 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
- Strong PTO board that appropriately allocates money from fundraisers throughout the year
- Positive calls are made each nine 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: We have a low turnout of families for academic family nights. **Root Cause:** There is nothing fun to entice the students and families to come.

Priority Problem Statements

Problem Statement 1: 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 1: 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 1 Areas: Demographics

Problem Statement 2: Teachers need more training on reading instruction for students who excel in the program.

Root Cause 2: Teachers are use to teaching to the knowledge/understand level and not the evaluate/create.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There are not many in-district professional development opportunities for the staff.

Root Cause 3: 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 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Turner Prekindergarten will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By the end of the 2020-2021 school year, using instructional activities that are developmentally appropriate and adhere to the Pre-K guidelines, 80% of Turner PreK students will meet or exceed the end of year assessment results.

Evaluation Data Sources: CLI Engage

Strategy 1 Details	Reviews			
<p>Strategy 1: HQ Self Assessment Strategy Over 75% of eligible four-year-olds in the community are enrolled in a district-provided high-quality prekindergarten program.</p> <p>Strategy's Expected Result/Impact: Address needs of at-risk students thereby increasing student success and the likelihood of these students becoming successful on third grade STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teacher, Central Office staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HQ Self Assessment Strategy Access to special education services and qualified personnel in inclusive prekindergarten settings with same-aged, non-disabled peers is available and the majority of services are provided in inclusive settings.</p> <p>All four year old students are afforded the opportunity to attend PE, Music, Art, Library, Computer lab, and STEM with general education students.</p> <p>Strategy's Expected Result/Impact: Special education students are afforded the opportunity to learn and grow with their peers.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers, Special Education Director, Diagnostician, Special Education Teachers, Central Office staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: HQ Self Assessment Strategy More than 75% of the eligible English Language Learner students in the community are enrolled in a district provided high-quality prekindergarten program.</p> <p>Strategy's Expected Result/Impact: Eligible ELL students are in enrolled in the program and are prepared for kindergarten.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers, Central Office Public Relations Coordinator, Central Office staff, Bilingual Education Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Multiple sources of assessment data will be utilized to provide individual and small group assistance to students who are identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Intervention strategies will be successful and help students progress throughout the year.</p> <p>Staff Responsible for Monitoring: Principal/ Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide instructional activities that are developmentally appropriate for young learners while effectively addressing the PK Guidelines.</p> <p>Strategy's Expected Result/Impact: Academic growth in all students</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All Pre-K children will be assessed using CLI Engage a minimum of three times a school year in order to assess their developmental strengths and weaknesses, make instructional decisions, measure progress, report to parents, and assist in individualizing the curriculum to meet the needs of all student sub-populations (i.e., at risk, LEP, Sped).</p> <p>Strategy's Expected Result/Impact: PK students will demonstrate growth in all areas assessed. The students will have foundational skills needed to help them be more successful in Kindergarten.</p> <p>Staff Responsible for Monitoring: Pre-K Classroom Teachers , Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: STEM committee will analyze TEKS and Guidelines in order to plan and incorporate more student-driven and engaging Science activities while in the STEM Lab.</p> <p>Strategy's Expected Result/Impact: Science skills are reinforced in the Science lab so that students' have a better knowledge of these skills.</p> <p>Staff Responsible for Monitoring: PreK Teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Turner Prekindergarten will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: For the 2020-2021 school year, following drill/safety procedures with 100% compliance, Turner PK will be a safe environment for children to learn.

Evaluation Data Sources: Safety/Compliance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Turner will use the district-wide emergency response plan to ensure the safety of all. Drills and training will occur routinely.</p> <p>Strategy's Expected Result/Impact: Staff will be better prepared and more knowledgeable if an emergency were to arise.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Turner Prekindergarten will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: For the 2020-2021 school year, using targeted professional development opportunities, Turner will grow excellent staff.

Evaluation Data Sources: Student data/ Teacher T-TESS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue team building activities and social outings to strengthen collaboration/unity and build positive staff morale. Strategy's Expected Result/Impact: Staff will demonstrate positive relationships with each other. Staff Responsible for Monitoring: Principal, counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to extend appreciation and recognition to staff through special emails, monthly celebrations, special notes, Staff member of the month, recognition of birthday, and little token gifts. Strategy's Expected Result/Impact: Staff will feel valued. Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize CLI program evaluation tools for teachers to evaluate classroom setup and student progress with the self-evaluation reports every 6 weeks. Strategy's Expected Result/Impact: Staff will grow in targeted PD. Staff Responsible for Monitoring: Principal, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: For the 2020-21 school year staff will utilize CLI online learning and professional development portal to grow their craft and provide meaningful PLC collaboration and promote student growth. Strategy's Expected Result/Impact: Student/ Staff Growth Staff Responsible for Monitoring: Principal, Counselor, Teachers, Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Turner Prekindergarten will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: For the 2020-2021 school year, Turner PreK will host a minimum of 10 events in an effort to promote parental involvement that is aligned with our Family Engagement Plan. (Pending COVID-19 Restrictions)

Evaluation Data Sources: Raptor Reports, Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to use parent survey data to improve family engagement activities</p> <p>Strategy's Expected Result/Impact: Improved partnership with parents, meaningful activities, successful students</p> <p>Staff Responsible for Monitoring: Administrator, Counselor and Teachers, parents</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 5) HQ Self Assessment Strategy</p> <p>Parents are informed of the necessary documents needed to complete the enrollment process and are able to complete the entire enrollment process in one visit. Parents are assisted, when needed, to acquire the necessary documentation (e.g. SES qualification).</p> <p>Fillers noting all needed documents are available. Information is posted on Facebook, fliers, and website.</p> <p>Strategy's Expected Result/Impact: All documents that are needed for enrollment are made known to parents to expedite the enrollment process.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers, Counselor, Central Office, District Bilingual Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will collaborate to plan two-night events. The purpose of these events will be to educate parents about our curriculum and how they can participate in core subject activities at home. As a result, social skills and learning will be enhanced while at the same time cultivating our school vision.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Parents will gain insight regarding skills and how to enhance the learning at home.

Staff Responsible for Monitoring: Principal, Counselor, Family Engagement Committee

Title I Schoolwide Elements: 3.1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Turner Prekindergarten will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 2: For the 2020-21 school year, Turner Pre-K will utilize many communication outlets to reach and keep stakeholders informed.

Evaluation Data Sources: Facebook posts, Seesaw posts, and teacher records

Strategy 1 Details	Reviews			
<p>Strategy 1: Turner will utilize Facebook, Seesaw, and other classroom communication tools to establish open lines of communication with families.</p> <p>Strategy's Expected Result/Impact: Informed families/ Collaboration/ Campus Involvement</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Turner Prekindergarten will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Turner Prekindergarten will continually collaborate and take personal responsibility to improve student outcome through the incorporation of resources. Campus resources will be purchased and used effectively to increase student achievement based on campus needs.

Evaluation Data Sources: Teacher classroom needs assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement programs.</p> <p>Strategy's Expected Result/Impact: District and campus audit will show that funds are being used properly. Teacher input will determine if items purchased and used are beneficial for student use.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education classes will receive the STAR special education instructional program to be used to teach lower functioning students.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Special Education Director, Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administration will routinely communicate with staff in a collaborative effort to make decisions regarding the resources needed to improve student performance.</p> <p>Strategy's Expected Result/Impact: Staff will have a voice in the decisions that are made to purchase the necessary resources.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Turner PK will obtain and utilize money from various sources (i.e., PTO fundraiser, local restaurants, Box Tops, Recyclable items, donations from businesses, local budget funds) to support student achievement.</p> <p>Strategy's Expected Result/Impact: Monies acquired will be used to purchase necessary resources</p> <p>Staff Responsible for Monitoring: Principal</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>				

Goal 6: Utilize and monitor a HQ Prekindergarten program through self assessment tools and program evaluation goals. This can be targeted by the use of multiple sources of data for continuous improvement that should include all stakeholders.

Performance Objective 1: Campus information will be collected and used to improve parent relationship, school programs and student success.

Evaluation Data Sources: Texas Education Agency Prekindergarten Self Assessment Tool (Phase 1)
 Comprehensive Needs Assessment
 District Parent Survey
 Campus Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: HQ Self Assessment Strategy The high-quality prekindergarten program is annually evaluated by more than two sources of data including student progress results and kindergarten readiness data.</p> <p>Data used from: Texas Education Agency Prekindergarten Self Assessment Tool (Phase 1) Comprehensive Needs Assessment District Parent Survey Campus Parent Survey</p> <p>Strategy's Expected Result/Impact: Successful programs and projects will be identified. Staff Responsible for Monitoring: Campus Administrator, Teachers, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums