Houston Independent School District
355 MLK Early Childhood Center
2022-2023 Campus Improvement Plan
Mission Statement

The faculty and staff are committed to the DREAM:

Developing minds and character
Readiness for life
Expectations for great futures
Academic excellence
Motivating families and communities

Vision

At Martin Luther King, Jr. Early Childhood Center our faculty understands the importance of the family, and the community and culture's influence on the development of the whole child. Our vision as early childhood educators is to promote an emotionally safe and healthy environment which nurtures and encourages the physical, emotional, and cognitive growth of all children. Our vision is that through our guidance, each child will assume responsibility for themselves and one another. MLK, Jr. ECC scholars will work collaboratively and independently while engaging in purposeful learning activities. We, as the facilitators of each child's learning, will encourage individual and group activities using curricular experiences to meet the individual needs of all young children.
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Literacy: Prekindergarten 2021-2022: EOY CIRCLE (CLI)  English 77%  Spanish 88%

After careful analysis of student's literacy scores, it is necessary to increase the development of vocabulary knowledge, alliteration skills, and Words in a Sentence (Bilingual students). Student deficiencies in academic growth were due to lack of: baseline expectation, in-depth phonemic awareness data analysis, collaborative planning and vertical alignment, fidelity within the literacy concepts to application and academic vocabulary.

Math: Prekindergarten 2021-2022: EOY CIRCLE (CLI)  English 94%  Spanish 99%

After careful analysis of students' math scores and problem-solving skills, it is necessary to increase the development of math academic vocabulary, math knowledge and applying math skills to solve problems.

Student deficiencies in academic growth were due to lack of: baseline expectations, in depth math data analysis, collaborative planning and vertical alignment, fidelity within math concepts to application and academic vocabulary.
**Demographics**

**Demographics Summary**

Martin Luther King, Jr. Early Chidhood Center (MLK ECC) was opened in 2004 under the direction and leadership of Ms. Gabrielle Coleman. We are located south of NRG stadium between Highway 288 and Beltway 8. The average enrollment is 400 prekindergarten students. Students qualify for enrollment based on three criteria: income, homelessness, and limited English proficiency.

The ethnic makeup of MLK ECC is: 1% white, 1% Multi-race, 42% Hispanic, 0% Asian, 0% American Indian/Alaskan, 57% African American. The school has 100% participation in free and reduced lunch.

The faculty and staff population at MLK ECC is: 1% Asian, 75% African American, 24% Hispanic. All teachers and staff are highly qualified in accordance with NCLB guidelines.

Our staff is dedicated to challenging every student academically while supporting their social and emotional development. We emphasize strong relationships with students and families. Our goals are to ensure that every student actively engages in the learning process and meets their individual growth goals. MLK ECC strives to build a solid literacy and math foundation by implementing best practices in early childhood education while also nurturing social-emotional development of students. Our school staff utilizes a multisensory hands-on approach to learning that enables students to explore and use critical thinking skills.

**Demographics Strengths**

MLK ECC's demographics tend to mirror that of its community. Parents and students will see representation of themselves in faculty and staff. In addition to the campus mirroring the community, the population of the neighborhood has been consistent. We attribute this consistency to:

- the location of the school in relation to the community that is thriving.
- the school being located not far from the main highway, which gives parents ample time to travel to work.
- one newly established community of new homes being built near the campus.
- the community works closely with our school in building a climate and culture that promotes safety and a positive learning environment
- number of highly qualified prekindergarten teachers
- strong parent/teacher relationships

**Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1:** During the year 2021-2022, there was a decrease in enrollment at Martin Luther King, Jr. ECC. Student enrollment was half of the normal enrollment of 400+ students in previous year. **Root Cause:** Due to COVID, many students did not enroll in school settings last year.
**Student Learning**

**Student Learning Summary**

MLK ECC considered a variety of academic and achievement data including campus based common assessments, district level CIRCLE assessments, and classroom anecdotal notes. MLK ECC also looked at state achievement for students participating in state special allotment programs: Special Education and Bilingual/ESL.

MLK ECC’s prekindergarten students were administered the CIRCLE assessment for beginning, middle, and end of the year assessments. Our English classrooms tend to trend high on phonemic awareness skills such as rapid letter naming, rapid vocabulary, syllabication, and words in a sentence. Our bilingual classrooms tend to trend high on phonemic awareness skill suchs as rapid letter naming, rapid vocabulary, syllabication, rhyming.

MLK ECC’s prekindergarten student trend in the 80% mastery in all math skills excluding operations.

- **Phonological Awareness Skills (English)** - 77% On Track
- **Phonological Awareness Skills (Spanish)** - 88% On Track
- **Math Skills (English)** - 94% On Track
- **Math Skills (Spanish)** - 99% On Track

**Student Learning Strengths**

The data shows that students at MLK ECC who participated in CIRCLE Assessments were at or above the On Track benchmark. Each teacher tracks their student's performance throughout the year using data aligned to the state and national standards and data discussions occur monthly to communicate progress and action plans with the administration. All teachers have individual data binders that they track student progress and set goals with action steps for improvement. Staff will continue to use the data gathered to monitor and guide instruction. Faculty and staff will use the district curriculum resource (SAVVAS) and other resources MLK Progression of skills along with differentiation and best practices to ensure success for students. Failure is not an option and the staff and students are committed to being intentional with everything they do.

**Student Learning Strengths of MLK ECC**

- Literacy based instruction
- Build vocabulary through read alouds and interactive word walls
- Differentiated instruction
- Teacher read alouds 4 times a day
- Tier 1 first delivery of instruction
- Gradual release model
- Calendar Routines
- Consistent delivery of Morning Message with spiraled objectives
- Consistent delivery of Math Problem of the Day
- Read alouds with planned leveled questions
- PLC data discussions
- Use of graphic organizers to encourage higher level thinking
- Focus on sight words during morning message and workstations
Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1**: During the year 2021-2022, there was a decrease in enrollment at Martin Luther King, Jr. ECC. Student enrollment was half of the normal enrollment of 400+ students in previous year. **Root Cause**: Due to COVID, many students did not enroll in school settings last year. Students attendance fluctuated due to the number of COVID cases on the campus.
**School Processes & Programs**

**School Processes & Programs Summary**

Our campus consists of one grade level: prekindergarten. MLK ECC follows the district curriculum. All teachers intentionally plan with end goals in mind by using pre assessments, and data binders as well as monitoring performance tasks during workstations. MLK ECC will continue to implement Writer's Workshop and include monitoring monthly writing samples.

The majority of the staff is comfortable using technology for instructional and intervention purposes. Currently, classroom teachers utilize SMART Boards or Clever Boards, their teacher computer, and classrooms equipped with two desktop computers for student use. Programs such as Learning A-Z, Starll, Imagine Learning Literacy and Math are used for instructional purposes with students.

MLK ECC will adhere to scientifically research based early childhood education curriculum and practices. To support student achievement, CIRCLE progress monitoring data and data binder anecdotal notes will be used to determine what supplemental instructional resources will be needed and used for teachers. Guided Reading will also be used to identify student reading levels when developmentally appropriate to determine focus for literacy instruction.

MLK's Instructional Processes are:

- Literacy Based instruction
- Consistent delivery of morning message
- Consistent deliver of calendar routines
- Lesson Plan that are aligned to PK Guidelines
- Implementing MLK Progression of Skills (Language Arts and Math)
- New Guided Reading roll-out
- Embedded phonemic awareness skills in Guided Reading Instruction
- Consistent Problem of the Day during Calendar activities
- Differentiated workstations to meet the needs of each student

**MLK Programs**

- Bilingual Program: Prekindergarten
- English as as Second Language (ESL)
- Gifted and Talented
- Special Education
- PAC Committee
- Collaboration with Baker Ripley Head Start

**MLK Personnel (Teacher Specialists)**

- Observe and provide support to classroom instruction
- Coach and develop new and experienced teachers
- Monitor school data
- Provide effective support during PLCs
- Assist Principal with administrative duties

**MLK Personnel (Wrap Around Specialists)**
School Processes & Programs Strengths

MLK ECCs instructional framework focuses first and foremost on updated Pre-K Guidelines, vertical alignment planning document, and MLK ECC Progression of Skills Language Arts and Math. Teachers will demonstrate growth through TTESS, Goal Setting, and previewing goals set in previous years in TTESS. Teachers record data daily in small group data binders. Students set individual goals and teachers assist students in realizing these goals by monitoring and having goals setting day each Friday of every week.

To maintain staff and recruit effective teachers, the MLK ECC administration will begin to monitor teacher growth and development through TTESS. It is continually monitored through the year and documented by administration and teachers. Teachers are supported with campus training through professional development days, PLCs, training provided by lead teachers, training provided by Teacher Specialists, and district-wide training from HISD's Early Childhood Department. New staff are provided intentional and individualized campus support based on needs, mentoring and coaching by our Lead Teachers, Teacher Specialists, Career Pathways Teachers and Principal. Furthermore, we are working to 100% of our teachers being labeled as highly qualified.

Other School Processes and Program Strengths include:

- Continuous monitoring of student Common Assessment and CIRCLE BOY, MOY, and EOY data to differentiate learning experiences
- Teacher teams where students progress is discussed during PLC opportunities for continuously developing the teaching craft
- Two Teacher Specialiststhat assist with one on one coaching and support the content teams during planning and implementation of the programs A
- Instructional Rounds that will be conducted later on in the 2021-2022 school year
- Callibration walks conducted by the Principal and Two Teacher Specialists
- Collaboration with Baker Ripley Head Start
- Special Education ESCE class
- Monthly faculty meetings
- ESL instructions and ESL certified teachers
- Highly qualified teachers in each classroom
- Highly qualified lead teachers
- Project CLASS social skills practiced in each classroom
- Mentor/Mentee collaboration for teachers new to the campus

Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** The majority of Pre-K students have not been empowered to process, think, and problem-solve. **Root Cause:** Pre-K students enter public education with limited structured learning environments that foster higher-order thinking

**Problem of Practice 2:** Based on the 2021-2022 assessment data and classroom walkthroughs, rigor, relevance, and learner engagement are at the development stages. **Root Cause:** Our teachers need to plan with high level questions in order to have more thoughtful academic discussions. Teachers address the learning objectives but not the value of learning the content. The lessons designs rely heavily on direct instruction rather than student engagement through application. Teachers also need to adhere to the baseline expectations that have been set for all content areas.
Perceptions

Perceptions Summary

The SDMC is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the School Improvement Plan (SIP) as necessary. The committee consists of parents, teachers, non-instructional staff, and community partners. Improvement efforts will focus on increased parental involvement. If virtual parental involvement is necessary, efforts will be made to document participation and survey participants to assist with improvement of programming.

The SDMC includes parents, teachers, and community members as prescribed by TEA. The SDMC operates through the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment process. This ongoing work includes discussion of culture and climate issues regarding expectations and values as well as a safe and disciplined environment for teaching and learning.

Data was gathered from parents, staff, parents who have had children previously attend MLK ECC, and FACE parent survey from the 2021-2022 school year to determine strengths and needs in the overall climate and family/community involvement of MLK ECC. Parents indicated communication was the main strength, while staff indicated safety as the strength. Parents identified an area of support needed would be in the area of keeping students safe (COVID). Staff identified assisting 3 year olds who have never been in a school setting with learning school routines and systems as a need for the campus. Parents also identified being able to volunteer and participate in campus activities as a concern. Parents also indicated that instruction was delivered at the highest level in English and Spanish speaking classroom. Parents and teachers also feel that MLK ECC prides itself on exposing students to fine arts, STEAM, and cultural experiences.

In past years (pre-COVID) our events are well-attended and we receive much praise from our community over the amount of events and fun they have on our campus.

Perceptions Strengths

MLK ECCs school culture is our shared vision and high expectations of our school’s mission:

DREAM

• Developing minds and character
• Readiness for life
• Expectations for great future
• Academic Excellence
• Motivating families and the community.

All stakeholders are part of our vision and mission. The school meets with parents monthly to discuss concerns, share updates and provide parenting classes for a wide range of topics which include:

• Social Emotional Learning
• Project CLASS
• Literacy and Math strategies
• Parenting Tips Academic Workshops

The faculty, staff, and students are deeply engaged and embraced and is extended through our community. We are in the work to build an inclusive school community for all stakeholders.

• Book Fairs
- Fall Festival
- Coffee with the Principal
- MLK Programs (Winter, Hispanic Heritage, Black History)
- Science Friday
- Community partnerships with Gourmet Popcorn of Carlisle
- Project CLASS
- PAC Meetings
- Children's Museum Math and Literacy Nights
- Formative and Summative Assessments (CIRCLE)
- After School Care (YMCA)
- Lion of the Month (Teacher Recognition)
- Direct Instruction for students
- Small Group Instruction for Students
- Differentiated instruction

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: For life-long success, parents must be an integral part of their student's education by becoming aware of how they can assist their children at home. Educational options that exist within MLK ECC and the wide-array of opportunities that exist for them to be part of the school-community. Root Cause: Parents of Pre-K students have a wide range of experience with public-schools and do not know how they can be true partners in their child's education.
Priority Problems of Practice
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**
- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- STEM and/or STEAM data

**Student Data: Behavior and Other Indicators**
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
• Enrollment trends

**Employee Data**

• Professional learning communities (PLC) data  
• Teacher/Student Ratio  
• Campus leadership data  
• Campus department and/or faculty meeting discussions and data  
• Professional development needs assessment data  
• T-TESS data

**Parent/Community Data**

• Parent surveys and/or other feedback  
• Parent engagement rate  
• Community surveys and/or other feedback

**Support Systems and Other Data**

• Organizational structure data  
• Processes and procedures for teaching and learning, including program implementation  
• Communications data  
• Budgets/entitlements and expenditures data  
• Study of best practices
Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR The percentage of prekindergarten students performing at or above grade level in phonological awareness skills as measured by the CIRCLE assessment will increase to 82% in June 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Prekindergarten students will increase their proficiency level of phonological awareness skills during Pre-A Guided Reading small groups by 5% per semester.

Evaluation Data Sources: MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
-Common Assessments
-Anecdotal notes from Guided Reading Instruction
-Intervention Pull Outs Documentation
-Professional Learning Communities
-Effective use of Data Binders
-CIRCLE Assessment (BOY, MOY, EOY)
-Lesson Plans
-Classroom observations, walkthrough, and coaching and development
Strategy 1: MLK ECC will use Pre-A Guided Reading to increase the level of proficiency of phonological awareness skills.

**Strategy's Expected Result/Impact:** Students will have a better understanding of phonological awareness skills as outlined in the Pre-A Guided Reading template and TEA PK Guidelines.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Prekindergarten Teachers
- Paraprofessionals

**Action Steps:** - Teachers will consistently prepare lesson plans that incorporate phonological awareness skills during guided reading instruction.
- Teachers will facilitate Guided Reading instruction, as well as, a phonological awareness skills component.
- Teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice.
- Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
- Teachers will use the PK Guidelines and MLK Progression of Skills as the campus scope and sequence to facilitate Pre-A guided reading small groups
- Teachers will spiral previously taught objectives.
- Teachers will use the gradual release model during first instruction (whole group) to provide students with teacher modeling, peer modeling, and check for understanding of objectives.
- Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy**

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Strategy 2 Details

**Strategy 2:** MLK ECC will use daily Morning Message Routine to increase the level of proficiency of phonological awareness skills.

**Strategy’s Expected Result/Impact:** Students will have a better understanding of phonological awareness skills by participating in morning message daily routines where phonological awareness skill will be embedded in the instruction.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Prekindergarten Teachers
- Paraprofessionals

**Action Steps:** - Teachers will consistently prepare a morning message that includes phonological awareness skills.
- Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
- Teachers will use the PK Guidelines and MLK Progression of Skills as the campus scope and sequence to facilitate a strong morning message routine.
- Teachers will spiral previously taught objectives.
- Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support.

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**
### Strategy 3 Details

**Strategy 3:** MLK ECC will use daily small group instruction to increase the level of proficiency of phonological awareness skills.

**Strategy's Expected Result/Impact:** Students will have a better understanding of phonological awareness skills by participating in small group instruction where students are tiered according to their strengths and deficiencies.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Prekindergarten Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will consistently prepare lesson plans that incorporate phonological awareness skills during small group instruction.
- Teachers will facilitate Guided Reading instruction, as well as, a phonological awareness skills component.
- Teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice.
- Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
- Teachers will use the PK Guidelines and MLK Progression of Skills as the campus scope and sequence to facilitate Pre-A guided reading small groups.
- Teachers will spiral previously taught objectives.
- Teachers will use the gradual release model during first instruction (whole group) to provide students with teacher modeling, peer modeling, and check for understanding of objectives.
- Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support.

### Measurable Objective 2:
Prekindergarten students will increase their vocabulary base by 5% per semester.

**Evaluation Data Sources:** MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
- Common Assessments
- Anecdotal notes from Guided Reading Instruction
- Intervention Pull Outs Documentation
- Professional Learning Communities
- Effective use of Data Binders
- CIRCLE Assessment (BOY, MOY, EOY)
- Lesson Plans
- Classroom observations, walkthrough, and coaching and development

HB3 Board Goal
Strategy 1: MLK ECC will increase the vocabulary base through 4 daily read alouds which will include vocabulary with pictorial representation of definition, whole group lessons, guided reading instruction, and MLK PK Writer's Workshop, and monthly writing samples.

**Strategy's Expected Result/Impact:** Students' vocabulary base will increase and will be evident in CIRCLE assessments.

**Staff Responsible for Monitoring:** -Principal  
-Teacher Specialists  
-Prekindergarten Teachers  
-Paraprofessionals

**Action Steps:**  
-Teachers will consistently identify vocabulary words for read alouds that will increase prekindergarten students' vocabulary knowledge base.  
-Teachers will provide developmentally appropriate definitions for vocabulary words for read alouds.  
-Teachers will provide pictorial support for vocabulary words during read alouds.  
-Teachers will consistently prepare lesson plans that include vocabulary words that are strategically chosen to widen students' vocabulary base.  
-Teachers will facilitate Guided Reading instruction that will include vocabulary words during the Working with Books component of the Guided Reading template.  
-Teachers will prepare workstations that help identify vocabulary words that are theme related as to increase students' vocabulary base.  
-Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.  
-Teachers will use the PK Guidelines and MLK Progression of Skills as the campus scope and sequence to facilitate Pre-A guided reading small groups  
-Teachers will spiral previously taught objectives.  
-Teachers will use the gradual release model during first instruction to provide students with teacher modeling, peer modeling, and check for understanding of objectives.  
-Teachers will include themed vocabulary sentence stems during PK Writer's Workshop.

**Title I:**
- 2.4, 2.5, 2.6
- **TEA Priorities:**
  Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**
**Strategy 2 Details**

**Strategy 2:** MLK ECC will increase the vocabulary base through use of interactive Word Walls, where thematic vocabulary words will be introduced.

**Strategy's Expected Result/Impact:** Students' vocabulary base will increase and will be evident in CIRCLE assessments.

**Staff Responsible for Monitoring:** -Principal  
-Teacher Specialists  
-Prekindergarten Teachers  
-Paraprofessionals

**Action Steps:** -Teachers will consistently identify thematic vocabulary words that will be used for the word wall which will increase prekindergarten students' vocabulary knowledge base.  
-Teachers will provide developmentally appropriate definitions for vocabulary words.  
-Teachers will provide pictorial support for vocabulary words introduced for the word wall.  
-Teachers will consistently prepare lesson plans that include vocabulary words that are strategically chosen to widen students' vocabulary base.  
-Teachers will prepare workstations that help identify vocabulary words that are theme related as to increase students' vocabulary base.  
-Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.  
-Teachers will spiral previously taught objectives.  
-Teachers will use the gradual release model during first instruction to provide students with teacher modeling, peer modeling, and check for understanding of objectives.  
-Teachers will include themed vocabulary sentence stems during PK Writer's Workshop.

**Title I:**  
2.4, 2.5, 2.6

- **TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy**

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Strategy 3: MLK ECC will increase the vocabulary base by sending monthly thematic vocabulary words home for parents to use as workstations to help increase the students vocabulary base.

**Strategy's Expected Result/Impact:** Students vocabulary base will increase and will be evident in CIRCLE assessments.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Prekindergarten Teachers
- Paraprofessionals

**Action Steps:** - Teachers will consistently identify thematic vocabulary words that will be sent home for parent homework involvement, which will increase prekindergarten students' vocabulary knowledge base.
- Teachers will provide pictorial support for vocabulary words introduced for the word wall.

**Title I:**
2.4, 2.5, 2.6

**- TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- Targeted Support Strategy - Additional Targeted Support Strategy**
**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** The percentage of prekindergarten students performing at or above grade level in all math skills as measured by the CIRCLE assessment will increase 2 percentage points to 96% for English speaking students and 1 percentage point to 100% for Bilingual students by June 2023.

**Measurable Objective 1:** Prekindergarten students will begin to develop their proficiency level of all math skills by 2% for English speaking students and 1% for bilingual students per semester.

**Evaluation Data Sources:** MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
- Common Assessments
- Anecdotal notes from Whole Group Instruction
- Intervention Pull Outs Documentation
- Professional Learning Communities
- Effective use of Data Binders
- CIRCLE Assessment (BOY, MOY, EOY)
- Lesson Plans
- Classroom observations, walkthrough, and coaching and development
- MLK Progression of Skills (Math)

**HB3 Board Goal**
**Strategy 1 Details**

**Strategy 1:** MLK ECC will strategically plan differentiated workstations that will enhance students' problem solving and math concept skills.

**Strategy's Expected Result/Impact:** Students will have a better understanding of math concept skills such as
- number order
- patterns
- subitizing
- addition and subtraction word problems
- positional words
- number recognition
- counting skills

**Staff Responsible for Monitoring:** - Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will use CIRCLE data to create differentiated workstations that meet the needs of all students.
- Teachers will use small group data to support the creation of differentiated workstations that meet the needs of all students.
- Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
- Teachers will use the MLK Progression of Skills (Math Version) to assist in providing independent practice through workstations for all students.
- Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support.
- Paraprofessionals will provide in-class support while students are participating in independent practice workstations.

**Title I:**
2.4, 2.5, 2.6

**- TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

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355 MLK Early Childhood Center
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Campus #355
October 19, 2022 11:35 AM
### Strategy 2 Details

**Strategy 2**: MLK ECC will strategically embed math skills in the daily morning message routine that will enhance students' problem solving and math concept skills.

**Strategy's Expected Result/Impact**: Students will have a better understanding of math concept skills such as
- number order
- patterns
- subitizing
- addition and subtraction word problems
- positional words
- number recognition
- counting skills

**Staff Responsible for Monitoring**: - Principal  
- Teacher Specialists  
- Prekindergarten Teachers  
- Head Start Teachers  
- Paraprofessionals

**Action Steps**: Teach the skills according to the MLK Progression of Skills for Math in their daily morning message.

- Teachers will document the math skill that will be included in the morning message on their lesson plan.

### Reviews

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### Title I:

2.4, 2.5, 2.6

- **TEA Priorities**: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy**
Strategy 3: MLK ECC will facilitate a daily calendar routine that will include a baseline expectations for students to be proficient in Prekindergarten math skills.

**Strategy's Expected Result/Impact:** Students will have a better understanding of math concept skills such as
- number order
- patterns
- subitizing
- addition and subtraction word problems
- positional words
- number recognition
- counting skills

**Staff Responsible for Monitoring:**
- Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will use the MLK Baseline Expectations document to ensure that they are meeting the baseline for instruction in a calendar routine.
- Teachers will facilitate calendar daily as to include the necessary math skills for students be Kindergarten ready.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
- Recruit, support, retain teachers and principals,
- Build a foundation of reading and math,
- Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**

**Measurable Objective 2:** Prekindergarten students will increase math concept development through differentiated workstations and independent practice by per 2% per semester for English speaking students and 1% per semester for Bilingual students.

**Evaluation Data Sources:** MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
- Common Assessments
- Anecdotal notes from Whole Group Instruction
- Intervention Pull Outs Documentation
- Professional Learning Communities
- Effective use of Data Binders
- CIRCLE Assessment (BOY, MOY, EOY)
- Lesson Plans
- Classroom observations, walkthrough, and coaching and development
- MLK Progression of Skills (Math)
Strategy 1 Details

Strategy 1: MLK ECC will continue with the implementation of all academic programs and instructional strategies including:

- Common Assessments
- Anecdotal notes from Whole Group Instruction
- Intervention Pull Outs Documentation
- Professional Learning Communities
- Effective use of Data Binders
- CIRCLE Assessment (BOY, MOY, EOY)
- Lesson Plans
- Classroom observations, walkthrough, and coaching and development
- MLK Progression of Skills (Math)

**Strategy's Expected Result/Impact:** Students will have a better understanding of math concept skills such as

- number order
- patterns
- subitizing
- addition and subtraction word problems
- positional words
- number recognition
- counting skills

**Staff Responsible for Monitoring:** - Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will use CIRCLE data to create differentiated workstations that meet the needs of all students.
- Teachers will use small group data to support the creation of differentiated workstations that meet the needs of all students.
- Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
- Teachers will use the MLK Progression of Skills (Math Version) to assist in providing independent practice through workstations for all students.
- Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support.
- Paraprofessionals will provide in-class support while students are participating in independent practice workstations.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- Targeted Support Strategy - Additional Targeted Support Strategy
**Strategy 2 Details**

**Strategy 2:** MLK ECC will use PLCs and Professional Development days to observe and fine tune differentiated workstations that will help to increase students math concept development.

**Strategy's Expected Result/Impact:** Students will have a better understanding of math concept skills such as
- number order
- patterns
- subitizing
- addition and subtraction word problems
- positional words
- number recognition
- counting skills

**Staff Responsible for Monitoring:** - Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will collaborate during PLCs to support each other with best practices for workstation implementation.
- Teachers will collaborate during PLCs and bring workstations to the PLC to ensure that differentiation is happening in the classrooms.
- Teachers will participate in classroom observations during independent practice time to ensure that differentiated workstations are being implemented.
- Teachers will use the MLK Progression of Skills (Math Version) to assist in providing independent practice through workstations for all students.
- Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support using differentiated workstations.
- Paraprofessionals will provide in-class support while students are participating in independent practice workstations.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**
Strategy 3 Details

**Strategy 3:** MLK ECC will attend professional development provided by the early childhood department that supports workstations differentiation.

**Strategy’s Expected Result/Impact:** Students will have a better understanding of math concept skills such as
- number order
- patterns
- subitizing
- addition and subtraction word problems
- positional words
- number recognition
- counting skills

**Staff Responsible for Monitoring:**
- Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals
- Early Childhood Department

**Action Steps:** Teachers will attend Early Childhood Department professional development to gain knowledge of workstation differentiation.

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy**

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### Measurable Objective 3:
Prekindergarten students will increase math concept development through academic math vocabulary.

**Evaluation Data Sources:** MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
- Common Assessments
- Anecdotal notes from Whole Group Instruction
- Intervention Pull Outs Documentation
- Professional Learning Communities
- Effective use of Data Binders
- CIRCLE Assessment (BOY, MOY, EOY)
- Lesson Plans
- Classroom observations, walkthrough, and coaching and development
- MLK Progression of Skills (Math)

**HB3 Board Goal**
Strategy 1: MLK ECC will include math concept development through academic math vocabulary in different components of the math block.

**Strategy's Expected Result/Impact:** MLK ECC student's academic math vocabulary will increase. Students will have a better understand of prekindergarten math skills. Students will be a better understand of math skill and will in turn be able to complete workstations and understand whole and small group instruction.

**Staff Responsible for Monitoring:** -Principal
-Teacher Specialists
-Prekindergarten Teachers
-Head Start Teachers
-Paraprofessionals

**Action Steps:**
-Teachers will conduct read alouds and provide academic vocabulary with pictorial support for each read aloud
-Teachers will use academic math vocabulary on interactive word walls.
-Teachers will increase vocabulary knowledge by adding Sheltered Instruction strategies to math whole group instruction
-Teachers will incorporate math concepts daily in calendar routines.
-Teachers will incorporate math concepts during morning message.
-Teachers will incorporate Problem of the Day during Calendar instruction
-Teachers will consistently prepare lesson plans that incorporate math academic vocabulary during whole group and small group
-Teachers will facilitate daily Morning Message that will include math skills and math academic vocabulary.
-Teachers will spiral previously taught math objectives through Morning Message.
-Teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice
-Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
-Teachers will follow the MLK Progression of Skills (Math Version) to assist in facilitating whole group and small group instruction.
-Teachers will use the gradual release model to provide students with a model of skill expectations.
-Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support.
-Paraprofessionals will provide in-class support for students during independent workstation practice.

**Title I:**
2.4, 2.5, 2.6
Strategy 2 Details

**Strategy:** MLK ECC will include math concept development through academic math vocabulary read aloud before whole group instruction.

**Strategy's Expected Result/Impact:** MLK ECC student's academic math vocabulary will increase. Students will have a better understand of prekindergarten math skills. Students will be a better understand of math skill and will in turn be able to complete workstations and understand whole and small group instruction.

**Staff Responsible for Monitoring:** -Principal
  - Teacher Specialists
  - Prekindergarten Teachers
  - Head Start Teachers
  - Paraprofessionals

**Action Steps:**
- Teachers will conduct read alouds and provide academic vocabulary with pictorial support for each read aloud
- Teachers strategically plan vocabulary words that will be introduced with each read aloud.
- Teachers will increase vocabulary knowledge by adding Sheltered Instruction strategies to math whole group instruction
- Teachers will follow the MLK Progression of Skills (Math Version) to assist in facilitating whole group and small group instruction.
- Teachers will use the gradual release model to provide students with a model of skill expectations.
- Paraprofessionals will pull out / push in designated Tier 3 students to provide extra support.
- Paraprofessionals will provide in-class support for students during independent workstation practice.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**
**Strategy 3 Details**

**Strategy 3:** MLK will use the MLK Progression of Skills as the campus scope and sequence to facilitate math small groups and follow Guided Math protocols.

**Strategy’s Expected Result/Impact:** Systematic and explicit instruction
Visual representation of functions and relationships, such as manipulatives, pictures and graphs
Peer-assisted instruction
Ongoing, formative assessment
Increased math academic performance for kindergarten CLI Math learning objectives from 81% to 90% or above.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:** -Teachers will provide intervention during small group instruction.
- Administration will conduct consistent walkthroughs with feedback.
- Teachers will participate in PLCs with At-Bats practice.
- Teacher Specialists will provide monthly modeling of instructional components.
- School-wide academic Read Alouds initiative of 4 books a day
- Effective Guided Math instruction.
- Strong vertical alignment at each grade level to increase student achievement.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Goal 1:** SCHOOL PROGRESS The percentage of prekindergarten graduates that meet the criteria for CCMR as measured in the CIRCLE assessment will increase from 63% for 2017-2018 graduates to 71% for 2022-2023 graduates reported in 2024.

**Strategic Priorities:**
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** Prekindergarten students will increase their proficiency level of letter identification skills from identifying 0 letters to 52 capital and lower case letters by June 2023 for English and Spanish speaking students.

**Evaluation Data Sources:** MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
- Common Assessments
- Anecdotal notes from Whole Group Instruction
- Intervention Pull Outs Documentation
- Professional Learning Communities
- Effective use of Data Binders
- CIRCLE Assessment (BOY, MOY, EOY)
- Lesson Plans
- Classroom observations, walkthrough, and coaching and development
- MLK Progression of Skills (Language Arts)

**HB3 Board Goal**
Strategy 1: MLK ECC will incorporate letter identification activities throughout the instructional day.

**Strategy's Expected Result/Impact:** Student letter identification knowledge as noted in the CIRCLE assessment will increase and the increase of letter knowledge will also promote and increase in Guided Reading levels.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:** - Teachers will consistently include letter identification activities during morning calendar activities.
- Teachers will consistently include letter identification activities during Morning Message.
- Teachers will consistently include letter identification activities during whole group instruction.
- Teachers will include letter identification activities during Guided Reading instruction.
- Teachers will include letter identification activities during independent practice (workstations).
- Teachers will strategically include letter identification activities during transition periods.
- Teachers will include homework activities that will target letter sounds identification.
- Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**
Strategy 2 Details

| Strategy 2: MLK ECC will incorporate letter identification activities in the delivery of daily Morning Message. |
| Strategy's Expected Result/Impact: Student letter sound identification knowledge as noted in the CLI assessment will increase and the increase of letter knowledge will promote an increase in Guided Reading levels. |
| Staff Responsible for Monitoring: -Principal |
| -Teacher Specialists |
| -Teachers |
| -Head Start Teachers |
| -Paraprofessionals |
| Action Steps: -Teachers will consistently include letter sound identification activities during morning calendar activities. |
| -Teachers will consistently include letter sound identification activities during Morning Message. |
| -Teachers will include letter sound identification activities during whole group instruction. |
| -Teachers will include letter sound identification activities during small group instruction. |
| -Teachers will include letter sound identification activities during independent practice (workstations). |
| -Teachers will include letter identification activities during transition periods. |
| -Teachers will include homework activities that will target letter sounds identification. |
| -Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions. |

| Title I: |
| 2.4, 2.5, 2.6 |
| - TEA Priorities: |
| Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools |
| - Targeted Support Strategy - Additional Targeted Support Strategy |

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Strategy 3 Details

Strategy 3: MLK ECC will incorporate letter identification activities in the delivery of daily whole and small group instruction.

Strategy's Expected Result/Impact: Student letter sound identification knowledge as noted in the CLI assessment will increase and the increase of letter knowledge will promote an increase in Guided Reading levels.

Staff Responsible for Monitoring: -Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals

Action Steps: - Teachers will consistently include letter sound identification activities during whole group and small group instruction activities.
- Teachers will include letter sound identification activities during Guided Reading instruction.
- Teachers will include letter sound identification activities during independent practice (workstations).
- Teachers will include letter identification activities during transition periods.
- Teachers will include homework activities that will target letter sounds identification.
- Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions.

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- Targeted Support Strategy - Additional Targeted Support Strategy

Measurable Objective 2: Prekindergarten English students will increase their proficiency level of letter sound identification skills from identifying 0 letters sounds to 26 letter sounds by June 2023. Prekindergarten Bilingual students will increase their proficiency level of letter sound identification skills from identifying 0 letter sounds to 27 letter sounds by June 2023.

Evaluation Data Sources: MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
- Common Assessments
- Anecdotal notes from Whole Group Instruction
- Intervention Pull Outs Documentation
- Professional Learning Communities
- Effective use of Data Binders
- CIRCLE Assessment (BOY, MOY, EOY)
- Lesson Plans
- Classroom observations, walkthrough, and coaching and development
- MLK Progression of Skills (Language Arts)

HB3 Board Goal
### Strategy 1 Details

**Strategy 1:** MLK ECC will incorporate letter identification activities throughout the instructional day.

**Strategy's Expected Result/Impact:** Student letter sound identification knowledge as noted in the CIRCLE assessment will increase and the increase of letter knowledge will also promote an increase in Guided Reading levels.

**Staff Responsible for Monitoring:**
- Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will consistently include letter sound identification activities during morning calendar activities.
- Teachers will consistently include letter sound identification activities during Morning Message.
- Teachers will consistently include letter sound identification activities during whole group instruction.
- Teachers will include letter sound identification activities during Guided Reading instruction.
- Teachers will include letter sound identification activities during independent practice (workstations).
- Teachers will strategically include letter identification activities during transition periods.
- Teachers will include homework activities that will target letter sounds identification.
- Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions.

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### Title I:

- 2.4, 2.5, 2.6

- **TEA Priorities:**
  - Build a foundation of reading and math, Improve low-performing schools
  - **Targeted Support Strategy - Additional Targeted Support Strategy**
Strategy 2: MLK ECC will incorporate letter identification activities in the delivery of daily Morning Message.

**Strategy's Expected Result/Impact:** Student letter sound identification knowledge as noted in the CLI assessment will increase and the increase of letter knowledge will promote an increase in Guided Reading levels.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will consistently include letter sound identification activities during morning calendar activities.
- Teachers will consistently include letter sound identification activities during Morning Message.
- Teachers will include letter sound identification activities during whole group instruction.
- Teachers will include letter sound identification activities during small group instruction.
- Teachers will include letter sound identification activities during independent practice (workstations).
- Teachers will include letter identification activities during transition periods.
- Teachers will include homework activities that will target letter sounds identification.
- Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions.

**Title I:**
- 2.4, 2.5, 2.6

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy**
**Strategy 3 Details**

**Strategy 3:** MLK ECC will incorporate letter identification activities in the delivery of daily whole and small group instruction.

**Strategy’s Expected Result/Impact:** Student letter sound identification knowledge as noted in the CLI assessment will increase and the increase of letter knowledge will promote an increase in Guided Reading levels.

**Staff Responsible for Monitoring:** -Principal  
-Teacher Specialists  
-Teachers  
-Head Start Teachers  
-Paraprofessionals

**Action Steps:** - Teachers will consistently include letter sound identification activities during whole group and small group instruction activities.  
- Teachers will include letter sound identification activities during Guided Reading instruction.  
- Teachers will include letter sound identification activities during independent practice (workstations).  
- Teachers will include letter identification activities during transition periods.  
- Teachers will include homework activities that will target letter sounds identification.  
- Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions.

**Title I:**
2.4, 2.5, 2.6  
- **TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  
- **Targeted Support Strategy - Additional Targeted Support Strategy**

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**Measurable Objective 3:** Prekindergarten students will increase their proficiency level of number recognition skills from identifying number 0-30 and beyond by June 2023.

**Evaluation Data Sources:** MLK ECC will continue with the implementation of all academic programs and instructional strategies including:
- Common Assessments  
- Anecdotal notes from Whole Group Instruction  
- Intervention Pull Outs Documentation  
- Professional Learning Communities  
- Effective use of Data Binders  
- CIRCLE Assessment (BOY, MOY, EOY)  
- Lesson Plans  
- Classroom observations, walkthrough, and coaching and development  
- MLK Progression of Skills (Math)

**HB3 Board Goal**
### Strategy 1 Details

**Strategy 1:** MLK ECC will incorporate number recognition activities throughout the instructional day.

**Strategy's Expected Result/Impact:** Student number recognition knowledge as noted in the CIRCLE assessment will increase and the increase of numbers that students will be able to recognize will also promote an increase in math concept skills.

**Staff Responsible for Monitoring:**
- Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will consistently include number recognition activities during morning calendar activities.
- Teachers will consistently include number recognition activities during Morning Message.
- Teachers will consistently include number recognition activities during whole group instruction.
- Teachers will consistently include number recognition activities during small group instruction.
- Teachers will include number recognition activities during independent practice (workstations).
- Teachers will strategically include number recognition activities during transition periods.
- Teachers will include homework activities that will target number recognition.
- Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions.

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**Title I:**

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- **TEA Priorities:**
  - Build a foundation of reading and math, Improve low-performing schools
  - **Targeted Support Strategy - Additional Targeted Support Strategy**

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**Strategy 2 Details**

**Strategy 2: MLK ECC will embed number recognition activities in daily Morning Message Routine.**

**Strategy's Expected Result/Impact:** Student number recognition knowledge as noted in the CIRCLE assessment will increase and the increase of numbers that students will be able to recognize will also promote an increase in math concept skills.

**Staff Responsible for Monitoring:** -Principal  
- Teacher Specialists  
- Teachers  
- Head Start Teachers  
- Paraprofessionals

**Action Steps:**  
- Teachers will consistently include number recognition activities during morning calendar activities.  
- Teachers will consistently include number recognition activities during Morning Message.  
- Teachers will consistently include number recognition activities during whole group instruction.  
- Teachers will consistently include number recognition activities during small group instruction.  
- Teachers will include number recognition activities during independent practice (workstations).  
- Teachers will strategically include number recognition activities during transition periods.  
- Teachers will include homework activities that will target number recognition.  
- Paraprofessionals will target Tier 3 students to conduct letter identification activities as interventions.

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- Targeted Support Strategy - Additional Targeted Support Strategy**

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### Strategy 3 Details

**Strategy 3:** MLK ECC will embed number recognition activities during transitions.

**Strategy's Expected Result/Impact:** Student number recognition knowledge as noted in the CIRCLE assessment will increase and the increase of numbers that students will be able to recognize will also promote an increase in math concept skills.

**Staff Responsible for Monitoring:** - Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Teachers will strategically embed number recognition activities as students are lining up to transition to ancillary.
- Teachers will strategically embed number recognition activities before students transition to recess.
- Teachers will strategically embed number recognition activities as students are waiting during afternoon dismissal in the classroom.

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**

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- No Progress
- Accomplished
- Continue/Modify
- Discontinue
Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the CIRCLE assessment and by goals set in their IEPs, will increase 5 percentage points from 65% to 70% by June 2023.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: By June 2023, 100% of students will receive academic support through additional allotted time and targeted skill building activities.

Evaluation Data Sources: - IEP Plans
-Manipulatives
-Pre-A Guided Reading materials
-Math small group materials
-Lesson plans

HB3 Board Goal
### Strategy 1 Details

**Strategy 1:** Teachers will facilitate targeted literacy lessons based on students IEP plans.

**Strategy's Expected Result/Impact:** Special Education students will have a better understanding of phonological awareness skills and their increase in knowledge will reflect in the CIRCLE assessment, as well as, meeting goals as specified in their IEPs.

**Staff Responsible for Monitoring:**
- Principal
- Teacher Specialists
- Teacher
- Paraprofessionals

**Action Steps:**
- Teachers will facilitate small group lessons with targeted literacy skills that meet individual student's IEP goals.
- Admin will conduct consistent walkthroughs with formal feedback conferences.
- Teachers will participate in PLCs with at-bats practice to better facilitate learning strategies.
- Teachers will consistently prepare lesson plans that incorporate literacy and math skills during whole group and small group.
- Teachers will facilitate daily Morning Message that will include literacy and math skills.
- Teachers will spiral previously taught literacy and math objectives through Morning Message.
- Teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice.
- Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
- Teachers will follow the MLK Progression of Skills (Literacy and Math) to assist in facilitating whole group and small group instruction.
- Teachers will use the gradual release model to provide students with a model of skill expectations.
- Dedicated SPed Paraprofessional will pull out / push in designated Tier 3 students to provide extra support.

### Reviews

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<th>Formative</th>
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**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
Strategy 2: Teachers will facilitate targeted math lessons based on students IEP plans.

Strategy's Expected Result/Impact: Special Education students will have a better understanding of phonological awareness skills and their increase in knowledge will reflect in the CIRCLE assessment, as well as, meeting goals as specified in their IEPs.

Staff Responsible for Monitoring: -Principal
- Teacher Specialists
- Teacher
- Paraprofessionals
- Special Education Inclusion Teacher

Action Steps:
- Teachers will facilitate small group lessons with targeted math skills that meet individual student's IEP goals.
- Admin will conduct consistent walkthroughs with formal feedback conferences.
- Teachers will participate in PLCs with at-bats practice to better facilitate learning strategies.
- Teachers will consistently prepare lesson plans that incorporate math skills during whole group and small group.
- Teachers will facilitate daily Morning Message that will include math skills.
- Teachers will spiral previously taught math objectives through Morning Message.
- Teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice.
- Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective.
- Teachers will follow the MLK Progression of Skills to assist in facilitating whole group and small group instruction.
- Teachers will use the gradual release model to provide students with a model of skill expectations.
- Dedicated SPed Paraprofessional will pull out / push in designated Tier 3 students to provide extra support.
- Special Education Inclusion teacher will push in to provide extra support.

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy
**Strategy 3 Details**

**Strategy 3:** Teachers will facilitate targeted science and social studies lessons based on students IEP plans.

**Strategy's Expected Result/Impact:** Special Education students will have a better understanding of phonological awareness skills and their increase in knowledge will reflect in the CIRCLE assessment, as well as, meeting goals as specified in their IEPs.

**Staff Responsible for Monitoring:** -Principal  
-Teacher Specialists  
-Teacher  
-Paraprofessionals  
-Special Education Inclusion Teacher

**Action Steps:**  
-Teachers will facilitate small group lessons with targeted science and social studies skills that meet individual student's IEP goals.  
-Admin will conduct consistent walkthroughs with formal feedback conferences.  
-Teachers will participate in PLCs with at-bats practice to better facilitate learning strategies.  
-Teachers will consistently prepare lesson plans that incorporate math skills during whole group and small group.  
-Teachers will facilitate daily Morning Message that will include science and or social studies skills  
-Teachers will spiral previously taught science/social studies objectives through Morning Message  
-Teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice  
-Teachers will meet for PLC to discuss best practices, problem solve, compare data, and participate in At-Bats for instructional practices that prove to be effective  
-Teachers will use the gradual release model to provide students with a model of skill expectations  
-Dedicated SPed Paraprofessional will pull out / push in designated Tier 3 students to provide extra support  
-Special Education Inclusion teacher will push in to provide extra support

**Title I:**  
2.4, 2.5, 2.6  

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**

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- No Progress  
- Accomplished  
- Continue/Modify  
- Discontinue
Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE DISCIPLINE  By June 2023, student office referrals will remain at 0%.

   Strategic Priorities:
   Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: The percentage for Daily Rate of Attendance will increase 1 percentage point from 90% to 95% as indicated on HISD Analytics (A4E).

   Evaluation Data Sources:  -Daily Attendance records (SIR Clerk Attendance Records)
   -MLK Microsoft Form Attendance Record
   -A4E attendance data

HB3 Board Goal
### Strategy 1 Details

**Strategy 1:** Provide parents with information of the importance of daily attendance as one of the primary prevention strategies for at risk students. Introduce school-wide incentives to encourage students to strive for good or perfect attendance.

**Strategy’s Expected Result/Impact:** Increase parental awareness on the importance of daily attendance and arriving on time. Student attendance will increase resulting in increase in literacy and math skills.

**Staff Responsible for Monitoring:** -Principal  
-Teacher Specialists  
-Prekindergarten Teachers  
-Head Start Teachers  
-Paraprofessionals  
-Attendance Committee

**Action Steps:** MLK ECC students will  
- provide parents with information of the importance of daily attendance as one of the primary prevention strategies.  
- contact parents when their students begin missing school  
- meet with parents to discuss student attendance  
- conduct interviews/home visits to identify barriers to regular school attendance.  
- principal and administration will introduce school-wide incentives to encourage students to strive for good or perfect attendance (Painting with the Principal, Puzzles with the Principal, etc.)  
- teachers, Head Start Teachers and SIR clerk will provide multiple points of contact throughout the day for absent students.  
- teachers will call/use Class Dojo to call students at 8:00am if a student has not arrived to class.

### Reviews

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### Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**
  Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy**
**Strategy 2 Details**

**Strategy 2:** Provide quarterly student incentives as to decrease the number of absences.

**Strategy's Expected Result/Impact:** Student attendance will increase resulting in increase in literacy and math skills.

**Staff Responsible for Monitoring:** -Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals
- Attendance Committee

**Action Steps:**
- Attendance Committee will create a list of cost efficient incentives that will be used to decrease the number of absences.
- Parents will be notified of the incentives
- Incentives will given on a quarterly basis.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
- Recruit, support, retain teachers and principals,
- Build a foundation of reading and math,
- Improve low-performing schools

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**Strategy 3 Details**

**Strategy 3:** MLK ECC will use a Microsoft Form to monitor the number of absences on the campus. When students have reached three absences in one week a parent call from administration will be required.

**Strategy's Expected Result/Impact:** Student attendance will increase resulting in increase in literacy and math...
skills.

**Staff Responsible for Monitoring:**
- Principal
- Teacher Specialists
- Prekindergarten Teachers
- Head Start Teachers
- Paraprofessionals
- Attendance Committee

**Action Steps:**
- SIR will monitor the number of absences on the Microsoft Form for each week
- Parents of students who have three or more absences in one will be called by administration

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**
Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE DISCIPLINE  By June 2023, student office referrals will remain at 0%.

   Strategic Priorities:
   Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: Maintain 0% office referrals for behavior by providing a school climate that supports a safe learning and teaching environment in which students can reach their full academic potential.

   Evaluation Data Sources: Daily - Class Project CLASS implementation
   Office referral report,
   Monthly - IAT meeting report
   Students will demonstrate understanding of social skills.

HB3 Board Goal
### Strategy 1 Details

**Strategy 1:** Teachers will review and implement Project CLASS Social Skills

**Strategy's Expected Result/Impact:** Result/Impact
- Teacher will effectively teach social skills to students.
- Teachers will incorporate learning tools including posters, music, songs and movements that are fun and engaging
- Work with Project Counselor to provide follow-up services to strengthen implementation & effectiveness
- Maintain zero suspensions of MLK ECC students

**Staff Responsible for Monitoring:** Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals

**Action Steps:**
- Posting social skills
- Focus on social skill a week
- Working directly with children who have the most behavior problems
- Focus on the positive and encourage social skills
- Classroom walk-throughs with feedback from administration and Project CLASS counselor
- Meetings with parents as needed
- Utilize campus Social Worker for parenting classes, de-escalation, and provide other resources to teachers and parents as needed

**Title I:**
- 2.4, 2.5, 2.6

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**

### Reviews

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<td>Strategy 2 Details</td>
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<tr>
<td><strong>Strategy 2:</strong> Teachers will implement campus wide SEL Strategies as notes on anecdotal notes form.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> -Maintain zero suspensions of MLK ECC students</td>
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<td><strong>Staff Responsible for Monitoring:</strong> -Principal</td>
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<td>-Paraprofessionals</td>
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<td>-Discipline Committee</td>
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<tr>
<td><strong>Action Steps:</strong> -Teachers will document student behaviors on MLK SEL anecdotal notes form</td>
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<td>-Teachers will use strategies learned during PreService to de-escalate behaviors in class</td>
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<td>-Teachers will send students with consistent behavior issues to IAT for more support</td>
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<td><strong>- TEA Priorities:</strong></td>
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<td>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
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<td><strong>- Targeted Support Strategy - Additional Targeted Support Strategy</strong></td>
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</table>
**Strategy 3 Details**

**Strategy 3:** Teachers will identify students with consistent behavior concerns to the campus Social Worker for pull out small groups.

**Strategy’s Expected Result/Impact:** Maintain zero suspension at MLK ECC.

**Staff Responsible for Monitoring:** Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals
- Discipline Committee
- Social Worker

**Action Steps:**
- Teacher will document behaviors on MLK SEL anecdotal notes form.
- Teacher will use SEL Strategies as learned in Pre-Service training.
- Teacher will notify campus Social Worker of identified students and share anecdotal notes form with the social worker for student to participate in small groups.

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Targeted Support Strategy - Additional Targeted Support Strategy**

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No Progress | Accomplished | Continue/Modify | Discontinue
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION  MLK ECC will maintain 0% office referrals for behavior by providing a safe and nurturing school climate.

**Strategic Priorities:**
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

**Measurable Objective 1:** Create and maintain safety of the school through monthly unannounced drills and safety walk-throughs as documented in Safety Binder.

**Evaluation Data Sources:** Climate Survey
Safety Checklists Report
Documentation of Drills

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> A variety of drills will be conducted monthly unannounced during the school year.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Safe environment for learning.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
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<tr>
<td>Teacher Specialists</td>
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<td>Teachers</td>
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<td>Head Start Teachers</td>
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<td>Paraprofessionals</td>
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<tr>
<td>Safety Captain</td>
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<td>Plant Operator</td>
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<tr>
<td><strong>Action Steps:</strong> -Schedule, plan, and conduct monthly drills</td>
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<tr>
<td>-Review procedures for drill during faculty meetings</td>
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**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy**
**Strategy 2 Details**

**Strategy 2:** Monthly Safety Committee Meetings will be conducted.

**Strategy's Expected Result/Impact:** Provide a safe learning environment.

**Staff Responsible for Monitoring:**
- Principal
- Teacher Specialists
- Teachers
- Head Start Teachers
- Paraprofessionals
- Safety Captain
- Plant Operator
- Safety Committee

**Action Steps:**
- Conduct monthly safety committee meetings to ensure that all campus safety protocols are being followed.
- Conduct monthly Safety Committee meetings to discuss new updates in campus safety policies and procedures.

**Title I:**
- 2.4, 2.5, 2.6
- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - **Targeted Support Strategy - Additional Targeted Support Strategy**

**Strategy 3 Details**

**Strategy 3:** Safety Committee Captain will monitor classrooms to ensure that all classrooms are in compliance of safety policies and procedures.

**Strategy's Expected Result/Impact:** Safe learning environment for all students.
**Staff Responsible for Monitoring:** - Principal
- Teachers
- Paraprofessionals
- Safety Committee

**Action Steps:** Safety committee captain will visit classroom to ensure that all classrooms are in compliance of safety policies and procedures.
- no microwaves in classrooms
- height of storage in classrooms
- no fire hazards in classrooms

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION  Special Education students will demonstrate mastery in goals set for in IEPs at 70% or above by EOY.

   Strategic Priorities:
   Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of students will receive academic support through additional allotted time and targeted skill building activities.

   Evaluation Data Sources: - IEP Plans
   - Guided Reading documentation
   - Guided Math documentation
   - Lesson plans

   HB3 Board Goal

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1</strong>: Teachers will follow IEP's and facilitate tiered small group and one on one sessions with students.</td>
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<td><strong>Strategy's Expected Result/Impact</strong>: Students reaching individualized goals as outlined in their IEP.</td>
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<td><strong>Staff Responsible for Monitoring</strong>: - Teachers</td>
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<td>- Special Education Inclusion Teacher</td>
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<td>- Special Education Paraprofessional</td>
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<td><strong>Action Steps</strong>: MLK ECC teachers will:</td>
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<td>- prepare lesson for targeted small groups and incorporate student IEP's</td>
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<td>- receive formal feedback via conferences.</td>
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<td>- participate in PLCs with at-bats practice.</td>
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<td>- consistently prepare lesson plans that incorporate literacy and math skills during whole group and small group lessons.</td>
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<tr>
<td>- teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice and align with IEP's.</td>
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Title I:
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- **TEA Priorities**:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Strategy 2: Special Education teacher will push in to provide more students with support (using IEPs) to targeted skills.

**Strategy's Expected Result/Impact:** Students reaching individualized goals as outlined in their IEP.

**Staff Responsible for Monitoring:** - Teachers  
- Administration  
- Paraprofessionals  
- Special Education Inclusion Teacher  
- Special Education Paraprofessional

**Action Steps:** MLK ECC teachers will:
- prepare lesson for targeted small groups and incorporate student IEPs  
- receive formal feedback via conferences.  
- participate in PLCs with at-bats practice.  
- consistently prepare lesson plans that incorporate literacy and math skills during whole group and small group lessons.  
- teachers will prepare workstations that are differentiated as to meet the needs of each student for independent practice and align with IEPs.

**Title I:**  
2.4, 2.5, 2.6  
- TEA Priorities:  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  
- Targeted Support Strategy - Additional Targeted Support Strategy

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355 MLK Early Childhood Center  
Generated by Plan4Learning.com  
61 of 83  
October 19, 2022 11:35 AM
### Strategy 3 Details

**Strategy 3:** Teachers will keep parents informed on progress made for students' individualized Goals as outlined in IEPs.

- **Strategy's Expected Result/Impact:** Students reaching individualized goals as outlined in their IEP.
- **Staff Responsible for Monitoring:**
  - Teachers
  - Administration
  - Paraprofessionals
  - Special Education Inclusion Teacher
  - Special Education Paraprofessional
- **Action Steps:**
  - Teachers will hold parent conferences to inform parents of student learning.
  - Teachers will send home progress reports to inform parents of student learning.
  - Teachers will send home report cards to inform parents of student learning.

### Reviews

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Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: By June 2023, 90% of ELL, Economically Disadvantage, and At-Risk students will demonstrate mastery overall mastery of phonological awareness and math skills as indicated on CLI

   Evaluation Data Sources: Students overall literacy scores will increase on CLI

HB3 Board Goal

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Students will receive academic support through additional allotted time and targeted skill building activities during intervention small groups and one on one assistance from teacher or paraprofessional.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students overall literacy scores will increase on CLI</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Teacher Specialists Teachers Paraprofessionals</td>
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<tr>
<td><strong>Action Steps:</strong> Teachers will use sheltered instruction during whole group and small group lessons. Teachers will facilitate a 30 minute ESL block. Admin will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice. Career Pathways Teacher Leaders will provide monthly modeling of instructional components.</td>
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<td><strong>Title I:</strong> 2.4, 2.5, 2.6</td>
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<td>Reviews</td>
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<tr>
<td><strong>Strategy 2:</strong> Teachers will provide students with support to targeted literacy skills.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased levels of mastery in literacy skills.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
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<td>- Admin will conduct consistent walkthroughs with formal feedback conferences.</td>
<td>Teachers</td>
</tr>
<tr>
<td>-- Teachers will participate in PLCs with at-bats practice.</td>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>- Career Pathways Teacher Leaders will provide monthly modeling of instructional components.</td>
<td>Action Steps:</td>
</tr>
<tr>
<td></td>
<td>- Teachers will use sheltered instruction during whole group and small group lessons.</td>
</tr>
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<td><strong>Title I:</strong></td>
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<td><strong>- Targeted Support Strategy - Additional Targeted Support Strategy</strong></td>
<td><strong>Title I:</strong></td>
</tr>
<tr>
<td><strong>Strategy 3 Details</strong></td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Strategy 3:</strong> Teachers will provide students with support to targeted math skills.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased levels of mastery in math skills.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
</tr>
<tr>
<td>Teacher Specialists</td>
<td>Teacher Specialists</td>
</tr>
<tr>
<td>Teachers</td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Action Steps:</strong> - Teachers will use sheltered instruction during whole group and small group lessons.</td>
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</tr>
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</tr>
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<td>- Teachers will provide support during calendar instruction to support all learners.</td>
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<th>Summative</th>
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<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td>No Progress</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>
Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT  By June 2023, parent participation will remain at 75% or higher and the school will maintain Gold Family Friendly status.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: Establish partnerships with families to increase overall academic success in Prekindergarten

Evaluation Data Sources: Class sign in sheets for parent
Attendance to parent meetings
Feedback from parents and teachers
Monitoring School Messenger Call Out Reports

HB3 Board Goal
**Strategy 1 Details**

**Strategy 1:** Collaborate with the FACE specialist in determining campus expectations, rewards, engagement, and recognition opportunities. Enhance the leadership of the family engagement committee.

- **Strategy’s Expected Result/Impact:** Increased partnerships with families and the community.
- **Staff Responsible for Monitoring:** Principal  
  Teacher Specialists  
  Teachers  
  Title I Lead  
  Social Worker

- **Action Steps:** Conduct monthly parent meetings for parent and community feedback  
  Family Literacy and Math Nights  
  School Messenger  
  Parent Conferences  
  Monthly Calendars  
  SDMC Minutes  
  School Events and Festivals  
  Distribute Parent and Engagement Policy  
  Monthly Parent Meetings

**Title I:**

- 2.4, 2.5, 2.6, 4.1, 4.2
- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy**

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**Reviews**

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<td>Nov</td>
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</table>
### Strategy 2 Details

**Strategy 2:** Conduct monthly parent meetings to inform parents of campus expectations, rewards, engagement, and recognition opportunities.

**Strategy's Expected Result/Impact:** Increased parental involvement.

**Staff Responsible for Monitoring:** Principal
- Teachers
- Paraprofessionals

**Action Steps:**
- Title 1 Coordinator will schedule monthly parent meetings
- Title 1 Coordinator will inform parents of monthly meetings via class dojo or parent flyers
- Parents will be provided opportunities to engage with the school community during parent meetings.

**Title I:**
- 2.4, 2.5, 2.6

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - **Targeted Support Strategy - Additional Targeted Support Strategy**

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### Strategy 3 Details

**Strategy 3:** Principal will send monthly parent newsletters to inform parents of upcoming events, classroom learning, and involvement opportunities.

**Strategy's Expected Result/Impact:** Increase in parental involvement.

**Staff Responsible for Monitoring:** Principal

**Action Steps:**
- Principal will create a newsletter to inform parents of parental involvement opportunities.
- Newsletters will be posted on Classdojo
- Newsletters will be sent home as a hard copy.

**Title I:**
- 2.4, 2.5, 2.6

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - **Targeted Support Strategy - Additional Targeted Support Strategy**

### Reviews

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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** MANDATED HEALTH SERVICES  The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

**Strategic Priorities:**
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**HB3 Board Goal**

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Nurse will monitor immunization requirements, data entry, and state reporting requirement with assistance from classrooms aides.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Screening completed by October 31st for vision and hearing. Data correctly entered in a timely fashion.</td>
<td><strong>Nov</strong></td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Nurse Principal</td>
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</tr>
<tr>
<td><strong>Action Steps:</strong> Work with Head Start professionals to assist in screenings. Complete vision and hearing screening with assistance from HS and paraprofessionals Share screening information with teachers and parents Provide referral forms to parents for follow up with doctor</td>
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**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**
### Strategy 2 Details

**Strategy 2:** Nurse will inform parents of immunization updates when needed.

- **Strategy's Expected Result/Impact:** Decrease in the number of students who are out of compliance in reference to immunization records.
- **Staff Responsible for Monitoring:** -Principal
  - Nurse
- **Action Steps:** -Nurse will identify students that need update in immunization records
  - Parents will be given a specified time from to be in compliance.

**Title I:**
- 2.4, 2.5, 2.6
- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**

### Strategy 3 Details

**Strategy 3:** Nurse and Social Worker will assist parents with information (clinics or doctors) that can provide free or reduced immunizations.

- **Strategy's Expected Result/Impact:** Decrease in the number of students who are out of compliance in reference to immunization records.
- **Staff Responsible for Monitoring:** -Campus Nurse
  - Campus Social Worker
- **Action Steps:** -Nurse will identify students that need update in immunization records
  - Parents will be given a specified time from to be in compliance.
  - Nurse and/or Social Worker will provide information to parents who can assist with free or reduced pricing in immunization or Dr. visits.

**Title I:**
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- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**

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0% No Progress  0% Accomplished  ➡ Continue/Modify  ✗ Discontinue

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Board Goal 5: N/A - Additional Campus Goals

Goal 8: OTHER UNMET (If applicable)
## Targeted Support Measurable Objectives

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<td>2</td>
<td>MLK ECC will use daily Morning Message Routine to increase the level of proficiency of phonological awareness skills.</td>
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<td>MLK ECC will increase the vocabulary base through 4 daily read alouds which will include vocabulary with pictorial representation of definition, whole group lessons, guided reading instruction, and MLK PK Writer's Workshop, and monthly writing samples.</td>
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<td>MLK ECC will increase the vocabulary base by sending monthly thematic vocabulary words home for parents to use as workstations to help increase the students vocabulary base.</td>
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<td>MLK ECC will strategically embed math skills in the daily morning message routine that will enhance students' problem solving and math concept skills.</td>
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<td>3</td>
<td>MLK ECC will facilitate a daily calendar routine that will include a baseline expectations for students to be proficient in Prekindergarten math skills.</td>
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<td>MLK ECC will continue with the implementation of all academic programs and instructional strategies including: -Common Assessments -Anecdotal notes from Whole Group Instruction -Intervention Pull Outs Documentation -Professional Learning Communities -Effective use of Data Binders -CIRCLE Assessment (BOY, MOY, EOY) -Lesson Plans -Classroom observations, walkthrough, and coaching and development -MLK Progression of Skills (Math)</td>
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<td>MLK ECC will use PLCs and Professional Development days to observe and fine tune differentiated workstations that will help to increase students math concept development.</td>
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<td>3</td>
<td>MLK ECC will attend professional development provided by the early childhood department that supports workstations differentiation.</td>
</tr>
<tr>
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<td>MLK ECC will include math concept development through academic math vocabulary read aloud before whole group instruction.</td>
</tr>
<tr>
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<td>1</td>
<td>3</td>
<td>3</td>
<td>MLK will use the MLK Progression of Skills as the campus scope and sequence to facilitate math small groups and follow Guided Math protocols.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>MLK ECC will incorporate letter identification activities throughout the instructional day.</td>
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<td>1</td>
<td>2</td>
<td>MLK ECC will incorporate letter identification activities in the delivery of daily Morning Message.</td>
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<tr>
<td>3</td>
<td>1</td>
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<td>3</td>
<td>MLK ECC will incorporate letter identification activities in the delivery of daily whole and small group instruction.</td>
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<td>MLK ECC will incorporate number recognition activities throughout the instructional day.</td>
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<td>MLK ECC will embed number recognition activities in daily Morning Message Routine.</td>
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<td>1</td>
<td>3</td>
<td>3</td>
<td>MLK ECC will embed number recognition activities during transitions.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Teachers will facilitate targeted math lessons based on students IEP plans.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Teachers will facilitate targeted science and social studies lessons based on students IEP plans.</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Provide parents with information of the importance of daily attendance as one of the primary prevention strategies for at risk students. Introduce school-wide incentives to encourage students to strive for good or perfect attendance.</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>MLK ECC will use a Microsoft Form to monitor the number of absences on the campus. When students have reached three absences in one week a parent call from administration will be required.</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Teachers will review and implement Project CLASS Social Skills</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Teachers will implement campus wide SEL Strategies as notes on anecdotal notes form.</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>Teachers will identify students with consistent behavior concerns to the campus Social Worker for pull out small groups.</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>A variety of drills will be conducted monthly unannounced during the school year.</td>
</tr>
<tr>
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<td>3</td>
<td>1</td>
<td>2</td>
<td>Monthly Safety Committee Meetings will be conducted.</td>
</tr>
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<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Special Education teacher will push in to provide more students with support (using IEPs) to targeted skills.</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Teachers will keep parents informed on progress made for students individualized Goals as outlined in IEPs.</td>
</tr>
<tr>
<td>5</td>
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<td>1</td>
<td>1</td>
<td>Students will receive academic support through additional allotted time and targeted skill building activities during intervention small groups and one on one assistance from teacher or paraprofessional.</td>
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<tr>
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<td>Teachers will provide students with support to targeted literacy skills.</td>
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<td>Conduct monthly parent meetings to inform parents of campus expectations, rewards, engagement, and recognition opportunities.</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>MLK ECC will attend professional development provided by the early childhood department that supports workstations differentiation.</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>MLK ECC will include math concept development through academic math vocabulary read aloud before whole group instruction.</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>MLK will use the MLK Progression of Skills as the campus scope and sequence to facilitate math small groups and follow Guided Math protocols.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>MLK ECC will incorporate letter identification activities throughout the instructional day.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>MLK ECC will incorporate letter identification activities in the delivery of daily Morning Message.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>MLK ECC will incorporate letter identification activities in the delivery of daily whole and small group instruction.</td>
</tr>
<tr>
<td>Board Goal</td>
<td>Goal</td>
<td>Measurable Objective</td>
<td>Strategy</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
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</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>MLK ECC will incorporate letter identification activities throughout the instructional day.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>MLK ECC will incorporate letter identification activities in the delivery of daily Morning Message.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>MLK ECC will incorporate letter identification activities in the delivery of daily whole and small group instruction.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>MLK ECC will incorporate number recognition activities throughout the instructional day.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>MLK ECC will embed number recognition activities in daily Morning Message Routine.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>MLK ECC will embed number recognition activities during transitions.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Teachers will facilitate targeted math lessons based on students IEP plans.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Teachers will facilitate targeted science and social studies lessons based on students IEP plans.</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Provide parents with information of the importance of daily attendance as one of the primary prevention strategies for at risk students. Introduce school-wide incentives to encourage students to strive for good or perfect attendance.</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>MLK ECC will use a Microsoft Form to monitor the number of absences on the campus. When students have reached three absences in one week a parent call from administration will be required.</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Teachers will review and implement Project CLASS Social Skills</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Teachers will implement campus wide SEL Strategies as notes on anecdotal notes form.</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>Teachers will identify students with consistent behavior concerns to the campus Social Worker for pull out small groups.</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>A variety of drills will be conducted monthly unannounced during the school year.</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Monthly Safety Committee Meetings will be conducted.</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Special Education teacher will push in to provide more students with support (using IEPs) to targeted skills.</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Teachers will keep parents informed on progress made for students individualized Goals as outlined in IEPs.</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>Students will receive academic support through additional allotted time and targeted skill building activities during intervention small groups and one on one assistance from teacher or paraprofessional.</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>Teachers will provide students with support to targeted literacy skills.</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>Teachers will provide students with support to targeted math skills.</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>Collaborate with the FACE specialist in determining campus expectations, rewards, engagement, and recognition opportunities. Enhance the leadership of the family engagement committee.</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>Conduct monthly parent meetings to inform parents of campus expectations, rewards, engagement, and recognition opportunities.</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>Principal will send monthly parent newsletters to inform parents of upcoming events, classroom learning, and involvement opportunities.</td>
</tr>
<tr>
<td>Board Goal</td>
<td>Goal</td>
<td>Measurable Objective</td>
<td>Strategy</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>Nurse will monitor immunization requirements, data entry, and state reporting requirement with assistance from classrooms aides.</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>Nurse will inform parents of immunization updates when needed.</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>Nurse and Social Worker will assist parents with information (clinics or doctors) that can provide free or reduced immunizations.</td>
</tr>
</tbody>
</table>
State Compensatory

Budget for 355 MLK Early Childhood Center

**Total SCE Funds:** $1,893.85  
**Total FTEs Funded by SCE:** 0.1

**Brief Description of SCE Services and/or Programs**

SCE funds for Martin Luther King, Jr. Early Childhood Center are used to purchase student materials, consumables, and classroom supplies in order to meet the needs of our at risk students. We also use the funds to enhance the Title 1 school program at the campus.

**Personnel for 355 MLK Early Childhood Center**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Llerena, Clara</td>
<td>Tchr, Bilingual Prekinder</td>
<td>0.1</td>
</tr>
</tbody>
</table>
Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by wrap around specialists, administration, teacher, SDMC, and other staff.

Literacy - Research has shown that providing a solid foundation in early literacy skills is vital for success in future learning. Therefore, during the 2021-22 school year, teachers will focus on implementing effective daily instructional strategies in developing phonemic awareness skills including, letter ID, letter sounds, vocabulary, alliteration, syllabication, words in a sentence, and rhyming through whole group instruction, and tiered Guided Reading small group instruction.

Math - The National Council of Teachers of Mathematics current research indicates that a high-quality, challenging, and accessible mathematics education for students age 3-6 is vital for future mathematics learning. Therefore, during the 2022-23 school year, teachers will continue to focus on developing early math skills in rote counting, shapes, number recognition, counting sets, and operations.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: reviewing data, reviewing teaching strategies, and reviewing budget.

Schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging state academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Structure and monitor campus PLC’s to ensure effective planning of rigorous lessons, data analysis, and action planning.
2. Implementation of district and campus-based assessments to monitor and track student performance and progress.
3. Create an effective intervention program during the school day that closes student academic achievement gaps.
4. Support teachers with weekly opportunities to practice research-based strategies that yield academic success for all learners.
5. Creating and implementing lesson plans that are aligned with PK Guidelines
6. Providing lesson plan feedback in order to meet all PK Guidelines

2.2: Regular monitoring and revision
Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Monitor CLI (BOY, MOY, EOY) data
- Data Conferences after each assessment (BOY, MOY, EOY)
- Monitor data binder anecdotal notes.
- Regular and consistent classrooms walkthrough and observations to monitor whole and small group instruction.
- Regular and consistent classroom walkthroughs and observations to monitor workstation implementation.
- Regular and consistent PLCs to share best practices in instruction.
- Regular and consistent participation in At-Bats to model and demonstrate best practices in instruction.
- Regular and consistent PLCs to monitor and review data.
- Opportunities for new teachers to observe experienced teachers.

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

The SIP is available to parents in the following locations:

- Parent Handbook
- Parent Meetings
- Campus Website
- Campus Conference Room

The SIP was made available to parents by:

- Parent Meetings
- Parent Website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS (PK Guidelines) include these schoolwide reform strategies:

- Administration of CIRCLE Assessment (BOY, MOY, EOY)
- Facilitating instruction in a gradual release format
- Delivery of tiered instruction to all students
- Differentiated instruction through workstations for student independent practice
- Tier 1 instruction during whole group lesson
- Using a variety of media and technology
- Students utilizing technology in all classrooms
- Implementing strategies from additional resources such as SAVVAS, TEA PK Guidelines, HISD Curriculum Documents, MLK Progression of Skills
- Hold all students to high expectations
- Holding all teachers responsible for delivery of highly effective instruction
• Focusing on preparing lesson plans that directly address PK Guidelines and skills necessary for students to be Kindergarten ready

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

• Exposure to fine arts (Music and Art)
• Providing STEAM instruction through Science Friday experiments and STEAM workstations
• Providing Science instruction through the MLK Science Lab
• Providing focused Physical Education instruction where students build fine and gross motor skills
• Providing literacy instruction that is theme based
• Providing math instruction that is theme based
• Providing students opportunities to use technology in all content areas
• Allowing students to participate in field experiences (virtual or in-person)

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

• Building teacher capacity in content and instructional areas: math and literacy
• Explicit Tier 1 instruction taking place in all content areas
• Teachers utilizing At-Bats to observe best practices in instruction
• Formulating small group instruction based on student needs
• Facilitating whole and small group instruction based on data and student needs
• Providing data driven instruction for tiered learning
• Creating workstations that are aligned to PK Guidelines, objectives, and themes

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus will evaluate the school wide plan during the first, middle, and last SDMC committee meetings.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

• Parent
• Teachers
• Community Liasons
• Wrap Around Specialists
• Non-Instructional Staff

The PFE was distributed

• Campus website
• Hard copy distributed to individual families
• Hard copy located in the campus conference room files
• Title One Bin

The languages in which the PFE was distributed include

• English
• Spanish

Four strategies to increase Parent and Family Engagement include:

• Family Nights
• Title One Meetings
• Parent Conferences
• FACE Engagement

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

• Meeting #1 - September 8
• Meeting #2 - October 7
• Meeting #3 - November 3
• Meeting #4 - February 9
• Meeting #5 - March 3
• Meeting #6 - April 5

5. Targeted Assistance Schools Only
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genieve Bannis</td>
<td>Paraprofessional / Teacher Assistant</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Jocelyn Garay</td>
<td>Paraprofessional / Teacher Assistant</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Samuel Harvey</td>
<td>Paraprofessional / Teacher Assistant</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Thu Nguyen</td>
<td>Paraprofessional / Teacher Assistant</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Addendums
2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD’s External Funding Department.

Campus Name _______________________________________________   Campus Number _________

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance
NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment**: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus’s needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   Continued on next page....
2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. _______________________________________________________________________________
2. _______________________________________________________________________________
3. _______________________________________________________________________________
4. _______________________________________________________________________________

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate how you communicated to parents the location of the CIP. Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.
3. Parent and Family Engagement: Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....
2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued

**SPECIAL REVENUE FUNDING GOALS, continued**

**Title I Parent Meetings**

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

<table>
<thead>
<tr>
<th></th>
<th>Meeting #1:</th>
<th>Alternate Meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Capital Outlay Requested (Y/N)?**
If **yes**, please list the items below. If **no**, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Continued on next page....
### ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

**NOTE:** All allowable positions must be paid 100% with Title I funds as positions funded Title I positions are not allowable.

<table>
<thead>
<tr>
<th>ALLOWABLE TITLE I POSITIONS</th>
<th>JOB CODES</th>
<th>UNALLOWABLE TITLE I POSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Rep</td>
<td>10M – 30002288</td>
<td>Coach (Literacy, Play-it-Smart)</td>
</tr>
<tr>
<td>Scientist Academic (Hourly)</td>
<td>30002287</td>
<td>Librarian</td>
</tr>
<tr>
<td>Social Worker (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>10M – 30002701</td>
<td>Nurse</td>
</tr>
<tr>
<td>Social Worker (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>11M – 30002702</td>
<td>Student Information Representative (SIR)</td>
</tr>
<tr>
<td>Licensed Specialist in School Psychology (LSSP), Title I</td>
<td>11M – 30002877</td>
<td></td>
</tr>
<tr>
<td>Coach, Graduation</td>
<td>30003837</td>
<td></td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>11M – 30002414</td>
<td></td>
</tr>
<tr>
<td>Teacher, AVID</td>
<td>30000829</td>
<td></td>
</tr>
<tr>
<td>Teacher Specialist</td>
<td>10M – 3000082</td>
<td>Teacher, Lead</td>
</tr>
<tr>
<td>Teacher Specialist</td>
<td>11M – 30000770</td>
<td>Teacher, Multi-grade</td>
</tr>
<tr>
<td>Teacher Development Specialist</td>
<td>12M – 30001147</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [General]</td>
<td>30003397</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Math]</td>
<td>30003398</td>
<td>Teacher Assistant (allowable at Early Childhood Centers only)</td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Reading]</td>
<td>30003399</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Science]</td>
<td>30003400</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (General) All grade levels (Cannot be primary teacher of record)</td>
<td>30001696</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (Math) All grade levels (Cannot be primary teacher of record)</td>
<td>30001699</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (Reading) All grade levels (Cannot be primary teacher of record)</td>
<td>30001700</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (Science) All grade levels (Cannot be primary teacher of record)</td>
<td>30001701</td>
<td></td>
</tr>
<tr>
<td>Teacher, Coach</td>
<td>30005512</td>
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</tr>
<tr>
<td>Teacher, Class-Size, Kindergarten</td>
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<tr>
<td>Teacher, Class-Size, K-ESL</td>
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<tr>
<td>Teacher, Class-Size, K-Bilingual</td>
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<td>Teacher, Class-Size, ESL</td>
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<tr>
<td>Teacher, Class-Size, Bilingual</td>
<td>30001374</td>
<td></td>
</tr>
<tr>
<td>Teacher, Class-Size Reduction [General] All grade levels</td>
<td>30001705</td>
<td></td>
</tr>
</tbody>
</table>

*Before hiring a CSR teacher, schools must first meet the State’s standards for pupil-teacher ratio (i.e., 8–12 = 22:1, for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State’s standards, you may apply for a CSR teacher to meet the District’s recommended standards (i.e., 8–12 = 20:1; grade 5–6:1; grades 6-8: 20:1 or class load of 150 students; grades 9–12: 30:1 or class load of 150 students).*

Rev. 01/13/2022

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**2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued**

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Rev. 01/20/2022
### 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Travel</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Out-of-State Travel</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Professional Development</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Field Lessons</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Contracted Services</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Tutoring</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>❑</td>
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<td>Capital Outlay</td>
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<td>Title I Positions</td>
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</tbody>
</table>
School Name and Campus #: Martin Luther King, Jr. ECC / 355

Principal Name: Michelle Thomas

School Office: Ms. Tammie Daily ESO3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/20/2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Signature below indicates review and approval of this document.

Dwayne Bailey
PTO/PTA or other Parent Representative

Deondria Peace
SDMC Teacher Representative

Sammie Daily
School Support Officer/Lead Principal

School Office Assistant Superintendent

Effective Schools Facilitator (ESF) or Professional Service Provider (PSP)
(if applicable or still in use under grant contract)

Date