

# Roscoe Montessori Early Childhood Center Campus Improvement Plan 2023-2024

**Roscoe Collegiate Montessori Early Childhood Center**  
**SBDM Committee 2023-2024**

<b>Name</b>	<b>Signature</b>
Katherine Jackson	
Tecka Heaps	
Lindsay Freeman	
Kelcee Drake	
Sheila Womack	
Tara Moses	
Jennifer Moncada	
Lucy Rico	
Kristi Martin	
Stefanie McCambridge	
Maria Montoya	
Amanda Zamora	
Annette Rivera	
Maegan Taylor	
Sharon Gardner	

**School Board Members Signature Page**  
**2023-2024**

### Campus Improvement Team – Early Childhood Center

<b>Name</b>	<b>Role – <i>principal, teacher, parent, etc.</i></b>
Katherine Jackson	ECC Principal
Tecka Heaps	Assistant Superintendent of Curriculum & Instruction
Lindsay Freeman	Elementary Principal
Kelcee Drake	ECC & Elementary Counselor
Sheila Womack	Instructional Coach/Interventionist
Tara Moses	Instructional Coach/Interventionist
Jennifer Moncada	Title I/Federal Programs Coordinator
Lucy Rico	Emergent Bilingual Interventionist
Kristi Martin	Teacher ECC
Stefanie McCambridge	Teacher ECC
Maria Montoya	Teacher ECC
Amanda Zamora	Secretary ECC
Annette Rivera	Parent ECC
Maegan Taylor	Parent ECC
Sharon Gardner	Community/Business

### **District Mission Statement**

Roscoe I.S.D. believes that all students will learn and be successful regardless of their previous life experiences. We believe that it is the purpose of our school to educate all students to their highest level of academic performance, while nurturing positive growth in social and emotional skills that are necessary to be productive members of our community and society.

### **Campus Mission Statement**

The Roscoe Montessori Early Childhood Center community of educators, students, and families seek to create an enriched learning environment of mutual respect where all students feel safe, valued, and capable of reaching their full potential. We believe that as Dr. Maria Montessori states that Early Childhood Education is the key to the betterment of society.

# Title I, State Compensatory Education, and Special Education Funds

## Per Pupil Allocation Form

District: Roscoe

### District Reservations

Purpose	Amount Reserved
Parent Involvement *	10,865
Administration	35,000 Jennife Moncada
Homeless	100
ESC Contracted Fee	6,500
Total Reserved at District Level	

Total Planning Amount: 1,086,468 minus total district reservation 17,465 equals  
the amount to be allocated to Title I campuses 1,069,003 52,465  
1,034,003

### Campus Allocations

Title I Campus	Amount Allocated to campus	Number of Students on Free/Reduced Lunch	Per Pupil Allocation
Elem 1-5	30,771	117	263
<del>HS 6-12</del>	<del>—</del>	<del>132</del>	<del>—</del>
PK-K	14,991	57	263
Lone Star	986,776	3752	263
		3926	

263 per student

\*Per Pupil Allocation: Amount allocated to campus from the chart above divided by the number of free and reduced lunch students on the campus equals the Per Pupil Allocation

\*Documents based on Fall 2022 PEIMS submissions for enrolled students

## **Narrative**

The Roscoe Collegiate Montessori Early Childhood Center (ECC) serves students three to six years of age for preschool and kindergarten. Roscoe CISD serves a predominantly economically disadvantaged population. The Early Childhood Center is 57% economically disadvantaged.

Roscoe is mostly made up of two ethnic groups – Hispanic and White. Sixty-four percent of the students served are Hispanic and thirty two percent of the students served are White, with the remaining three percent being multicultural. Approximately sixty percent of the students at the Early Childhood Campus are eligible for free or reduced-price lunches under the National School Lunch program and seven percent are limited English proficient (LEP).

Roscoe Collegiate Montessori Early Childhood Center meets the needs of the students with highly certified teachers and highly qualified paraprofessionals who obtain professional development through the regional service center and Montessori professional development through appropriately developed programs. All teachers receive training in strategies, initiatives, and activities to carry out the campus plan. The district leadership team decides and approves staff development with the guidance of the Campus Site Based Decision Making Committee.

Roscoe Collegiate Montessori Early Childhood Center has many opportunities for all students to meet state proficiency on district and state assessments. Special programs continue to serve special populations in the school. These programs include Title I, Emergent Bilingual (EB), Counseling, Dyslexia, Gifted and Talented, 504, Homeless, Occupational and Physical Therapy, Vision Therapy, Speech Therapy, and Intervention Services. Special Education Response to Intervention is in place to ensure that students are appropriately referred to the special education program. Effective timely additional assistance is available to all students experiencing difficulty and in need of extra assistance through the help of an Interventionist.

Parents are encouraged to be involved in the education of their children. Parents are invited to Meet the Teacher nights, Parent Information Nights, Student Demonstration Nights, Book Fair, Pop Tarts with Pals, Fall Festival, Breakfast with Buddies, parent conferences, annual track meet, field trips, our annual Easter Egg Hunt, our annual Thanksgiving Meal, Daddy/Daughter dance, and various other activities. Parents are invited and welcome to eat lunch with their children after the normalization period. Parents are encouraged to meet with teachers, to communicate via phone, email, monthly signature pages, and the campus Facebook account, as well as directly with the Early Childhood faculty and staff. Parents are solicited for feedback on the needs of their children through parent conferences and online surveys. Parents also participate in committees to create and evaluate the campus plan, parent and family engagement policy, teacher-parent-student compacts, and the student handbook. We are working on parental involvement opportunities on our campus, such as Roscoe Readers.

The development of this plan was directed by the campus principal with the assistance of the campus Site-Based Decision Making committee. All stakeholders have input through their representatives to the committee and direct contact with the principal. Members of the committee include grade level teachers, other administrators, instructional coaches, paraprofessionals, special program coordinators, parents, and community members.

The following describes the demographics of our student population in September 2023.

**Total student population:**      **Montessori Early Childhood - 84 (as of September 13, 2023)**

<b><u>Ethnicity</u></b>	<b>Number</b>	<b>% of Total</b>
<b>Multicultural</b>	<b>3</b>	<b>0%</b>
<b>African American</b>	<b>0</b>	<b>0%</b>
<b>Hispanic</b>	<b>54</b>	<b>64.29%</b>
<b>White</b>	<b>27</b>	<b>32.14%</b>
<b>Native American</b>	<b>0</b>	<b>0%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>

**Special Populations**

<b>Eco. Disadvantaged</b>	<b>48</b>	<b>57.14%</b>
<b>Emergent Bilingual (EB)</b>	<b>6</b>	<b>7.14%</b>
<b>Migrant</b>	<b>0</b>	<b>0%</b>
<b>At-Risk</b>	<b>8</b>	<b>9.52%</b>
<b>Special Education</b>	<b>7</b>	<b>8.33%</b>
<b>Gifted &amp; Talented</b>	<b>0</b>	<b>0%</b>

Roscoe ISD is in a shared service arrangement with WTCSSA that operates the special education program.

Roscoe Early Childhood Center is proud to note that our students are served by a combination of experienced and novice teachers. Our staff includes one teacher having over 49 years of experience, three teachers with over 6-20 years of experience, and one teacher with 0-5 years of experience.



## Comprehensive Needs Assessment Summary 2023-2024

### Utilized Data Sources:

TAPR, Attendance Data, PEIMS - Student Demographics, HR - Staff Experience & Demographics, Teacher Appreciation Group activity, CNA: Parent & Family Engagement Survey, ECC & Elementary Staff Development Survey, Parent Teacher Conference Data, Technology Inventory & use, T-TESS data, PEIMS - Discipline Referrals, Social Media Engagement, Financial Data, Staff Professional Development Records, 2022-2023 CIP, Content Based Assessment data, MAP data, TX-KEA data, Circle Progress Monitoring data, and Disaggregated Student Assessment Data.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	<p>Montessori Method of Instruction</p> <p>Work plans</p> <p>Early detection of reading deficits in Kindergarten students.</p> <p>Kindergarten - Math &amp; Reading Content Based Assessments (all sub pops are 80% or above)</p> <p>MAP Math - Overall 76% &amp; Hispanic 76%</p>	<p>Emergent bilingual (EB) student growth in math (40% in MAP Math)</p> <p>Emergent bilingual (EB) student growth in reading (60% in Circle Vocab)</p> <p>Economically disadvantaged student growth in Reading (76% in MAP Reading)</p> <p>Economically disadvantaged student growth in math (74% in</p>	<p>Emergent Bilingual student growth in both math and reading</p> <p>Low socioeconomic student growth in both math in reading</p> <p>PD for best practices for Emergent Bilingual students</p> <p>Handwriting</p> <p>Parent Nights on How to Help Your Child Succeed in School focused on stressing the</p>

	<p>MAP Reading - Overall 75%, 100% EB, 76% Eco Dis</p> <p>Circle Vocabulary - Overall, White, Hispanic, &amp; Eco Dis</p> <p>Circle Math - Overall, White, Hispanic, &amp; Eco Dis</p>	<p>Circle Math Overall)</p> <p>Emergent Bilingual (EB) English Language Instruction for EB students.</p> <p>Handwriting</p> <p>Professional development for teachers in best practices for instruction of Emergent Bilingual (EB) students</p>	<p>importance of English language acquisition, routines, procedures, and follow through, and stressing the importance of early literacy.</p>
<b>Staff Quality</b>	<p>All staff are highly qualified or considered highly qualified through our DOI plan.</p> <p>Four out of five teachers were retained from last year. Three teachers with more than five years experience.</p> <p>Lead teacher with more than 10 years Early Childhood experience and training.</p> <p>Highly qualified paraprofessionals in every classroom.</p> <p>Mentorship and teacher collaboration.</p> <p>Attendance of both reading and</p>	<p>Professional development opportunities throughout the school year.</p> <p>Vertical alignment with Elementary campus.</p>	<p>Highly Qualified Paraprofessionals</p> <p>Professional Development Opportunities</p> <p>Vertical Alignment</p>

	<p>math academies by Kindergarten teachers.</p> <p>Team lesson planning and data analysis.</p> <p>Attendance of summer PD.</p> <p>T-TESS implementation</p>		
<b>School Climate/Safe and Healthy Schools</b>	<p>Montessori Peace Education &amp; Grace and Courtesy</p> <p>Full scale CKH implementation</p> <p>Crisis Go</p>	<p>Common area behavior</p> <p>Social Emotional learning curriculum</p> <p>Improved communication between campuses</p> <p>Better communication across the district for drills and safety incidents</p>	<p>Improved communication between campuses</p> <p>Better communication across the district for drills and safety incidents</p> <p>CKH implementation</p> <p>Common Areas</p>
<b>College &amp; Career Readiness</b>	<p>College Awareness Thursdays</p> <p>Social Studies Community Helpers</p>	<p>More focus on exposure to career and college planning.</p>	<p>College &amp; Career Awareness Monthly Implementation</p>
<b>Family &amp; Community Involvement</b>	<p>Strong community support</p> <p>ECC Facebook page</p> <p>ECC Memos</p> <p>Expectation of a partnership with parents for student success.</p>	<p>Increased communication between school and home</p> <p>Parent volunteer opportunities on campus</p> <p>Continued community involvement of staff</p>	<p>Parent volunteer opportunities on campus</p> <p>Parent Nights on How to Help your Child Succeed in School</p>

		<p>Increase overall parental involvement with an emphasis on parental participation in student academics</p> <p>Parent nights focused on routines, procedures, and follow through, and stressing the importance of early literacy.</p>	
<b>District/Campus Commitments</b>	<p>Instructional Rounds</p> <p>WICOR+SC strategies</p> <p>PLC data meetings</p>	<p>New ECC Facility</p> <p>Fence to separate ECC property from Allsup's</p> <p>Consistency, timeliness, and accuracy of website information</p>	<p>Fence to separate ECC property from Allsup's</p> <p>Consistency, timeliness, and accuracy of website information</p>

## **2023-2024 Goals**

Improve attendance rate from 92% (overall 2022-2023) to 98% (overall district goal).

80% of Kindergarteners will be at or above norm grade level for reading on the MAP assessment.

80% of Kindergarteners will be at or above norm grade level for math on the MAP assessment.

94% of Preschool students will be on track in Rapid Vocabulary on the CIRCLE assessment.

90% of the 3 and 4-year-olds will be on track in Math on the CIRCLE assessment.

Predicted performance on Reading Content Based Assessments (CBAs) for Kindergarten scoring at or above grade level will be 95%.

Predicted performance on Math Content Based Assessments (CBAs) for Kindergarten scoring at or above grade level will be 95%.

## **Primary Strategies to Accomplish 2023-2024 Goals**

The implementation of the following strategies will result in a higher quality of student work as well as increased performance on CBAs and state/national assessments.

1. Utilize teacher and paraprofessional observations as well as formative assessments throughout the week to drive instruction on a daily and weekly basis.
2. PLC data meetings with the ECC data team will be held every six weeks to discuss student performance in relation to the TEKS (Texas Essential Knowledge and Skills), Montessori Early Childhood curriculum, and national norms, such as MAP. The team will also discuss formative and summative data as well as changes in classroom instruction. We will meet as needed even if that is more often than every six weeks.
3. Implementation of ECC Kindergarten data walls for MAP and CBA data for accountability and a visual of student growth.
4. An interventionist has been retained to better equip the principal and teachers to intervene in the learning of those who struggle.
5. Struggling learners will receive intervention in the classroom.
  - a. Teachers will receive training on progress monitoring and interventions.
  - b. Teachers will provide intervention and progress monitoring for struggling students during the school day using one-on-one instruction and small groups.
6. Implementation of an Emergent Bilingual Interventionist to assist Early Childhood students with English language acquisition.
7. Continued implementation of the Montessori Method of instruction will promote self-direction and self-paced learning in our students. Individualized work plans during the three hour Montessori work period will be used to provide differentiated instruction that is engaging, rigorous, and relevant.
8. Kindergarten will use the Wonders reading curriculum and Saxon for Phonics instruction while following the TEKS Resource System 6 week YAG to increase early literacy skills.
9. Kindergarten will use TEKS Resource System to ensure math instruction covers all TEKS and builds a strong foundation in math.
10. Implementation of Preschool Phonics instruction from Wonders Reading curriculum and will focus on a letter of the alphabet a week as well as vocabulary to strengthen their beginning literacy skills.

11. Instructional coaches will provide coaching in literacy, data teams, the common instructional framework, and the Montessori philosophy & method.
12. Teacher to teacher observations and instructional rounds will be used to further develop a common instructional language and to further evaluate student work.
13. Highly Certified Teaching Assistants (paraprofessionals) in all Montessori classrooms.
14. T-TESS will be implemented to provide teachers with professional coaching and feedback to further develop their teaching skills.
15. The continued implementation of Montessori Peace Education and grace and courtesy with the emphasis on creating a school family to build connection and cohesiveness between staff, students, and parents.
16. The implementation of Capturing Kids Hearts (CKH) as a campus. CKH is a program where teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including: How to build meaningful, productive relationships with every student and every colleague.
17. Continued professional development in early childhood academic and social areas for Early Childhood teachers through engagement in the Region 14 training as well as other training sources that may come available.
18. Continued implementation of Accelerated Reader (AR) testing for Kindergarten students to motivate them to read.
19. Implementation of Book It! Reading Program for all students, including Pre-K students.
20. Implementation of Roscoe Readers, a reading mentor program for our ECC and Elementary students.
21. Implementation of Six Weeks Awards Assemblies for our Early Childhood students to recognize perfect attendance, Kindness Award, CKH monthly focus words award winners, AR, and student performance.
22. The ECC secretary and principal enforcing truancy prevention measures to ensure ECC students and parents understand the importance of attendance.
23. Implementation of schoolwide Remind for ongoing communication and notifications with all ECC parents.

**Additional Goals and Information to  
Address ESSA and Title I Requirements for  
Campus Improvement Plans**

**Long Range Goal 1: Academic Excellence and Achievement**

*Goal 1:* All students will be expected to meet or exceed state educational performance standards.

*Goal 2:* Maintain 98% attendance rate.

*Goal 3:* Teachers and aides at all levels are to be provided training in teaching methods which take into account student learning styles, cooperative learning, the effects of high expectations for achievement and mastery learning.

*Objective 1a:* Academic Improvement as listed below:

1. 80% of Kindergarteners will be at or above norm grade level for reading on the MAP assessment.
2. 80% of Kindergarteners will be at or above norm grade level for math on the MAP assessment.
3. 94% of the 3 and 4-year-olds will be on track in Rapid Vocabulary on the CIRCLE assessment.
4. 90% of the 3 and 4-year-olds will be on track in Math on the CIRCLE assessment.
5. Predicted performance on Reading Content Based Assessments (CBAs) for Kindergarten scoring at or above grade level will be 95%.
6. Predicted performance on Math Content Based Assessments (CBAs) for Kindergarten scoring at or above grade level will be 95%.

*Objective 1b:* Ensure that all special education students meet ARD expectations.

*Summative evaluation:* Circle PM; MAP; TX-KEA;CBAs



## Academics

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
Kinder - 3rd grade vertical alignment. We will meet three times a year (BOY, MOY, & EOY) with Elementary to vertically align.	1 <sup>st</sup> Year <b>Refocus</b>	ECC & Elementary Principals, ECC and Elementary teachers	October 2023-May 2024	Meeting room	Meeting minutes from Vertical Alignment meetings
McGraw Hill Wonders for Kindergarten to develop acceptable reading and writing skills	2 <sup>nd</sup> Year	Principal, ECC teachers	August 2023-May 2024	General Fund	Purchase Order/Invoice
Use of a Tower Garden to help students better understand the life cycle and have hands-on experience with Botany and life science.	1 <sup>st</sup> Year	Principal, ECC teachers and paraprofessionals	September 2023-May 2024	General Fund	Purchase Order/Invoice for seeds/supplies
Early detection of student areas of weakness in literacy in Kindergarten through assessment.	7 <sup>th</sup> Year	Principal, Intervention Specialist, ECC teachers	August 2023-May 2024	95% Phonics Assessments, CBAs, Circle PM, TX-KEA, and NWEA MAP General Fund, Title One Funds	Copies of test results
An intervention specialist will work with teachers to provide intervention strategies to be used in the classroom with struggling students.	3 <sup>rd</sup> Year	Intervention Specialist, ECC Teachers	August 2023-May 2024	Title I Funds	Copies of test results
An intervention specialist will work with students who are identified as struggling learners as needed to increase performance in reading and math.	3 <sup>rd</sup> Year	Intervention Specialist, ECC teachers	August 2023-May 2024	General Fund, Title I Funds, CIRCLE PM, TX-KEA, NWEA MAP, Imagine Language & Literacy, Math Shelf	Copies of test results
All teachers have access to technology in their classroom and will use that to enhance instruction and to meet the multimedia learning style of many students.	3 <sup>rd</sup> Year	All teachers; Technology Specialists	<b>Daily</b> August 2023-May 2024	Promethean Boards, laptops, iPads, iPad charging station, headphones, jambox, and tech lab staff	Lesson plans, observations, and use of digital resources
All teachers will tutor their struggling students for RTI purposes and to improve overall student performance.	3 <sup>rd</sup> Year	Principal, ECC teachers	August 2023-May 2024 (Thursdays)	General Fund	Progress monitoring, observations, and use of digital resources
Circle PM (Pre-K), TX-KEA (K), and MAP (K) will be used as universal screening to detect students who are struggling with literacy and math.	5 <sup>th</sup> Year	Intervention Specialist, Principal, ECC teachers	August-September 2023, November 2023-January 2024, March-May 2024	General Fund	Student improvement will be tracked for all tests. MAP data will be charted, tracked on a data wall, and reported to the board.

Leadership meetings to discuss methods and curriculum, to target problem areas, and to vertically align the curriculum across campuses - common planning.	3 <sup>rd</sup> Year	Principals, Counselors, Intervention Specialists, Instructional coaches, and department heads	Monthly during 2023-2024 school year	Meeting room	Leadership Meeting agendas, Boardbook
Admin meetings to discuss methods and curriculum, to target problem areas, and to vertically align the curriculum across campuses - common planning.	2 <sup>nd</sup> Year	Principals and Asst. Superintendent	Bi-weekly	Meeting room	Principal Meeting agendas, Boardbook
PLC meetings to discuss methods and curriculum, to target problem areas as well as areas of strength on the campus, and to horizontally align the curriculum across campus - common planning..	2 <sup>nd</sup> Year	Principal and ECC teachers	Weekly	Montessori Teacher's Lounge/Conference Room	PLC Meeting agendas
Teachers will work in data teams to discuss formative assessment results and to adjust instruction accordingly.	7 <sup>th</sup> Year	Principal ECC Teachers	August 2023-May 2024	General Fund	Assessment Reports and PLC Agendas
Data meetings to analyze, desegregate, and chart student data to track and monitor student growth in both reading and math.	2 <sup>nd</sup> Year	Principal and ECC teachers	Weekly	Montessori Teacher's Lounge/Conference Room	PLC Meeting agendas
Data walls with Kindergarten MAP and CBA data.	1 <sup>st</sup> Year	Principal and ECC teachers	BOY, MOY, EOY and every six weeks of the 2023-2024 school year	Bulletin boards, note cards, staples, and markers Montessori Teacher's Lounge/Conference Room	Data Wall Pictures
Maintain a high attendance rate through recognition of perfect attendance of students each six weeks and at the end of the year on FB page and with individual certificates.	3 <sup>rd</sup> Year	Principal, Secretary, ECC teachers	Each six weeks August 2023 - May 2024	General Fund	Ascender attendance reports, ECC FB page
Implement a District Truancy Policy according to TEA and the Texas Education Code.	5 <sup>th</sup> Year	Principal, Secretary, Administrator in charge of Truancy	As Needed	Phone calls, email, envelopes, and postage	Attendance Reports Truancy Filing Report
ECC Six Weeks Awards Assemblies for student recognition	1 <sup>st</sup> Year	Principal, Secretary, Teachers, & Paraprofessionals	Each six weeks August 2023 - May 2024	Certificates, ribbons, student incentives, Montessori cafeteria, projector, screen, portable sound system, and microphone	Awards Assemblies agendas and FB posts
ECC Truancy Policy and procedures put in place to monitor and improve overall student attendance.	1 <sup>st</sup> Year	Principal, Secretary, Administrator in charge of Truancy	Daily	General Fund	Attendance Report Truancy Filing Report

All ECC teachers will work towards becoming ESL certified, maintain an ESL certification, or receive professional development for EB students.	3 <sup>rd</sup> Year	ECC teachers	August 2023-May 2024	General Fund for reimbursement of successful assessment and for professional development	Copies of certificates
Morning meeting/class meeting time in the Early Childhood classrooms will be used to integrate calendar, grace & courtesy lessons, and social emotional community growth.	3 <sup>rd</sup> Year	ECC teachers	August 2023-May 2024		Lesson plans, Observations, Walkthroughs
College shirt Thursdays during the school year to better support the district's early college high school initiative.	2 <sup>nd</sup> Year	Principals, Counselors, Teachers, and Paraprofessionals	August 2023-May 2024	General Fund	FB posts, Remind, and notes sent home
Career and College Awareness Days will be held during the school year to support the district's Early College Initiative.	1 <sup>st</sup> Year <b>Refocus</b>	Principals, Counselors, Teachers, and Paraprofessionals	October 2023-May 2024	General Fund	FB posts, Remind, and notes sent home
Prekindergarten program will be continued to increase school readiness for Kindergarten - continuation of three-year-olds.	7 <sup>th</sup> Year	Early Childhood teachers	August 2023-May 2024	General Fund	Enrollment reports, report cards, observations, and walkthroughs
Reduction in the number of students for the ECC to allow for a staff lounge and conference room and improve teacher morale and instruction.	2 <sup>nd</sup> Year	Asst. Superintendent, Principal	August 2023-May 2024		Enrollment and ECC facility map
Teacher conferences moved to improve instruction and allow for team planning and data team discussions.	2 <sup>nd</sup> Year	Principal	August 2023-May 2024		Schedule and PLC Agendas
Retained highly qualified paraprofessionals in each classroom for instructional support	7 <sup>th</sup> Year	Superintendent, Principal	August 2023-May 2024	Title I Funds (Lopez & Welch) & General Fund	Certificates, Title I Verification Forms, observations, and walkthroughs
Teachers will focus on teaching students to write to learn and write critically across the curriculum.	3 <sup>rd</sup> Year	Principal ECC Teachers Instructional Coaches	August 2023-May 2024	General Fund	Binders, writing handwork, and journals
All Paraprofessionals trained in the Montessori Method	2 <sup>nd</sup> Year	Paraprofessionals National Center for Montessori in the Public Sector	August 2023-May 2024	General Fund	Copies of certificates
Introduction to cursive instruction beginning at age 3. Starting with D'Nealian.	7 <sup>th</sup> Year	ECC Teachers and Paraprofessionals	August 2023-May 2024	General Fund	Lesson plans, observations

Leveled readers from HMH, Wonders, Saxon, & 95% Group will be utilized for reading instruction.	2 <sup>nd</sup> Year	ECC Teachers and Paraprofessionals	August 2023-May 2024	General Fund	Purchase Order/Invoice, lesson plans, observations and walkthroughs
Reading Academy participation for new teachers	2 <sup>nd</sup> Year	ECC Teachers	July 2022-May 2023	General Fund	Purchase Order/Invoice
Imagine Language & Literacy	3 <sup>rd</sup> Year	Principal, Teachers, and Paraprofessionals	August 2023-May 2024	General Fund	Purchase Order/Invoice, observations and walkthroughs
Cultural Days to reinforce and enhance Montessori Cultural Lessons in a hands-on/ interactive way.	2 <sup>nd</sup> Year	Teachers, Principal, Parents, Community Members	October 2023-May 2024	General Fund	Calendar showing dates of events, FB posts, and notes sent home.
Translators and the use of online translators for student instruction.	2 <sup>nd</sup> Year	Principal, Secretary, ECC Teachers, Paraprofessionals	Daily	General Fund	Walkthroughs, Observations, Conference Notes
Translation of instructional communication for parents.	2 <sup>nd</sup> Year	Principal, Secretary, ECC Teachers, Paraprofessionals	Daily	General Fund	Copies of Notes, Report Cards, and FB Posts
Summative English Language Instruction for Emergent Bilingual Pre-K & Kindergarten students.	2 <sup>nd</sup> Year	EB Interventionist, ESL/LPAC Representative, Teachers	August 2023-May 2024	General Fund	Purchase Order/Invoice
Implementation of Kindergarten Social Studies Curriculum, Studies Weekly	3 <sup>rd</sup> Year	ECC Teachers	August 2023-May 2024	General Fund	Purchase Order/Invoice
Implementation of Kindergarten Science Curriculum, Science Fusion	2 <sup>nd</sup> Year	ECC Teachers	August 2023-May 2024	General Fund	Purchase Order/Invoice
Implementation of Kindergarten Music Time as a special.	2 <sup>nd</sup> Year	Elementary Music Teacher	August 2023-May 2024	General Fund	Schedule and Event Notes and Programs
Implementation of Physical Education and PE coach for ECC campus.	2 <sup>nd</sup> Year	ECC PE Coach, Veronica Cuellar, paraprofessional	August 2022-May 2023	General Fund	Master Schedule
Kindergarten First Grade Orientation	3 <sup>rd</sup> Year	Principal, ECC Teachers	May 2024	Bus and bus driver	Calendar and FB posts

**Long Range Goal 2: Improved Communication and Parental Involvement, Especially in Student Academics**

*Goal 4:* Parents and community members will be partners in the improvement of the school.

*Objective 2a:* Keep parents informed of student progress at times other than regular six week report card times.

*Objective 2b:* Parents will be a part of their children's education by being a part of many school programs.

*Objective 2c:* Every effort will be made to improve communication between the two campuses, administration, teachers, and community

*Objective 2d:* Parents will be informed of the Title I program and the TEKS for their child's subjects.

*Objective 2e:* Encourage parents to practice skills learned at school in their home environment to improve their child's academic performance.

*Summative Evaluation:* Results of Parent, Teacher, and Student Surveys given in the Spring of 2023

**Communication**

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
Parents will be invited to participate with their students in learning activities at school during the evening (Literacy Night, Parent Info Nights, etc.).	7 <sup>th</sup> Year	Principal, Teachers	October 2023 - May 2024	General fund - postage	Sign-in sheets, invitations, FB posts
Meet the Teacher Evening will be held in order to allow parents, students, and teachers some time to meet before school begins.	7 <sup>th</sup> Year	Principal, ECC Teachers	Aug. 3, 2023		Sign- in Sheets, FB posts
Parents will be asked to complete a survey in the Spring in order to better implement changes during the summer months.	7 <sup>th</sup> Year	Principal	March 2023		Survey
Parents will be given information on Title I and a copy of the Family Engagement Plan in conjunction with the Meet the Teacher activities.	3 <sup>rd</sup> Year	Principal	Aug. 3, 2023		Sign - in Sheets, Presentation, FB posts
Various programs will be implemented to involve parents and community members in their children's education, including Book Fair, Book It, Plowboy & Plowgirl Readers, Roscoe Readers, ECC & Elementary Track Meet, Fall Festival, Literacy Night, Pop Tarts with Pals, and Breakfast with Buddies.	7 <sup>th</sup> Year 3 <sup>rd</sup> Year 1st Year	Principal, ECC Teachers	As scheduled throughout the 2023-2024 school year.	Awards and supplies - General Fund	Sign - in sheets, scheduled activity notes, FB posts, Remind, and calendar

Pop Tarts with Pals and Breakfast with Buddies will be held to be inclusive of all our community and invite them into our school with our students.	NEW	ECC Staff, students, and their pals and buddies of their choice from the community	As scheduled throughout the 2023-2024 school year.	Supplies - general fund	Sign - in sheets, scheduled activity notes, FB posts, and calendar
Events including school activities, etc. will be included on the ECC monthly signature calendar, added to ECC Facebook page, and added to the ECC website as applicable.	3 <sup>rd</sup> Year	Principal	Weekly, Monthly		ECC web and FB page and monthly signature pages
District Site-Based Decision Making Committee Meetings will be held the first Monday of each month.	7 <sup>th</sup> Year	Superintendent, Asst. Sup. of C & I, Principals, Counselors, Teachers, Department Heads, & Secondary student	First Monday of each month August 2023 - May 2024	Board Book - General Fund	Agendas and Minutes
Roscoe students will be recognized for achievement in all areas through the Sweetwater Reporter, ECC Memo, and ECC Facebook Page.	3 <sup>rd</sup> Year	Principal Secretary	August 2023 - May 2024		Newspaper articles, ECC FB posts
Through such programs as ESL, Migrant, McKinney Vento parent contact will be made through home visits as needed.	2 <sup>nd</sup> Year	Principal ESL Coordinator Migrant Aide	As Needed		Documentation of home visits made
A newsletter showing upcoming events and important information and dates will be sent home to parents.	3 <sup>rd</sup> Year	Principal	Throughout August 2023-May 2024	Paper, Copies, General fund	Copies of newsletters, FB posts, and Remind announcements.
Parents will be planning and facilitating our yearly events such as Fall Festival and ECC & Elementary Track meet concession, etc.	3 <sup>rd</sup> Year	Principal, Parents, Teachers	Oct. 21, 2022 & May 2023	Student Activity Fund	Sign-up sheets
A parent program (Parent Information Nights) on such topics as discipline, drug/alcohol use, parenting skills, nutrition, etc. will be presented at least once each year.	1 <sup>st</sup> Year <b>Refocus</b>	Principal, Counselor, Teachers, Parents	Throughout August 2023-May 2024	General Fund	Sign in sheets; copy of programs presented
Implementation of Roscoe Readers to invite members of the community to come into our building to read to and listen to students read.	1 <sup>st</sup> Year	Principal, Parents, Community Members	November 2023-May 2024	General Fund	Calendar, sign in sheets, and schedule
Teachers and administrators will communicate with parents via push notifications, text messages, and email, the Roscoe app, and ECC FB posts and messages.	5 <sup>th</sup> Year	Principal, Teachers, Secretary	July 2023-May 2024	General Fund	ECC FB posts and school emails
A school Remind will be utilized to ensure parents are well informed on school activities.	1 <sup>st</sup> Year	Principal & Secretary	August 2023-May 2024	Remind App Platform	ECC Remind Announcements

Career on Wheels at Kindergarten Circle Drive to spread career awareness and involve the community.	1 <sup>st</sup> Year	Asst. Sup. of C & I, Principals	November 16, 2023	Business to attend and engage students	Notes sent home and FB posts
ECC Six Weeks Awards Assemblies to invite all stakeholders to recognize our students' achievements	1 <sup>st</sup> Year	Principal, Secretary, Teachers, & Paraprofessionals	Each six weeks August 2023 - May 2024	Certificates, ribbons, student incentives, Montessori cafeteria, projector, screen, portable sound system, and microphone	Awards Assemblies agendas and FB posts
Parent Resource Book in both English and Spanish	2 <sup>nd</sup> Year	Principal & Secretary	August 2023-May 2024	General Fund	Copy of Parent Resource Book
Translators available for Spanish speaking parents.	2 <sup>nd</sup> Year	Principal, Secretary, Spanish speaking Teachers and Paraprofessionals	August 2023-May 2024	General Fund	Translator Agreements
All school wide written communication sent home in folders and posted on ECC FB page translated for Spanish speaking parents.	3 <sup>rd</sup> Year	Principal, Secretary	August 2023-May 2024	General Fund	Copies of documents and FB posts

**Long Range Goal # 3:**

**Improve and implement all special programs.**

<i>Goal 5:</i>	Special programs will be designed to help students served by those programs meet or exceed state performance standards.
<i>Goal 6:</i>	The learning environment throughout the district will be safe, with all students, faculty and staff consistently involved in practicing good citizenship, demonstrating respect for self and others, and exhibiting a cooperative spirit.
<i>Objective 3a:</i>	Develop, and incorporate an academic program that meets the needs of all students.
<i>Objective 3b:</i>	Utilize special programs to enhance the education process for all students through: 1) Special Education 2) 504 (including ADD and Dyslexia), 3) ESL, 4) At Risk 5) G/T, 6) Drug & Violence Prevention, 7) Technology, 8) Curriculum development
<i>Objective 3c:</i>	Ensure that homeless students are identified and provided with all educational opportunities and services.
<i>Objective 3d:</i>	At risk, economically disadvantaged and priority for service migrant students will show progress on end of year measures.
<i>Objective 3e:</i>	Update the technology in accordance with the technology plan.
<i>Objective 3f:</i>	Incorporate career awareness through the regular curriculum.
<i>Objective 3g:</i>	Provide transition programs for students entering 1 <sup>st</sup> grade.
<i>Objective 3h:</i>	Provide training for staff through professional development in conflict resolution and discipline strategies including classroom management, district discipline policies, and the student code of conduct.
<i>Objective 3i:</i>	Stress violence prevention with focus on self-esteem and creating a nurturing classroom environment.
<i>Summative evaluation:</i>	Special Program evaluations/PEIMS discipline report.



## Programs

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
Review of up-to-date records on discipline of students involving violence or drug use and use of discipline referral forms.	3 <sup>rd</sup> Year	Principal, Secretary, PEIMS Counselor	May 2024	PEIMS records	Discipline records
Keep current on procedures for identification in special programs including ESL, 504, ADD, Dyslexia programs, At Risk, G/T, and Migrant.	7 <sup>th</sup> Year	Principal Counselor Program Coordinators	Annually according to dates for special programs	Workshops - ESC	Copies of procedures and LPAC members, minutes of meetings, etc.
Programs will be utilized to inform teachers and students of techniques for violence prevention, self-empowerment, child abuse prevention (Happy Bear), etc.	1 <sup>st</sup> Year <b>Refocus</b>	Principal, Counselor, ESC Consultant, Child Advocacy Center	Once yearly	ESC - Region 14 - Gateways - Tri County Advocacy	Calendar and curriculum of program
Anti-bullying program	1 <sup>st</sup> Year <b>Refocus</b>	Principal, Counselor, ESC Consultant, Child Advocacy Center	Once yearly	ESC 14 & Child Advocacy Center	Calendar and Program outline
Provide information for special programs to all teachers and parents and their requirements in the student handbook	7 <sup>th</sup> Year	Principal, Counselor	Aug. 2023	Student Handbook - printing costs - General Fund	Handbook
Notify all teachers of all students they have that are identified for ESL, Special Ed., 504, G/T and At Risk with modifications.	7 <sup>th</sup> Year	Principal, Counselor, WCTSSA, EB Coordinator, PEIMS Coordinator	Aug. 2023	PEIMS records	Ascender Enrollment Reports, Eduphoria, and Copies of memos to teachers
Keep current on technology through implementation of Technology plan		Principal Technology Coordinator Superintendent	August 2023-May 2024	Evaluation of technology	Copy of plan
Incorporate the use of Ascender to record attendance.	7 <sup>th</sup> Year	Principal, PEIMS Coordinator, Technology Coordinator	August 2023-May 2024	General Fund	Grade and attendance reports
All teachers will stay current on technology programs and have a computer, promethean board, and ipads and access to the Internet in their classrooms.	7 <sup>th</sup> Year	Superintendent, Principal, and Technology Coordinator	August 2023-May 2024	Technology fund	Maintenance records
All teachers will receive training for determining proper tests involving special education students and the ARD process.	7 <sup>th</sup> Year	WCTSSA, Special Ed Teacher Counselor, Principal	Aug. 2023	WCTSSA	Sign-in of teachers

Use the TELPAS disaggregation to monitor the ESL student results.		Principal, ESL Coordinator Counselor, Teachers	Oct. 2023	Assessment Result Reports	STAAR and RPTE results
Summer school for Migrant and EB students as well as other struggling students	7 <sup>th</sup> Year	Superintendent, Principal, Secretary, Teachers	June 2024	General Fund	Student list

G/T students will be identified as an open nomination process with yearly nominations during the month of November.		GT Program Coordinator, Principal, Counselor	Each semester	ESC GT	Copies of selection report
Identify and provide services for all homeless students in the district through a residency questionnaire.	7 <sup>th</sup> Year	Counselor, Teachers, Secretary	As students enroll	General Fund	Copies of questionnaires
Issue school supplies and clothing to the needy, including migrant families and homeless students.		Principal, Secretary, Counselor	As students enroll	General Fund	Meeting agenda & sign in sheet
Coordinate efforts with local organizations to identify migrant families.		Secretary, PEIMS Migrant Coordinator	Monthly		Daily Logs
Implementation of career awareness activities.		Principal, Counselor, Teachers	Throughout August 2023 - May 2024		Calendar, Lesson plans, notes sent home
Implement transition activities for K students entering the Elementary.	3 <sup>rd</sup> Year	Principals, teachers, and counselor	May 2024		Copies of activities
Teachers and paraprofessionals will be trained in conflict resolution programs (CPI).		WCTSSA	June 2023 - May 2024	General Fund	Copy of program outline
Continue the employment of an intervention specialist who will work closely with the WCTSSA RTI personnel and our teachers to provide interventions that will lead to academic success for our struggling students.		Superintendent, Principal	August 2023 - May 2024	General Fund, Title I Funds	Formative Assessment Data, ARD, 504, and RTI Meetings minutes
Students will be screened for dyslexia using CLI TX-KEA dyslexia checklist and screening according to the dyslexia handbook.		Principal, Teachers	2nd Semester	General Fund	Copies of screenings
Students identified as dyslexic will receive instruction using a research-based program of multi-sensory instruction	7 <sup>th</sup> Year	Principal, Dyslexic Intervention Specialist	August 2023-May 2024		Lesson plans
Grace and courtesy and Montessori Peace Education program campus wide.	5 <sup>th</sup> Year	Principal, Teachers, and Paraprofessionals	August 2023-May 2024	General Fund	Walk-through and formal observations

Implementation of Capturing Kids Hearts (CKH) campus wide	1 <sup>st</sup> Year	Principal, Secretary, Teacher, Paraprofessionals	August 2023-May 2024	General Fund	Training Sign in Sheets, PO Invoice, morning memos, and meeting agendas
Participate in Red Ribbon Week activities to create awareness of Drug use.	5 <sup>th</sup> Year	Principal, Counselor, Local Police, Teachers	Oct. 23-27, 2023	ESC Consultant	Calendar, FB posts, Notes sent home to parents
Fire Prevention Week activities to educate students and families on fire safety.	5 <sup>th</sup> Year	Principal, Counselor, Local Fire Departments, Teachers	Oct. 9-13, 2023		Calendar, FB posts, Notes sent home to parents
Cooks Center Mental Health Programs	1 <sup>st</sup> Year	Superintendent, Counselor, Principal	August 2023-May 2024		Calendar, Notes sent home to parents, FB posts
Lions Club Vision Testing	6 <sup>th</sup> Year	Nurse, Local Lions Club	Fall 2023		Calendar