

Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: Study in 2012 revealed over 700 children were not enrolled in a high-quality early childhood program. High quality and well trained staff members with lower class size ratios, research based curriculum and supplemental materials are needed.

Root Cause 1: Moody Early Childhood Center has increased student enrollment each year since opening. Enrollment has increased from 50 students in 2016 to over 300 in 2020.

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Only 21% of students in Galveston enter Kindergarten with the skills needed to be successful.

Root Cause 2: Limited access to high-quality early childhood centers available on Galveston Island resulting in limited knowledge of foundation skills.

Problem Statement 2 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Overall, 81% of students attending Moody Early Childhood Center are economically disadvantaged, which correlates to 55% of infant/toddlers and 95% of PK.

Root Cause 3: High percent of families living in Galveston qualify for federal subsidy programs

Problem Statement 3 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: MECC staff need ongoing, high quality professional development on a variety of subjects including: staff and student evaluation, effective use of the curriculum, enrichment areas such as STEAM, motor development, phonological awareness, integrating math and science into lessons, what quality teaching looks like, effectively using FrogStreet, data driven and differentiated instruction, using technology to impact student learning, effectively using purposeful play during work stations/centers, as well as other training needed to maintain up to date on information regarding their roles at MECC.

Root Cause 4: The majority of MECC staff are new to education teachers and have not had targeted training in the areas listed.

Problem Statement 4 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Moody Early Childhood Center needs researched based, high quality educational materials for students, staff, and families including, but not limited to: curriculum and supporting materials and manipulatives, classroom furniture for expansion, reliable and updated internet to provide access to online training and access to family communication platform, student data system for assessments, professional development materials and supplies, timely parent information, accurate HR and payroll information, as well as a supplies needed to maintain a safe and secure environment.

Root Cause 5: The deficiencies in the students' background knowledge as well as the high percentage of economically disadvantaged students and families being served raises the need for a variety of materials and supplies in order for the staff to communicate concepts effectively with students and staff.

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: MECC will offer wrap-around services including high quality parent and family engagement activities with incentives that truly increase caregivers' ability to impact their families' success.

Root Cause 6: Family issues, barriers in language and education as well as insecure finances can make families reluctant to become active participants in their child's education.

Problem Statement 6 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Because of the ages of the students served, the community has a "daycare" perception of early childhood education.

Root Cause 7: The school was established as a childcare facility when it opened in 2016, and is the first of it's kind in the state. Information promoting the importance of early intervention is limited.

Problem Statement 7 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Goals

Revised/Approved: September 25, 2020

Goal 1: Increase student access to high-quality early childhood education in order to enter kindergarten prepared to succeed and become lifelong learners.

Performance Objective 1: Increase and maintain the number of students enrolled in the Moody Early Childhood Center PK program to 150 full-time students by opening new classrooms for the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS enrollment data

Summative Evaluation: None

Strategy 1: Moody Early Childhood Center will actively recruit students to maintain enrollment capacity.	
<p>Strategy's Expected Result/Impact: MECC will enroll 150 full-time PK students</p> <p>Staff Responsible for Monitoring: Director of Business and Finance will monitor enrollment and attendance.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Advertising and Marketing 199 - General Fund 6482 \$12,000 Advertising 211 - Title I 6300 \$2,000</p>
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Strategy 2: MECC will recruit, hire, and train high-quality staff.

<p>Strategy's Expected Result/Impact: All classrooms will be staffed by high-quality personnel who understand the importance of early childhood education.</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p>	Formative
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Problem Statements: None

Funding Sources:
 Staff recruitment 199 - General Fund 6300 & 6400 \$5,000
 Staff hiring 199 - General Fund 6100 \$480,000
 Staff training 211 - Title I 6200 & 6400 \$100,000





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: MECC will participate in job fairs in-person or virtually to recruit and hire high-quality and motivated staff that exemplifies the Core Values of MECC.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS HQ PK Data Report
MECC financial reports

Summative Evaluation: None

Strategy 1: MECC will attend job fairs	
<p>Strategy's Expected Result/Impact: All PK classes will be taught by teachers that meet certification requirements.</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Registration and Travel 199 - General Fund 6400 \$2,000 Registration and Travel 211 - Title I 6400 \$1,000</p>	Formative
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Performance Objective 3: 100% of MECC PK staff will be highly trained in early childhood education to meet and exceed all state requirements.

Evaluation Data Sources: PEIMS HQ PK data

Documentation of training hours

Documentation of coaching plan

Summative Evaluation: None

Strategy 1: 100% of MECC staff will participate in coaching and high quality, research based professional development.	
<p>Strategy's Expected Result/Impact: Staff will gain increased knowledge of the student development, curriculum and specific academic areas, RTI, data driven instruction, technology integration, as well as specific training regarding their job roles,</p> <p>Staff Responsible for Monitoring: Lead Advocate</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Performance Objective 4: 100% of MECC staff will participate in high-quality professional development opportunities as well as on site coaching that is aligned with school-wide goals or to meet staff individual needs.

Targeted or ESF High Priority

Evaluation Data Sources: Professional Development Documentation/Sign-In Sheets
Staff Improvement Plans/Goal Setting Sheets

Summative Evaluation: None

Strategy 1: MECC will offer a variety of training options including but not limited to, after school, Saturdays, during the school day - coaching and mentoring onsite, as well as sending staff to offsite and virtual professional development such as training or conferences.

<p>Strategy's Expected Result/Impact: All staff will participate in a minimum of 24 hours of professional development.</p> <p>Staff Responsible for Monitoring: Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p>	Formative
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Problem Statements: None

Funding Sources:
Contracted Services 199 - General Fund 6200 \$4,000
Contracted Services 211 - Title I 6200 \$20,000
Travel 199 - General Fund 6400 \$7,000
Travel 211 - Title I 6400 \$20,000

No Progress



Accomplished



Continue/Modify






Discontinue

Performance Objective 5: MECC will open a PK4 classrooms serving students who attended the center prior to PK3.

Evaluation Data Sources: PEIMS HQ PK Data
PEIMS Enrollment Data




Summative Evaluation: None

Strategy 1: By the start of school, MECC will open PK4 classrooms with a student:teacher ratio below the district's standard 22:1.	
<p>Strategy's Expected Result/Impact: 90% of students assessed will have the skills qualifying them as "Kindergarten Ready"</p> <p>Staff Responsible for Monitoring: Business Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Supplies and Materials 211 - Title I 6300 \$30,000 Staff 199 - General Fund 6100 \$35,000 Contracted Services and Travel 211 - Title I 6200 and 6400 \$6,000</p>
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Performance Objective 6: 90% of students attending the PK4 class will be assessed as "Kindergarten ready" prior to enrolling in Galveston ISD kindergarten program.

Evaluation Data Sources: CIRCLE assessment data
TPRI/Tejas LEE assessment data




Summative Evaluation: None

Strategy 1: PK4 students will be assessed using a state approved assessment to show academic preparedness for kindergarten	
<p>Strategy's Expected Result/Impact: 90% of PK4 students will assess as "kindergarten ready"</p> <p>Staff Responsible for Monitoring: Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p>
	<p>Funding Sources:</p> <p>Contracted Services - TANGO 211 - Title I 6200 \$8,000</p> <p>Supplies 211 - Title I 6300 \$30,000</p> <p>Professional Development 211 - Title I 6200 and 6400 \$50,000</p>
	<p>Summative</p> <p>June</p>
<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 7: PK student performance data will be extrapolated and uploaded into the TCDS system in a timely manner.

Evaluation Data Sources: TANGO
TCDS

Summative Evaluation: None




Strategy 1: MECC will purchase and implement TANGO to extrapolate TCDS data	
<p>Strategy's Expected Result/Impact: MECC will be able to provide GISD student CIRCLE data on or before the district submission deadline</p> <p>Staff Responsible for Monitoring: Executive Director</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Contracted Services 211 - Title I 6200 \$8,000</p>	Formative
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Goal 2: Increase all families' connectedness and participation in school, and community by expanding their knowledge and access to resources and educational opportunities.

Performance Objective 1: MECC will receive input from parents and caregivers on family engagement activities and topics.

Evaluation Data Sources: Family Survey data




Summative Evaluation: None

Strategy 1: MECC will host quarterly parent advisory meetings (Sept, Jan, April, and June)	
<p>Strategy's Expected Result/Impact: MECC will host quarterly meetings for parents and caregivers to provide input into program development, needs, and expansion</p> <p>Staff Responsible for Monitoring: Lead Advocate/Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Parent Advisory Meetings 199 - General Fund 6300 \$800 Parent Advisory Meetings 211 - Title I 6300 \$500</p>	Formative
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Strategy 2: MECC will offer training for parents on a variety of topics including but not limited to: child development, budgeting, parenting, social-emotional, academic areas, etc.	
<p>Strategy's Expected Result/Impact: MECC will host monthly training for families on topics specific to the needs of the clientele.</p> <p>Staff Responsible for Monitoring: Lead Advocate/Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Family Engagement travel 199 - General Fund 6400 \$1,000 Family Engagement supplies 199 - General Fund 6300 \$3,000 Family Engagement presenters 199 - General Fund 6200 \$500 Family Engagement travel 211 - Title I 6400 \$2,500 Family Engagement supplies 211 - Title I 6300 \$3,000 Family Engagement presenters 211 - Title I 6200 \$500</p>	Formative
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Performance Objective 2: MECC will allocate resources appropriate to facilitate a high-quality family engagement program, including funding for personnel, contracted services for presenters, supplies and materials, as well as travel.

Evaluation Data Sources: Budget Breakdown Information





Summative Evaluation: None

Strategy 1: MECC will implement monthly family engagement activities.	
<p>Strategy's Expected Result/Impact: 100% of Parents will be offered family engagement opportunities.</p> <p>85% of parents will attend family engagement activities.</p> <p>Staff Responsible for Monitoring: Lead Advocate</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p>
	<p>Funding Sources:</p> <p>Contracted Services 211 - Title I 6200 \$1,000</p> <p>Supplies 211 - Title I 6300 \$1,000</p>
	<p>Summative</p> <p>June</p>
<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 3: MECC will work with partnering agencies to provide monthly family engagement activities and workshops.

Evaluation Data Sources: Family Engagement Documentation such as flyers and sign-in sheets




Summative Evaluation: None

Strategy 1: Monthly family engagement activities will be held at a variety of times in order to best meet parents' needs.	
<p>Strategy's Expected Result/Impact: 100% of MECC parents will have the opportunity to attend family engagement meeting.</p> <p>Staff Responsible for Monitoring: Lead Advocate</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Contracted Services 199 - General Fund 6200 \$500 Contracted Services 211 - Title I 6200 \$500 Supplies 211 - Title I 6300 \$2,000 Supplies 211 - Title I 6300 \$2,000</p>
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Performance Objective 4: MECC will implement strategies learned in Ruby Payne "A Framework for Understanding Poverty" and "Getting Ahead in a Just Getting By World" in family engagement class discussions/meetings.

Evaluation Data Sources: Family Engagement Documentation such as flyers and sign-in sheets




Summative Evaluation: None

Strategy 1: MECC staff will receive training on understanding poverty to better meet the needs of our families.	
<p>Strategy's Expected Result/Impact: Staff will identify behaviors of economically disadvantaged families to</p> <p>Staff Responsible for Monitoring: Lead Advocate</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Travel and Registration 211 - Title I 6400 \$2,000</p>
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<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 5: Implement and track family engagement and family goals using Optima case management and reporting software.

Evaluation Data Sources: Monthly Optima Report




Summative Evaluation: None

Strategy 1: Family Advocate, Counselor, and Education Advocate will input documentation of family goals and attainment into Optima.	
<p>Strategy's Expected Result/Impact: 100% of family goals will be in Optima for review</p> <p>Staff Responsible for Monitoring: Lead Advocate</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Contracted Services - Optima 199 - General Fund 6200 \$1,200</p>	Formative
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<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 6: 75% of the identified MECC families will meet or exceed all of their individually set family development goals.

Evaluation Data Sources: Optima Report

Summative Evaluation: None




Strategy 1: 100% of MECC families on scholarship will have family goals in Optima	
<p>Strategy's Expected Result/Impact: 100% of participating families on scholarship will have goals in Optima</p> <p>Staff Responsible for Monitoring: Lead Advocate</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Contracted Services - Optima 199 - General Fund 6200 \$1,200</p>	Formative
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Goal 3: Ensure all resources, including staffing, physical resources, school organization, and educational resources are aligned to strengthen and support our work in implementing our School Strategic Plan and our School Vision

Performance Objective 1: 100% of staff will be assigned a Lead Teacher as their mentor to meet, observe, and coach them no less than once a month.

Evaluation Data Sources: Lead Teacher schedules
Lead Teacher Documentation logs




Summative Evaluation: None

Strategy 1: Lead teachers will be assigned and staff schedules will be amended for classroom observation and planning to occur on all age levels.	
<p>Strategy's Expected Result/Impact: 100% of teachers will receive a minimum of monthly observations and timely feedback</p> <p>Staff Responsible for Monitoring: Business Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals. Build a foundation of reading and math</p> <p>ESF Levers: None</p>	Formative
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Performance Objective 2: 100% of new employees will receive continuous feedback throughout their 90-day probationary period and will receive a performance evaluation at their 60-day benchmark.

Evaluation Data Sources: Lead Teacher Documentation logs
60-day Evaluation information




Summative Evaluation: None

Strategy 1: Contracted service providers specializing in teacher observation and coaching will be hired to provide classroom observations to target individual teacher needs.	
<p>Strategy's Expected Result/Impact: All teachers will receive continuous coaching and feedback</p> <p>Staff Responsible for Monitoring: Lead Advocate</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Personnel 211 - Title I 6100 \$4,000 Personnel 199 - General Fund 6100 \$4,000</p>	Formative
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<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 3: 100% of staff will receive ongoing walkthrough documentation for compliance and performance, including those evaluated through TTESS.

Evaluation Data Sources: Documentation information




Summative Evaluation: None

Strategy 1: Lead teachers and contracted service providers will provide supplemental ongoing monitoring, coaching, and continuous feedback for classroom staff.	
Strategy's Expected Result/Impact: 100% of teachers will receive monthly feedback and coaching Staff Responsible for Monitoring: Lead Advocate Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: Contracted Services 211 - Title I 6200 \$75,000 Personnel 199 - General Fund 6100 \$4,000 Personnel 211 - Title I 6100 \$4,000
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No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Implement a time management system to monitor staff attendance rate for the 2020-2021 school year.

Evaluation Data Sources: T-Sheets




Summative Evaluation: None

Strategy 1: T-Sheets will be implemented for timely information on staff attendance and reporting	
<p>Strategy's Expected Result/Impact: Staff attendance rate allowing for greater student:teacher interaction</p> <p>Staff Responsible for Monitoring: Attendance Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p>
<p>Problem Statements: None</p> <p>Funding Sources: Contracted Services 199 - General Fund 6200 \$6,000</p>	
<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 5: Student attendance rate will maintain a 92% for the 2020-2021 school year.

Evaluation Data Sources: PEIMS report




Summative Evaluation: None

Strategy 1: Attendance information will be distributed, incentives will be offered and student attendance will be monitored.	
<p>Strategy's Expected Result/Impact: Student attendance will maintain from the 2020 school year.</p> <p>Staff Responsible for Monitoring: Attendance Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Supplies 199 - General Fund 6300 \$4,000</p>
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Performance Objective 6: MECC will provide supplies and materials such as classroom furniture, communication system, curriculum, technology, materials, and equipment necessary to implement a safe, high-quality early childhood program and expand services for additional classrooms.

Evaluation Data Sources: Expenditure reports

Summative Evaluation: None

Strategy 1: MECC will provide supplies and materials necessary for implementing a high-quality program	
<p>Strategy's Expected Result/Impact: MECC will effectively allocate funding and materials for all program areas to be successful</p> <p>Staff Responsible for Monitoring: Business Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p> <p>Funding Sources:</p> <p>Supplies 199 - General Fund 6300 \$40,000</p> <p>Supplies 211 - Title I 6300 \$80,000</p>
	<p>Summative</p> <p>June</p>
	<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>




Performance Objective 7: Moody Early Childhood Center will provide high-quality on site training as well as send staff to training to meet center and personal needs.

Evaluation Data Sources: Expenditure reports

Sign-In Sheets

Certificates of Completion




Summative Evaluation: None

Strategy 1: Contracted service providers will be hired to provide high-quality training for school wide initiatives as well as targeted for individual needs.	
<p>Strategy's Expected Result/Impact: 100% of staff will receive observation and training</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Contracted Services 199 - General Fund 6200 \$30,000 Contracted Services 211 - Title I 6200 \$80,000 Training Supplies 199 - General Fund 6300 \$1,000 Training Supplies 211 - Title I 6300 \$3,000</p>
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<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 8: MECC will maintain lower class-size ratios, lowering the student-teacher ratio from the traditional 22:1 for the school district to 15:1.

Evaluation Data Sources: PEIMS Reporting

Summative Evaluation: None




Strategy 1: Staff will be hired to meet smaller class size ratios	
<p>Strategy's Expected Result/Impact: Smaller class sizes will result in higher academic growth and lower discipline referrals</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Personnel 211 - Title I 6100 \$330,000</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Goal 4: Develop a sustainable and replicable business model

Performance Objective 1: MECC Business office will implement a new financial/HR system to comply with school requirements, and review the Business Operations manual to comply with school-based accounting procedures.

Evaluation Data Sources: 2020-2021 Business Operations Manual
Quickbooks, Gusto, Expensify, Bill.com




Summative Evaluation: None

Strategy 1: Accounting firm, auditor, and administrative staff will review procedures in the Business Operations Manual for compliance with school based accounting practices and procedures.	
<p>Strategy's Expected Result/Impact: MECC will align all financial procedures to FAR and EDGAR guidelines</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: Personnel 199 - General Fund 6100 \$0</p>	Summative
	June
<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Performance Objective 2: MECC will identify a minimum of three additional funding sources annually.

Evaluation Data Sources: Grant applications of funding sources applied




Summative Evaluation: None

Strategy 1: MECC staff will annually research and apply for additional funding opportunities to supplement existing resources	
Strategy's Expected Result/Impact: MECC will increase funding opportunities Staff Responsible for Monitoring: Deputy Executive Director Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: Personnel 199 - General Fund 6100 \$0
	Formative
	Nov
	Jan
	Mar
	Summative
	June
No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: MECC will increase enrollment for full pay students attending the PK program to 10 students.

Evaluation Data Sources: PEIMS Student enrollment data

Summative Evaluation: None

Strategy 1: MECC will implement recruitment efforts including, but not limited to newspaper and online advertising, festival participation, flyers, pamphlets, banners, and yard signs.	
<p>Strategy's Expected Result/Impact: MECC will increase to 10 full pay PK students</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Goal 5: Ensure MECC is recognized as a regional, state-wide, and national model as high-quality early childhood education

Performance Objective 1: Moody Early Childhood Center will meet all performance objectives defined by the partnering agency, Galveston ISD.

Evaluation Data Sources: District Student Learning Objectives
 Student performance report (CIRCLE/TANGO)
 A-F Accountability Rating System





Summative Evaluation: None

Strategy 1: MECC will meet or exceed all performance objectives created by partnering agency as well as state and federal requirements	
<p>Strategy's Expected Result/Impact: 100% of GISD performance objectives will be met</p> <p>Staff Responsible for Monitoring: Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Personnel 199 - General Fund 6100 \$2,500,000 Personnel 211 - Title I 6100 \$350,000 Contracted Services 199 - General Fund 6200 \$35,000 Contracted Services 211 - Title I 6200 \$80,000 Supplies 199 - General Fund 6300 and 6600 \$30,000 Supplies 211 - Title I 6300 and 6600 \$100,000 Travel 199 - General Fund 6400 \$15,000 Travel 211 - Title I 6400 \$12,000</p>
	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>	

Performance Objective 2: MECC will become NAEYC accredited by the end of the 2020-2021 program year.

Evaluation Data Sources: Accreditation documentation

Summative Evaluation: None




Strategy 1: MECC will meet all requirements to become NAEYC accredited by the end of the 2021 program year	
<p>Strategy's Expected Result/Impact: NAEYC will show MECC as a high quality early childhood center.</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Contracted Services 199 - General Fund 6200 \$5,000</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 6: The Moody Early Childhood Leadership will exemplify the founding principles of the organization and make decisions that will successfully move the organization forward.

Performance Objective 1: All of the administration and Board members of MECC will have the required and supplemental training on or before July 31, 2021.

Evaluation Data Sources: Documentation of Charter School training
Documentation of DFPS training

Summative Evaluation: None




Strategy 1: MECC will utilize Texas Charter Association for online and conference training for administration and Board members.	
<p>Strategy's Expected Result/Impact: All MECC Board and administrative team will meet the required charter school and supplementary training hours</p> <p>Staff Responsible for Monitoring: Executive Director</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: Contracted Services 199 - General Fund 6200 \$3,000 Registration and Travel 199 - General Fund 6400 \$10,000</p>
	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>	

Goal 7: Increase students and families' connectedness to school utilizing staff and community partners to strengthen the support and connection families have to student engagement.

Performance Objective 1: Continue to develop and refine the partnership with Galveston ISD to remove any roadblocks to success.

Evaluation Data Sources: Documented communication between the entities with timely responses.




Summative Evaluation: None

Strategy 1: MECC will collaborate with PEP at Ball High School to ensure parenting students have access to childcare.	
<p>Strategy's Expected Result/Impact: All parenting students at Ball HS have access to high quality childcare while students are in school.</p> <p>Staff Responsible for Monitoring: Deputy Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	<p>Summative</p> <p>June</p>
	<p>No Progress  Accomplished  Continue/Modify  Discontinue</p>

Performance Objective 2: Explore stronger partnership with local entities, such as Galveston Urban Ministries, Galveston College, Diaper Bank, etc. to access more programs and resources for MECC families and students, and assist other agencies to provide services for their clients and families..

Evaluation Data Sources: List of community partners

Summative Evaluation: None

Strategy 1: MECC will initiate 3 new partnerships annually to expand services for students, families, and staff.	
Strategy's Expected Result/Impact: MECC will increase its community partners Staff Responsible for Monitoring: Executive Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
No Progress  Accomplished  Continue/Modify  Discontinue	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Moody Early Childhood Center is the first in-district charter school in the state of Texas serving 6 week - 4 year olds.

Purpose Our **PURPOSE** is to provide a warm, caring and stimulating early childhood educational environment for our children to succeed as lifelong learners.

Mission Our **MISSION** is to provide a safe, nurturing and developmentally appropriate program which fosters active learning, support for the whole child, and a child friendly environment. MECC fosters innovation, embraces teamwork, strives for excellence, respects and supports families, commits to service at all levels, respects and appreciates diversity, actively listens and seeks to understand, communicates openly and productively, uses resources creatively and responsibly and abides by the NAEYC code of ethics.

Vision Our **VISION** for the Moody Early Childhood Center is to ensure that Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed.

1. Our students have the individual skills and knowledge to succeed in a rapidly changing world.
2. Our students, staff and community learn, and are cared for, in an environment that reflects our school values.
3. The school ethos adds value to each child's life through an interdependent partnership between parents, staff and students.
4. The school promotes individual and team excellence and individual and team contributions to national well being.
5. The 12 Quality Principles provide the foundation on which the school operates and students, staff and parents learn.

MECC was founded to ensure that Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed. In 2017-2018, only 21% of Galveston Island children approaching the doors of their Kindergarten classrooms have the skill sets they need to begin their public school education. Accepting enrollment as young as 6 weeks, aligning infant and toddler curriculum with the PreK curriculum used by GISD, co-locating the

public PreK3 program on the same campus with the private infant and toddler program, training teachers through a shared professional development process, supporting families who need assistance to make certain that students return to a stable and nurturing home environment, and harnessing community resources for the benefit of Galveston's youngest citizens are elements fundamental to MECC and the realization of the mission and vision of this public/private partnership.

Moody Early Childhood Center is a school community which is based on strong, all-pervasive values. Our focus on the academic, social and emotional well being of each of our 330 students is based on a common understanding of what it means to live by the values.

To do this we work closely in teams, generate ideas, and continually develop and renew our programs to achieve our purpose. As a community, we work in our interdependent partnerships with enthusiasm, a strong sense of commitment and a love of learning.

Together we provide an excellent range of high-quality curriculum and extracurricular programs which put the focus firmly on our value of *learning*.

We have invested, and continue to invest, a significant amount of money, personnel and time in the professional learning of staff. Generally, as we experience a 15 - 20% changeover of staff each year, it is important that we maintain this level of investment and therefore we place a priority on maintaining strong goal congruence through our focused professional learning.

Our attractive facility ensures the safety of all students and creates an environment which caters for a range of learning opportunities. Age-appropriate activities aligned with stimulating rigor coupled with passive and active play are paramount in the overall methodology used when teaching our students.

The school community has a diverse ethnic population with 13 nationalities represented. Overall, our students are 81.1% economically disadvantaged, as indicated as qualifying for financial assistance through WorkSource, enrolling on scholarship, or qualifying for the free/reduced meal plan which truly is in lockstep with the Galveston Independent School District In keeping with Moody Early Childhood Center

Strong relationships and clearly documented processes are keys to the smooth operation of our school; offering consistency of approach in programs and welfare and strong accountability to our community and Texas Department of Family and Protective Services (DFPS). Senior staff members are assigned to the Infant-Toddler and Pre-K areas to serve "Lead Teachers" who observe, mentor and coach the staff members, as well as an Education Advocate, is in place to provide support for children, parents, and staff.

A key priority is to maintain and strengthen our learning approach and program, with all staff being trained every year prior to the beginning of the school year. Coupled with the high level of professional knowledge within our own staff, our focus on quality learning throughout our professional learning program was and continues to be, of a high standard. Our school operates according to the Quality Framework based on a systems view (outlined on the next page) strong relationships founded on values and agreed processes.

In the 2016-2017 school year, approximately 70% of the district students and 95% of the district Prekindergarten students who qualified for the district PreK3 and PreK4 programs were economically disadvantaged, 7% qualified for special education services, 31% were English Language Learners, and 25% were qualified as Homeless.

Infant/Toddler	PreKindergarten	After School	GISD
47% Male 53% Female	48% Male 52% Female	59% Male 41% Female	
85% Non-Hispanic 55% Non-Hispanic	59% Non-Hispanic	68% Non-Hispanic	
15% Hispanic Hispanic	41% Hispanic	32% Hispanic	45%
5% Asian Asian	5% Asian	5% Asian	2.1%
23% Black/African American 24.1% Black/African American	41% Black/African American	23% Black/African American	
64% White White	52% White	64% White	26.2%
1% Two+ Two+	1% Two+	1% Two+	1.9%
55% Eco Dis 1% Hawaiian/Pacific Islander	2% Hawaiian/Pacific Islander	14% Eco Dis	
Dis	95% Eco Dis		70.6% Eco
	26% EL		16.7% EL
Risk	43% At-Risk		45.6% At-

SPED

For the 2018-2019 school year, MECC met the district student learning objective goals:

- Increase Vocabulary – By the end of the 2018-2019 school year, 70% of our students will be able to identify vocabulary introduced in the Frog Street curriculum (90 vocabulary cards)

7% Sept/18% Dec/31% Jan/82% May

- Alphabet Knowledge – By the end of the 2018-2019 school year, 70% of our students will recognize at least 10 letters especially those in their own name.

12% Sept/17% Oct/38% Dec/82% May

- Number Recognition – By the end of the 2018-2019 school year, 70% of our students will recognize the numerals 1-5.

15% Sept/26% Oct/43% January/77% May

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

PBMAS data

Staff, Parent, Community and Professional Advisory Committee meeting discussions

Local benchmark or common assessments results

Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.

Drop-out rates

Attendance data

Discipline records

Prior year budgets/expenditures in relation to current year funding and priorities state and/or federal planning requirements

Campus leadership and/or department meetings

Student failure and/or retention rates Student Success Initiative (SSI) results

Prior year(s) campus and/or district improvement plans

Staff development evaluations, surveys, and/or needs assessment(s)

TPEIR results

Texas Primary Reading Inventory (TPRI) or Tejas LEE results

Texas English Language Proficiency Assessment System (TELPAS) results

End-of-Course (EOC) Assessments results

Advanced Placement (AP) and/or International Baccalaureate (IB) test results SAT and/or ACT test results

Special education population, including performance, discipline, attendance, and mobility Homeless population, including performance, discipline, attendance, and mobility

At-Risk population, including performance, discipline, attendance and mobility

ELL population, including performance, discipline, attendance and mobility Gifted population, including performance, discipline, attendance and mobility

Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility College Readiness Data

Class size data

STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements Completion Rates / Graduation Rates

Students served by Section 504, including performance, discipline, attendance and mobility Dyslexic population, including performance, discipline, attendance and mobility

Response to Intervention (RtI) data Parent Involvement Rate

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Each school year, the Executive Director, or designee of the school campus, with the assistance of the campus-level committee, shall develop, review, and

revise the campus improvement plan for the purpose of improving student performance for all student populations.

The committee, comprised of parents, teachers, the campus administrator, community members, business and industry representative, teacher of special needs students, and pupil services personnel, will review campus and transitional data appropriate to assess need trends. Some of the data that may be analyzed is:

Expected Performance including all student groups, student populations including special education with respect to student achievement. The campus improvement plan must establish performance objectives based on the student achievement indicator system and identify how campus goals will be met for each student.

Student Achievement

Student Engagement

21st Century Learning/Skills

AYP (Including Math & Reading for special populations)*

Planning for new curriculum/STAAR

Differentiation/Interventions

Enrichment

TPRI and Tejas Lee

Internet Safety

Violence Prevention including current and future plans for bullying prevention

Parental Involvement/Engagement

Coordinated Health Plan (Vigorous Physical Activity, Local Health Advisory)

Student Attendance

2.2: Regular monitoring and revision

The site-based decision committee, in conjunction with the family and community advisory, the staff advisory, and the professional advisory committee will review the CIP on a quarterly basis for the achievement of goals and needed changes. Meetings will be established in September, December, March, and

June.

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

MECC will ensure that all information regarding student interpretive, descriptive, and diagnostic reports, plans, policy, compact, newsletter, parent meetings, and other required correspondence should be given in an understandable and uniform format, and to the extent practicable, in a language, the parent can understand. Whenever possible, staff and parents will be used to assist in translating the information to parents who do not speak English.

2.4: Opportunities for all children to meet State standards

MECC will assist the district in preparing students to meet State standards by providing more preschoolers with access to high-quality early learning programs. MECC will ensure student access for all children, offer high-quality programming by implementing degreed staff who receive on-going professional development, research-based curriculum that aligns to Galveston ISD PK4 and kindergarten curriculum, maximize our local partnerships to expand student access to programs, and offer family engagement activities. We will use advisory committees to allow parents, staff, community and area professionals input in the development, review, and improvement of our program.

2.5: Increased learning time and well-rounded education

Moody Early Childhood Center offers full-day PK3 and PK4 programs in order for all students. To assist the children in overcoming any educational gaps, MECC has chosen to align the curriculum with the district by implementing FrogStreet in all the classrooms, infants through PreK4. In the classroom, students are taught utilizing the Frog Street curriculum, and intentional activities during center and small group instruction. To further the students' knowledge, MECC recently received a grant for the Early Explorer STEAM curriculum written by Rice University that will further the children's interest and knowledge of science, technology, engineering, art, and math concepts utilizing aligned literature. Students will be assessed using monthly developmental checklists and the CIRCLE Progress Monitoring System all designed by the Children's Learning Institute and aligned to the PK Guidelines

In addition, MECC understands that a student's success can be bolstered, not only by early intervention but also by family and community engagement. MECC employs Family Advocates who assist in accessing resources, meeting at least monthly with families to undertake goal setting, education referrals, job training, etc. MECC also offers programs to assist parents in developing their personal skills. Our families have attended classes on Positive Discipline, Incredible Years, Financial Literacy, Mom-To-Mom Talks, Fatherhood Initiative, just to name a few. In addition, MECC has a Master Counselor to assist students and families during rough transitional periods. Our counselor works with the students, teachers, and parents to assist the children in their classroom success. Community involvement also plays a critical role in ensuring our families receive the services they need.

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

Prekindergarten enrollment requirements are established to ensure that the most at-risk children are eligible to participate in the program. Students qualifications include at least three or four years of age on or before September 1st of the current year and...

- Is unable to speak or comprehend the English language; or
- Is educationally disadvantaged (i.e. eligible to participate in the national free or reduced-price lunch program); or
- Is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
- Is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve armed forces, who was injured or killed while serving on active duty; or
- Is or has ever been in the conservatorship of the Department of Family and Protective Services (foster care) following an adversary hearing held as provided by Section 252.201, Family Code; or

Is the child of a person eligible for the Star of Texas Award as a peace officer under Section 3106.002, Government Code; a firefighter under Section 3106.003, Government Code; or an emergency medical first responder under Section 3106.004, Government Code

The majority of students qualifying for the PK3 program will qualify as “at-risk” based on the Texas guidelines. The term “at-risk” is defined as a student at-risk of dropping out of school is one who is under age 21 and who meets one or more of the following criteria:

- 1) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum (language arts, math, science, and social studies) during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) was not advanced from one grade level to the next for one or more school years;
- 4) did not perform satisfactorily on an assessment instrument administered to the student under Texas Education Code (TEC) Subchapter B, Chapter 39. and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) is pregnant or a parent;
- 6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- 7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution or other conditional releases;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- 10) is of limited English proficiency, as defined by TEC §29.052;

11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12) is homeless, as defined by No Child Left Behind (NCLB) Act, Title X, Part C, Section 725(2), the term "homeless children and youths," and its subsequent amendments; or,

13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

MECC will comply with all state and federal requirements for identification of all at-risk students and exceed the required services for these children. Staff will be trained, or district personnel will be hired to administer a pre-assessment to determine eligibility. Assessments will be chosen that aligns to the district assessment if available for the age group served. In the classroom, teachers will utilize differentiated instructional techniques will be used to ensure students learning abilities are appropriately challenged in all areas of their development. Teachers will also implement Response to Intervention (RtI) to help individualize the curriculum and learning goals. Ongoing monitoring and assessment will be used to determine a child's progress towards meeting their individual goals, and an annual assessment will be utilized to measure each student's growth in English acquisition.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Elementary Secondary Education Act (ESEA) describes parent and family engagement as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including parents play an integral role in assisting their child's learning, parents are encouraged to be actively involved in their child's education, and that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

We will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and families, plan and implement programs, activities, and procedures with meaningful consultation with parents of participating children.

In addition, MECC will consult with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education as a resource for building the capacity of the school and the staff.

3.2: Offer flexible number of parent involvement meetings

Parent advisory meetings along with Family Engagement activities and Family Goal Planning sessions will be held at a variety of times throughout the day to accommodate the needs of family members who wish to participate.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Advertising and Marketing	6482	\$12,000.00
1	1	2	Staff recruitment	6300 & 6400	\$5,000.00
1	1	2	Staff hiring	6100	\$480,000.00
1	2	1	Registration and Travel	6400	\$2,000.00
1	4	1	Contracted Services	6200	\$4,000.00
1	4	1	Travel	6400	\$7,000.00
1	5	1	Staff	6100	\$35,000.00
2	1	1	Parent Advisory Meetings	6300	\$800.00
2	1	2	Family Engagement travel	6400	\$1,000.00
2	1	2	Family Engagement supplies	6300	\$3,000.00
2	1	2	Family Engagement presenters	6200	\$500.00
2	3	1	Contracted Services	6200	\$500.00
2	5	1	Contracted Services - Optima	6200	\$1,200.00
2	6	1	Contracted Services - Optima	6200	\$1,200.00
3	1	1	Personnel	6100	\$4,000.00
3	2	1	Personnel	6100	\$4,000.00
3	3	1	Personnel	6100	\$4,000.00
3	4	1	Contracted Services	6200	\$6,000.00
3	5	1	Supplies	6300	\$4,000.00
3	6	1	Supplies	6300	\$40,000.00
3	7	1	Contracted Services	6200	\$30,000.00
3	7	1	Training Supplies	6300	\$1,000.00
4	1	1	Personnel	6100	\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Personnel	6100	\$0.00
4	3	1	Advertisement	6200 & 6300	\$12,000.00
5	1	1	Personnel	6100	\$2,500,000.00
5	1	1	Contracted Services	6200	\$35,000.00
5	1	1	Supplies	6300 and 6600	\$30,000.00
5	1	1	Travel	6400	\$15,000.00
5	2	1	Contracted Services	6200	\$5,000.00
6	1	1	Contracted Services	6200	\$3,000.00
6	1	1	Registration and Travel	6400	\$10,000.00
7	2	1	Supplies	6300	\$600.00
Sub-Total					\$3,256,800.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Advertising	6300	\$2,000.00
1	1	2	Staff training	6200 & 6400	\$100,000.00
1	2	1	Registration and Travel	6400	\$1,000.00
1	4	1	Contracted Services	6200	\$20,000.00
1	4	1	Travel	6400	\$20,000.00
1	5	1	Supplies and Materials	6300	\$30,000.00
1	5	1	Contracted Services and Travel	6200 and 6400	\$6,000.00
1	6	1	Contracted Services - TANGO	6200	\$8,000.00
1	6	1	Supplies	6300	\$30,000.00
1	6	1	Professional Development	6200 and 6400	\$50,000.00
1	7	1	Contracted Services	6200	\$8,000.00
2	1	1	Parent Advisory Meetings	6300	\$500.00

211 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Family Engagement travel	6400	\$2,500.00
2	1	2	Family Engagement supplies	6300	\$3,000.00
2	1	2	Family Engagement presenters	6200	\$500.00
2	2	1	Contracted Services	6200	\$1,000.00
2	2	1	Supplies	6300	\$1,000.00
2	3	1	Contracted Services	6200	\$500.00
2	3	1	Supplies	6300	\$2,000.00
2	3	1	Supplies	6300	\$2,000.00
2	4	1	Travel and Registration	6400	\$2,000.00
3	1	1	Personnel	6100	\$4,000.00
3	2	1	Personnel	6100	\$4,000.00
3	3	1	Contracted Services	6200	\$75,000.00
3	3	1	Personnel	6100	\$4,000.00
3	6	1	Supplies	6300	\$80,000.00
3	7	1	Contracted Services	6200	\$80,000.00
3	7	1	Training Supplies	6300	\$3,000.00
3	8	1	Personnel	6100	\$330,000.00
5	1	1	Personnel	6100	\$350,000.00
5	1	1	Contracted Services	6200	\$80,000.00
5	1	1	Supplies	6300 and 6600	\$100,000.00
5	1	1	Travel	6400	\$12,000.00
Sub-Total					\$1,412,000.00
Grand Total					\$4,668,800.00

Addendums