Child Development Center

Campus Improvement Plan
2026-2027

Date Approved by MPISD Board of Trustees:

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MISSION

To graduate students with the ability to read, think, and communicate

VISION

Every child has every chance to learn.

Campus Site Base Committee

Principal: Jamie Cook
Assistant Principal: Katie Fite
Administrator: Betsy Fluellen

Member	Composition	Member	Composition
Elizabeth Almendarez	CDC Instructional	Rhonda Bowers	CDC Instructional
Esther Okolo	CDC Instructional	Ilse Vargas	CDC Instructional
Christy Anderson*	CDC Instructional	Crystal Manincor	CDC Instructional
Guadalupe Contreras	CDC Instructional	Angela Lane	CDC Instructional
Tracy Franklin	CDC Instructional	Sandra Valle	CDC Instructional
Brittney Allen	CDC Instructional	Elizabeth Cruz	CDC Instructional
Darshonda McCoo*	EHS Instructional	Jacquenette Luna	EHS Instructional
Veronica Flores	EHS Instructional	Mariana Olvera	EHS Instructional
Jamie Cook	Administrator	Mayra Trejo	Community
Shelley Derrick	District Representative	Maria Price	Non-Instructional Staff
Katie Fite	Administrator	Lindsey Mendoza	Parent
Betsy Fluellen	Administrator	Alexis De La Riva	Parent

*Denotes District Site Base Members



SECTION 1

FUNDING SOURCES

Federal, State, and Local Funding Sources

PROGRAM	FUNDING SOURCE	PROGRAM	FUNDING SOURCE
199: General	Local	313: IDEA B Special Ed	Federal
199: 24, 26, 28, 30 State Compensatory ED	State	314: IDEA B Special Ed Pre-school	Federal
205: Head Start	Federal	397: Advanced Placement Incentive	State
211: Title 1 Part A Instruction & Parent Involvement	Federal	404: SSI – School Success Initiative	State
212: Title 1 Part C Migrant	Federal	411: Technology Allotment	State
240: Food Service	Federal	415: Pre-K Expansion	State
243: Vocational Tech Prep	Federal	422: Math Grant 7 – 12	State
244: Vocational Ed Basic	Federal	427: Pre-K	State
255: Title II Part A Principal/Teacher Recruitment & Retention	Federal	461: Principals	Local
263: Title III LEP Part A	Federal	712: After School	Local
270: Title VI Rural & Low Income	Federal	752: Print Shop	Local
284: Early Head Start	Federal	865: Activity	Local
289: LEP Summer School	Federal		



SECTION 2

Critical Success Factors

Critical Success Factors

1. Improve Academic Performance
2. Increase the Use of Quality Data to Drive Instruction
3. Increase Leadership Effectiveness
4. Increased Learning Time
5. Increase Family and Community Engagement
6. Improve School Climate
7. Improve Teacher Quality

SECTION 3

TITLE 1 COMPONENTS OF A SCHOOLWIDE PROGRAM

Title 1 Components for Schoolwide Program

1 **Comprehensive Needs Assessment**:

- Entire campus including migratory children
- Based on performance of children in relation to state content and student performance standards

2 **Schoolwide Reform Strategies**:

- Provide opportunities for all children to meet state's proficient and advanced levels of student performance
  - Use effective methods and instructional strategies based on scientifically based research that: strengthen core academics, increase amount and quality of learning time, such as: providing extended school year, before and after school and summer programs, and help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations
- Include strategies to address needs of all children, particularly those of low-achieving and at risk of not meeting state academic achievement standards which may include: counseling, pupil services, and mentoring services, college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, integration of vocational and technical education programs; and address how campus will determine if needs have been met; and
- Are consistent with, and are designed to implement, the state and local improvement plans

3 **Instruction by Highly Qualified Teachers**: instruction by highly qualified teachers

4 **High Quality and Ongoing Professional Development**: ongoing professional development for teachers, principals, and paraprofessionals

5 **Attract Highly Qualified Teachers**: strategies to attract high-quality highly qualified teachers to high-need school

6 **Parental Involvement Strategies**: strategies to increase parental involvement, such as family literacy services

7 **Transition from Early Childhood Programs**: plans for assisting preschool children

8 **Inclusion of Teachers in Academic Assessment Decisions**: measures to include teachers in decisions regarding academic assessments in order to provide information on, and to improve the performance of students and overall instructional program

9 **Effective and Timely Additional Assistance**: activities to ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with assistance, which shall include measure to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10 **Coordination and Integration of Federal, State, and Local Services and Programs**: occurs between federal, state, and local services and programs, including programs under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

SECTION 4

COMPREHENSIVE NEEDS ASSESSMENT

CDC Comprehensive Needs Assessment

Analysis of 2026-2027 School Readiness Outcomes

The following scores depict the percentage of students who have a score of Satisfactory Understanding on the **CLI® Assessment**. A score of Satisfactory Understanding indicates that a child has acquired skills in that area to prepare them to be ready to be successful in Kindergarten and beyond.

Instructional Model		Language & Literacy			Cognition			Social Emotional			Approaches to Learning			Perceptual, Motor, & Physical Development		
Program	**Age**	**BOY**	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
1WD	3	8%	11%	27%	22%	44%	49%	94%	80%	80%	69%	73%	73%	63%	84%	73%
1WD	3	6%	19%	30%	24%	45%	49%	100%	100%	94%	82%	100%	100%	86%	94%	91%
1WD	3	10%	21%	25%	17%	28%	39%	100%	57%	43%	93%	43%	43%	90%	90%	86%
1WD	Mix	41%	65%	79%	45%	59%	60%	94%	88%	82%	75%	94%	82%	63%	88%	59%
ESL	Mix	28%	41%	58%	42%	49%	58%	100%	100%	94%	100%	100%	94%	100%	97%	91%
ESL	3	16%	22%	33%	29%	29%	43%	86%	64%	54%	79%	50%	54%	54%	29%	31%
ESL	3	23%	38%	35%	31%	36%	45%	92%	92%	54%	92%	92%	69%	96%	100%	85%
ESL	3	18%	21%	40%	30%	33%	46%	100%	85%	79%	75%	77%	86%	75%	81%	93%
1WD	4	55%	78%	76%	62%	84%	90%	100%	94%	89%	100%	94%	94%	97%	95%	89%
1WD	4	64%	76%	79%	67%	76%	70%	100%	100%	88%	100%	95%	100%	94%	84%	71%
1WD	4	61%	71%	83%	58%	73%	86%	100%	100%	94%	100%	94%	100%	100%	100%	94%
1WD	4	30%	27%	67%	16%	21%	30%	80%	80%	87%	87%	73%	87%	84%	20%	74%
1WD	mix	21%	33%	42%	36%	47%	52%	93%	93%	50%	93%	87%	63%	90%	93%	66%
ESL	4	30%	41%	64%	39%	41%	66%	100%	93%	93%	93%	93%	93%	100%	97%	97%
ESL	4	19%	29%	34%	35%	48%	48%	92%	75%	38%	69%	67%	38%	77%	71%	39%
ESL	4	38%	40%	45%	49%	47%	65%	94%	65%	56%	94%	82%	81%	94%	85%	76%

2026-2027 Head Start Child Outcomes

Analysis of 2026-2027 School Readiness Outcomes

The following scores depict the percentage of students who have a score of Satisfactory Understanding on the **CLI® Assessment**. A score of Satisfactory Understanding indicates that a child has acquired skills in that area to prepare them to be ready to be successful in Kindergarten and beyond.

	Language & Literacy			Cognition			Social Emotional			Approaches to Learning			Perceptual, Motor, & Physical Development		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
CDC HS School Ready*	29%	40%	51%	38%	48%	53%	95%	85%	73%	88%	82%	74%	85%	83%	76%
HS 3's School Ready*	15%	27%	39%	27%	38%	46%	97%	81%	59%	86%	77%	71%	76%	83%	71%
HS 4's School Ready*	41%	51%	62%	44%	56%	64%	95%	89%	81%	93%	88%	86%	89%	83%	79%

	Language & Literacy	Cognition	Social Emotional	Approaches to Learning	Perceptual Motor & Physical Development
CDC Dual Language	56%	58%	79%	82%	78%
CDC English	44%	53%	67%	74%	73%
HS 3's Dual Language School Ready*	40%	47%	63%	71%	72%
HS 3's English School Ready*	36%	45%	62%	70%	70%
HS 4's Dual Language School Ready*	70%	68%	89%	93%	82%
HS 4's English School Ready*	50%	59%	70%	77%	76%

2026-2027 Head Start Child Outcomes

Analysis of 2024-2025 School Readiness Outcomes

The following numbers depict the average growth in scores between the beginning of the year scores and the end of the year scores in each developmental domain.

	Language & Literacy	Cognition	Social Emotional	Approaches to Learning	Perceptual Motor & Physical Development
Average Growth from BOY-EOY	5	2	3	2	3
HS 3's Average Growth from BOY-EOY	4	2	3	3	3
HS 4's Average Growth from BOY-EOY	5	1	2	2	3
HS 3's ELL Average Growth from BOY-EOY	4	2	4	3	4
HS 3's English Average Growth from BOY-EOY	4	2	3	2	3
HS 4's ELL Average Growth from BOY-EOY	6	1	3	3	4
HS 4's English Average Growth from BOY-EOY	5	1	1	1	2

CDC Comprehensive Needs Assessment

(Analysis of 2026-2027 School Readiness Outcomes)

The CLASS Observation tool is a way to gather data to measure the quality of support and interactions within a classroom setting. This research-based tool is designed for early childhood classrooms to focus on effective teaching and help teachers recognize and understand the power of their interactions with students. CLASS™ is set up on a 7-point rating system.

CLASS Domains	Office of Head Start Monitoring	MPISD Head Start	
		BOY	EOY
Emotional Support	6.03	5.6	5.9
Classroom Organization	5.78	5	5.4
Instructional Support	2.94	3	3.5

CLASS Outcomes Data Head Start

		Emotional Support		Classroom Organization		Instructional Support	
Program	**Age**	**Beg**	**End**	**Beg**	**End**	**Beg**	**End**
1WD	3	5.3	6.4	5	6.2	2.3	4.3
1WD	3	5.7	5.6	4.8	5.3	2.6	3
1WD	3	5.2	5.5	4	5.1	2	3.1
1WD	Mix	5.6	5.8	4.7	5	3.5	2.8
ESL	Mix	5.6	6	4.8	4.8	2.5	3.3
ESL	3	6.1	5.8	5.2	4.8	3	2.3
ESL	3	6.4	6.1	5.8	5.8	5.7	4.5
ESL	3	5.9	5.1	5	4.8	2.3	2.3
1WD	4	5.1	6.3	4.5	5.8	2	4.7
1WD	4	5.5	5.8	5.1	5.6	3.1	3.6
1WD	4	5.3	6.3	4.8	5.5	2.3	2.5
1WD	4	5.6	5.9	5.5	5.5	2.8	3.7
1WD	mix	5	5.3	4.5	4.6	2.1	2
ESL	4	6.3	6.3	5.7	6.2	5.2	5.7
ESL	4	5.5	-	4.5	-	2.5	-
ESL	4	6.1	6.5	5.3	5.8	4.7	4.7
HS Average		5.6	**5.9**	5	**5.4**	3	**3.5**

CLI

Four-Year-Old Student

Four-year-old student data is composed of three classrooms of English language instruction, five classrooms of dual language instruction for a total of nine classrooms. Four-year-old students showed the greatest amount of preparedness in Approaches to Learning with 86% of students being school ready. The area of Language and Literacy reflected the lowest amount of preparedness with 62% of children being school ready.

Three-Year-Old Student

Three-year-old classroom composition included four classrooms of dual Language and three classrooms of English Language instruction for a total of seven classrooms. Three-year-old student assessed at the end of the year, scored highest in Perceptual, Motor, and Physical Development and Approaches to Learning with 71% of students showing to be school ready. The area of Language and Literacy shows the lowest level of mastery with 39% of student showing to be school ready.

Early Head Start Children

The following summary includes assessment results for 10 Early Head Start classrooms. Early Head Start students were assessed in the following developmental domains: gross motor, fine motor, cognitive, language, self-help and social emotional. Students in the Early Head start program showed the greatest amount of preparedness in the area of Social Emotional with 66% of children showing to at or above their chronological age. Students showed the least amount of preparedness in the area Language with 29% of students showing to be school ready.

CLASS

The scores from the end of year CLASS scores shows the area of Emotional Support shows the highest scores with a 5.9. This average is .13 below the national average. The area of Classroom Organization has a campus average of 5.4. This score is .38 below the national average. The Instructional Support domain shows the lowest score campus wide with 3.5. The scores for our MPISD Head Start classrooms show the Instructional Support domain to be .56 above the national average.

COMPREHENSIVE NEEDS ASSESSMENT

(Improvement Plan for School Readiness Outcomes)

Once School Readiness Outcomes have been analyzed and summarized, a plan for improvement is developed. The following document addresses Professional Development areas, a timeline and those staff responsible for monitoring the plan. The goal is to improve teacher skills, children's advancement, and overall program effectiveness.

Target Area	Timeline	Monitoring	Progress
Provide ongoing SEL professional development to Early Head Start and Head Start teachers, assistants, and staff to support growth and learning in all classrooms.	Ongoing	Director, Assistant Director, Education Manager, Mental Health Manager	Completed (See Training Notebook)
Provide professional development and training to support teachers in the area developmentally appropriate practice.	Ongoing	Director, Assistant Director, Education Manager	Completed (See Training Notebook)
Support new EHS/HS staff with the acquisition of a CDA credential.	Ongoing	Education/Disability Manager	Ongoing
Early Head Start teachers and assistants will be provided individual data coaching based off ELAP/LAP assessment.	Ongoing	Education/Disability Manager, Quality Control Specialist	Completed
Set professional goals with teachers that target individualized CLASS scores.	Beginning & End of Year	Education Manager	Completed

SECTION 4

LONG RANGE GOALS

Long Range Goals

Goal I Improve the academic performance for all students

Goal II Provide creative and innovative professional development in instruction and administration based on student performance

Goal III Provide technological hardware and software to increase effectiveness of student learning, instructional management, staff development, and administration

Goal IV Provide safe and disciplined environment on all campuses along with appropriate behavior management programs

Goal V Prepare all students for campus and career/college transitions

Goal VI Recruit, employ, and retain a well-qualified, professional staff

Long Range Goals

Goal I Improve the academic performance for all preschool students

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 Assessment and Data: To implement screening, assessment and effective curriculum and results in order to best meet children's needs by				
1. using the Denver screener for all children to determine baseline and detect any potential delays **(Title I: 2) (CSF: 2)**	Education Manager, Teachers	1st 45 days of enrollment	Fund: 199: General, Assessment tools	Assessment, *Child Plus* documentation
2. utilizing *Frog Street Pre-K* and CIRCLE philosophy to create and implement a curricular scope and sequence for all ages **(Title I: 2)**	Education Manager, Teachers	Ongoing	Fund: 199: General 205: Head Start 284: Early Head St 427: Pre-K Curriculum, Materials to support implementation, Professional development opportunities	School Readiness Outcomes report, Ongoing monitoring
3. utilizing the LAP ongoing assessment tool to create individualized learning plans (Individualized Child Plans or ICPs) for each student, as well as documenting progress to impact instruction through anecdotal records and the six week progress reports **(Title I: 2, 3)**	Education Manager, Teachers	Ongoing	Fund: 199 General Palm Pilots, LAP License	School Readiness Outcomes report, Ongoing monitoring, Child Progress reports, LAP reports
Objective 2 Attendance: To increase attendance average to 94% for the preschool programs at CDC and 89% Early Head Start by				
1. contacting parents to determine a reason for every absence **(Title I: 6, 7)**	Family Services	Ongoing	Fund: 199: General 205: Head Start 211: Title 1 Part A Head Start Family Service Plan	*Child Plus* documentation reports, Attendance records
2. educating parents on the importance of school attendance **(Title I: 6, 7) (CSF: 5)**	Family Services	Ongoing	Fund: 199 General 205: Head Start 211: Title 1 Part A Head Start Family Service Plan	*Child Plus* documentation reports, Attendance records
3. educating parents on the importance of personal hygiene in the reduction of communicable disease **(Title I: 6)**	Family Services, Health Manager	Ongoing	Fund: 199: General 205: Head Start 211: Title 1 Part A Head Start Family Service Plan, Head Start Health Services Plan	*Child Plus* documentation reports, Attendance records

Goal I Improve the academic performance for all students

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 3 Classroom Monitoring: To ensure the fidelity of classroom instruction by				
1.utilize Skill Profiles and walkthrough data to Tier and implement Coaching Plan to support high-quality classroom instruction **(Title I: 3) (CSF: 3)**	Principal/Director, Assistant Principal/Director, Education Manager	Ongoing	Fund: 199 Contract	Improved and unified walk-through process
2. according to tiers, provide regular documented classroom visits, providing teacher feedback/mentoring after each visit **(Title I: 3) (CSF: 7)**	Principal/Director, Assistant Principal/Director, Education Manager	Monthly	Fund: 199 General	Improved student behavior & performance, Improved teacher performance, Improved communication between admin & teachers
Objective 4 Community Interface: To work with interagency councils, service integration efforts, and other community planning initiatives on an annual basis by				
1. conducting an annual community involvement survey of campus staff members. Ask staff members to actively recruit volunteers of all ages from community organizations of which they are members **(Title I: 2, 6, 7)** (CSF: 5)	Principal/Director, and CDC Management Staff	Annually	Fund: 211 Title I Part A community assessment data, Community involvement events, Staff roster membership in community organizations	Formal and informal agreements, Contracts, Self-Assessment documentation
2. identifying specific areas for working together with community agencies to share interest and goals. Offer a pre-determined number of education and parent trainings to the community at-large. **(Title I: 2, 6, 7)**	Principal/Director, and CDC Management Staff	Ongoing	Fund: 211 Title I Part A Community Assessment Data, Community involvement events, Staff roster membership in community organizations	Formal and informal agreements, Contracts, Self-Assessment documentation
Objective 5 Compensatory Ed: To ensure that all students' educational needs are met by				
1. identifying and monitoring at-risk students **(NCLB: 1, 5) (Title I: 2)**	Principal/Director, Campus At-Risk Coordinator, Teachers	Ongoing	Fund: 199 General State Comp: FTE's:.2 Salaries: 8,546.75 Contract Services: 588,003.40 Supplies: 1,733.71 Total: 598,283.86	Review students' progress to determine if campus supplemental programs are effective
2. providing an online platform for all students, parents and staff to access remotely in order to provide instruction via the internet	Director of Technology, Deputy Superintendent, Teachers	2026-2027	*Fund: General, EMAT, Erate*	Attendance rate, login reports
3. improving the pre-referral process with using the RtI (Response to Intervention). RtI will be strengthened through collaboration among involved parties. **(NCLB: 1, 5) (Title I: 2, 4, 9, 10)**	Instructional Services, TCSSA Director, Principal, Disabilities Manager	Ongoing	Fund: 199 General Instructional Coaches, Disabilities Coordinator, Planning Time	Ongoing process

Goal I Improve the academic performance for all students

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 6 Curriculum and Instruction: To ensure that all students' educational needs are met by				
1. providing differentiated instruction through creation and implementation of Individualized Child Plans (ICPs), based on data & SRB **(Title I: 2, 3,4, 9) (CSF: 4)**	Principal/Director, Assistant Principal/Director, Education Manager	Ongoing	Fund: 199 General Professional development, Instructional Coaches	Increased student self-esteem, Increased student achievement
2. providing a variety of professional development opportunities **(NCLB: 3) (Title I: 3,4, 5)**	CDC Management Teams	Ongoing	Fund: 199 General Consultants	Increased student achievement
Objective 7 Early Intervention: To expand capacities for referrals and to track responsiveness of families involved in early intervention by				
1. networking with community services and referral agencies and form a working relationship with each service agency **(Title I: 2, 6, 7)**	Principal, Director, Family Service Manager	Ongoing	Fund: 199 General Community assessment data, Family partnership information, Family services data	Formal and informal agreements, Contracts, Referral documents, Family records, Community Resource Guide, Community assessment documentation
2. documenting referral outcomes for each family matching each referral with the specific agency involved **(Title I: 2)**	Principal, Director, Family Service Manager	Ongoing	Fund: 199 General Community assessment data, Family partnership information, Family services data	Formal and informal agreements, Contracts, Referral documents, Family records, Community resource Guide, Community assessment documentation
Objective 8 Funding: To research and maintain funding for upkeep and improvement to CDC instruction, classrooms, and parent involvement by				
1. using internet and professional contacts to investigate possible sources of funding **(Title I: 10)**	Principal/Director, CDC Management Team	Ongoing	Fund: 199 General	Establishing additional contacts
2. inviting community and university students to utilize resources and assist in obtaining resources **(Title I: 10)**	Principal/Director, CDC Management Team	Ongoing	Fund: 199 General 211 Title 1 Part A 416 Principal	Establishing additional contacts

Goal I Improve the academic performance for all students

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 9 Increasing Partnerships: To acquire new partnerships while maintaining established ones by				
1. evaluating Community Assessment results and matching community partners with desired outcomes. Agreements will describe services provided by the partners. **(Title I: 2, 6, 7)**	Principal/Director, CDC Management Team	Ongoing	Fund: 205 Head Start Community assessment data, Community involvement events, Head Start community partnerships	Formal and informal agreements, Contracts, Roster of volunteers
Objective 10 Recruit, enroll, screen and assess: To serve pregnant women and children birth to five years who are most in need by				
1. maintaining coordinated funding strategies for all available early childhood programs **(Title I: 10)**	Principal/Director	Ongoing	Fund: 199 General 205: Head Start 211: Title 1 Part A 212: Title 1 Part c 284: Early Head St 427: Pre-K	Expenditure reports
2. maintaining full enrollment as well as a waiting list of eligible children **(Title I: 2, 10)**	Principal/Director, CDC Management Team & ERSEA Data Entry Clerk	Ongoing	Fund: 199 General *Child Plus* Data System, Community partnerships	Enrollment records, EHS/HS waiting list, ERSEA Plan
3. completing the Community Assessment in a timely manner to ensure awareness of service needs **(Title I: 6, 10)**	Principal/Director, CDC Management Team	Ongoing	Fund: 199 General 211 Title 1 Part A	Community assessment
4. maintaining partnerships with county schools as appropriate, and MPISD Elementary campuses **(Title I: 10)**	Principal/Director, CDC Management Team	Ongoing	Fund: 199 General MOUs	Effective transitions
Objective 11 Special Programs: To ensure that all students' educational needs are met by				
1. implementing yearly new requirements for migrant student identification and funding **(Title I: 2, 3,4, 5)**	Principal/Director, CDC Management Team, Migrant Coordinator	Ongoing	Fund: 212 Title I Part C Professional Development	Accurate identification of Students, Compliance with requirements
2. identifying and serving all migrant priority of service students **(Title I: 2, 3,4, 5)**	Principal, Director, CDC Management Team, Migrant Coordinator	Ongoing	Fund: 212 Title I Part C Federal Guidelines	Improvement of academic achievement
3. providing a program for the Education of Homeless Children and Youth **(Title I: 2, 9, 10)**	Principal/Director, CDC Management Team	Ongoing	Fund: 270: Title VI Rural & Low Income	Effective program, Student success

Goal I Improve the academic performance for all preschool students

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 11 Special Programs: To ensure that all students' educational needs are met by (Cont)				
4. providing effective intervention services to migrant, new immigrant, homeless, bilingual and ESL children and their families **(Title I: 2, 3,4, 5)**	Principal/Director, CDC Management Team & Migrant Coordinator	Ongoing	Fund: 263 Title III LEP Federal/State Guidelines	Student Achievement, Successful implementation of program
5. serving as a primary coordinating site for the recruitment, enrollment, screening, evaluation and placement for children; ages birth-to-five in Titus County who may be at-risk or who have identified special needs **(Title I: 2, 10)**	Principal/Director, CDC Management Team, ERSEA Data Entry Clerk, Disabilities Coordinator	Ongoing	Fund: 199 General Research other districts with successful programs, HS Program Standards	Enrollment of minimum of 10% students with special needs
6. researching more effective recruitment methods to ensure children who are most in need are served in the program **(Title I: 2, 10)**	Principal/Director, CDC Management Team, ERSEA Data Entry Clerk, Disabilities Coordinator	Ongoing	Fund: 199 General Research other effective recruitment methods	Increase in enrollment of students with special needs
7. expanding the all-inclusive parent involvement program for families whose children are involved in the Titus County early childhood programs **(Title I: 2, 3,6, 10)**	Principal/Director, CDC Management Team	Ongoing	Fund: 199 General 211Title 1 Part A Community Partnerships, MOUs, and Head Start Family Services Plan	Increased parent involvement, Improved student achievement
8. integrating general education and special education instructional services in order for special education students to perform at their maximum potential **(Title I: 2, 3,4, 10)**	Principal/Director, CDC Management Team, Disabilities Coordinator	Ongoing	Funds: 313 IDEA B SPED 437: SP ED	Student achievement

Goal II Provide creative and innovative professional development in instruction and administration based on student performance

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 Behavior Management: To ensure that all teachers are knowledgeable in conflict resolution and MPISD procedures by				
1. providing annual training in conflict resolution (Conscious Discipline) **(Title I: 2, 3, 4, 10) (CSF: 6)**	Principal, Director, Family Services & Health Managers	Ongoing	Fund: 205 T&TA *Conscious Discipline* Training for Teachers and Parents, and Professional Development	All teachers & teacher assistants trained; opportunities for parent training
2. providing updates and training during the first six weeks of school for all counselors/administrators, using the Guidance Protocol Manual for suicide prevention, violence prevention, dating violence, unwanted physical/verbal aggression, sexual harassment, and bullying in schools. "Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to	Deputy Superintendent	1st 6 Weeks	Fund: 199: General Professional Development, Online Professional Development	Increased awareness

harm, threaten, intimidate, or control the other partner." **(Title I: 2, 10)**				
Objective 2 Collaborative Team Planning: To ensure campus teams are meeting and planning collaboratively and successfully by				
1. requiring teams to complete bi-weekly records **(Title I: 3)**	Principal/Director, Assistant Principal/Director, Education Manager	Bi-weekly	Fund: 199 General Planning Time, Professional Development	Records checked
2. providing visits from the Principals /CDC Management Staff at bi-weekly planning to guide the instructional process **(Title I: 3)**	Principal/Director, Assistant Principal/Director, Education Manager	Weekly	Fund: 199 General	Improved student behavior and performance, Improved teacher performance, Improved communication between all parties
Objective 3 Curriculum and Instruction: To ensure that all students' educational needs are met by				
1. providing staff development in differentiated instruction to assist staff in serving at-risk students **(Title I: 2, 3, 4, 9, 10) (CSF: 1)**	Principal/Director, Assistant Principal/Director, Education Manager	Ongoing	Fund: 205 Head Start, T&TA Consultants, Instructional Coaching, Planning Time	Improved student achievement, Improved teaching strategies
2. using CDC staff members for staff development according to student and teacher needs which are based on student data and SBR **(Title I: 3,4)**	Principal/Director, Assistant Principal/Director, Education Manager	Ongoing	Fund: 199 General Supplies, Training, Skill profile data, CLASS data	Skill profile data, CLASS data, goal setting, retention of highly qualified teachers
3. providing 20 hours of staff development during in-service days and throughout the year **(Title I: 3, 4)**	Principal/Director, Assistant Principal/Director, Education Manager	Ongoing	Fund: 199 General Supplies, Training, Skill profile data, CLASS data	Skill profile data, CLASS data, goal setting, retention of highly qualified teachers
Objective 4 Highly Qualified: To maintain highly qualified staff by				
1. providing educational and purposeful professional development opportunities **(Title I: 3, 4)**	Principal/Director, CDC Management Staff	Ongoing	Fund: 199: General 263: Title 3 LEP - ELL	Improved teacher performance, Improved student achievement
Objective 5 Migrant: To ensure that all students' educational needs are met by				
1. providing required professional development yearly for staff associated with migrant services **(Title I: 2, 4, 10)**	MPISD Special Programs Director	Ongoing	Funds: 212: Title I Part C Federal Guidelines	Improved teacher performance, Improved student achievement
Objective 6 MPISD Procedures and Policies: To ensure that all new teachers understand procedures and policy by				
1. requiring a two-day orientation prior to the school year addressing 1) district and campus policies & procedures, 2) accessing and implementing the district's written curriculum, and 3) conflict resolution program **(Title I: 3, 4)**	MPISD Deputy Superintendents, HR Director, CDC Principal	August 2026	Fund: 255: Title II Part A	Feedback from new teachers, veteran teachers, and principals

Objective 7 Professional Action Plan: To ensure each teacher uses current instructional strategies by				
1. completing Professional Development Goals within the first 6 weeks of school. Principal will help facilitate the development of any action plan needing additional input. **(Title I: 3, 4)**	Principal/Director, CDC Management Staff	1st 6 weeks	Fund: 199 General Employee Resources, Mentoring & Coaching	Completion of Professional Development Plan, Completing Goals

Goal III Provide technological hardware and software to increase effectiveness of student learning, instructional management, staff development, and administration

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 Communication: To facilitate communication between school and home by				
1. providing systems: Home Access Center (HAC) for parents to view current grades and attendance, , ParentSquare to communicate with parents & students, and MPISD webpage by School Center for current information. **(Title I: 6)**	Deputy Superintendent, MPISD Technology Director, CDC Web Master	Ongoing	Fund: 199: General 411: Technology; HAC, MPISD Webpage	Successful communication between school and home
2. utilizing daily folder system and *My Child Today* forms	Education Manager, Teachers	Ongoing	Fund: 199 General Folders	Successful communication between school and home
Objective 2 District Technology Task Force Committee: To ensure communication occurs regarding campus needs between campuses and district by				
1. meetings every 2 months of the District Technology Task Force **(Title I: 4)**	Technology Director	Ongoing	Fund: 199: General Meeting Time, Campus Needs Lists	Records campus/district needs, Improved communication
2. gathering input, generating, and compiling required district surveys about technology needs	Instructional Services, Technology Director	Ongoing	Fund: 199: General Survey Monkey, Supplies	Technology needs
Objective 3 Technology Program: To ensure all students are proficient in grade level technology applications by				
1. providing a Pre-K Technology Program **(Title I: 2, 3, 4, 9, 10)**	Principal/Director, Education Manager, Campus Technician	Ongoing	Fund: 411: Technology Federal/State Guidelines	Student achievement, Technology proficiency
Objective 4 Technology: To ensure all students and staff have current technology				
1. maintaining and upgrading hardware and software regularly **(Title I: 2, 10)**	Principal/Director, Technology Director, Campus Technician	Ongoing	Fund: 211: Title 1 411: Technology	Successful operations of campus technology

Goal IV Provide safe and disciplined environment on all campuses along with appropriate behavior management programs

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 Behavior Management: To ensure that all students' needs are met by				
1. aggregating information regarding social, emotional, and behavioral issues and provided services. **(Title I: 2, 10)**	Principal/Director, CDC Management Team	Ongoing	Fund: 205 HS/284 EHS Mental Health Observation form, Ages & Stages Family questionnaire	RtI records, Child staffing documentation, Mental Health records, Self-assessment
2. scheduling child staffing conferences each 6 weeks to discuss the individual social, emotional and behavioral issues for each child. **(Title I: 2, 6)**	CDC Management Team, Disabilities Coordinator	Ongoing	Fund: 205 HS/284 EHS Staffing Procedures, Sub-Part B Content Area Plan	Staffing notebook, Program Managers documentation, Service records
3. including parents in intervention strategies for children who may have emotional and or behavior issues **(Title I: 2, 6)**	Principal/Director, CDC Management Team, Disabilities Coordinator	Ongoing	Fund: 205 HS/284 EHS 211 Title 1 Part A; Parent Involvement Plan, Mental Health curriculum	Parent Involvement records, Survey results, Parent Conference records
4. offering training opportunities to campus parents and staff. Provide resources through CDC library **(Title I: 2, 4,6)**	Principal/Director, CDC Management Team	Ongoing	Fund: 205 HS/284 EHS CDC Library, Teacher Handbook, Policies and procedures	Training records, Purchase orders, CDC library records
5. consulting with Mental Health Professionals about services, tracking and follow-up. **(Title I: 2)**	Assistant Director/Principal	Annually	Fund: 205 HS/284 EHS Mental Health Plan, Service agreements	Effective Mental Health program, Mental Health referrals
6. obtaining an agreement with Mental Health Professionals that identifies their responsibility. **(Title I: 2)**	Family Services Manager	Annually	Fund: 205 HS/284 EHS Mental Health Plan, Service agreements	Contract of Services, Mental Health agreement, Mental Health calendar
Objective 2 Nutrition/Safety: To institute an innovative and motivational nutrition/safety education plan for parents of CDC children by				
1. involving instructional and management staff in approaches for the development of the parent nutrition/safety program **(Title I: 6, 10)**	Principal/Director, CDC Management Team, Recreation Specialist, HANDs Class	Ongoing	Fund: 205 HS/284 EHS Nutrition and Safety training materials	Healthy and productive children and families

Goal IV Provide safe and disciplined environment on all campuses along with appropriate behavior management programs

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 3 Safety and Security: To increase safety by				
1. maintain proximity locks on all District buildings	Deputy Superintendent, Maintenance Director Principal/Director	Ongoing	Fund: 199: General Maintenance	Completion of installment of proximity locks
2. maintaining, & increasing as needed, security cameras in all Pre-K-4 campuses	Deputy Superintendent, MPISD Police Chief, Maintenance Director, Principal/Director	Ongoing	Funds: 199: General, 205 HS/284 EHS Maintenance, Supplies	Completion of installment
3. utilizing effective and efficient visitor screening on all campuses	Deputy Superintendent, Principals	Ongoing	Fund: 199: General 205 HS/284 EHS V-soft Technology	Safety of students and staff
4. utilizing an emergency notification system to notify parents and community of emergency situations **(Title I: 6, 10)**	Superintendent, Deputy Superintendent, Technology Director	Ongoing	Fund: 262 Title II Part 411: Technology	Effective response to emergencies
Objective 4 Safety Training: To ensure student, staff, and parent safety by				
1. providing safety training to children, families, and staff **(Title I: 10)**	Deputy Superintendent, MPISD Police Chief, Principal/Director	Once per year	Fund: 199 General 205 HS/284 EHS Federal/State Guidelines, MPISD Police Officers	Effective safety training, Reduction or no incidents
2. conducting regular safety crisis drills **(Title I: 10)**	Deputy Superintendent, MPISD Police Chief	Monthly	Fund: 199 General 205 HS/284 EHS Federal/State Guidelines, MPISD Police Officers	Effective training

Goal V Prepare all students for campus and career/college transitions

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 Continue the transition process for children with disabilities and their families upon enrollment or at the identification of a disability by				
1. beginning transition planning 6 months prior to the 3rd birthday for EHS and ECI children **(Title I: 2, 7)**	Education Manager, Family Services Specialist	Ongoing	Fund: 284 Early HS 314 IDEA B Community child care vendors, ECI, ARD, Titus County Shared Services	CDC enrollments, Transition records
Objective 2 Provide entry transition information and activities into MPISD Early Childhood Programming by				
1. promoting recruitment activities for potential children who may be eligible for MPISD Early Childhood programs **(Title I: 2, 6, 7)**	ERSEA Specialist, Education Mgr.	Spring 2027	Fund: 205 HS/284 EHS Transition Plan, Community Partnerships	ECI enrollment, Child Find referrals, Early registration
Objective 3 Provide specific activities for children and families to prepare for transition into Early Head Start, Head Start, or Kindergarten by				
1. Collaborating with MPHS program to transition children and teens into EHS **(Title I: 2, 7)**	Principal/Director, CDC Management Team, ERSEA Coordinator	Ongoing	Fund: 205 HS/284 EHS	EHS registration and Enrollment rosters
2. conducting specific classroom activities that are related to preparing for expectations in the next classroom environment **(Title I: 2, 7)**	CDC Management Team	Spring 2027	Fund: 205 Head Start Lesson Plans, Head Start Outcomes, Child Data	Classroom observations, Lesson plans
3. scheduling a transition meeting with parents, elementary principals, and other child development staff, to prepare them for the next classroom experience. **(Title I: 2, 6, 7)**	CDC Management Team	Spring 2027	Fund: 199 General Transition Plan	Parent Satisfaction Surveys, Subpart B Content Area Plan
Objective 4 Provide a transition process for EHS infants during the 6 week postpartum by				
1. determining how the transition of infants can best meet family needs **(Title I: 2, 7)**	CDC Management Team	Ongoing	Fund: 205 HS/284 EHS Community Child Care vendors, ECI, ARD, Titus County Shared Services	Parent Teacher conference records, Home Visit Logs, Transition Plan
2. providing opportunities for families to participate in planning and implementing the transition process **(Title I: 2, 6, 7)**	CDC Management Team	Ongoing	Fund: 205 HS/284 EHS EHS Transition Documentation, Family Education Plan	Parent Teacher conference records, Home Visit Logs, Transition Plan, ICP's and IEP's

Goal VI Recruit, employ, and retain a well-qualified, professional staff

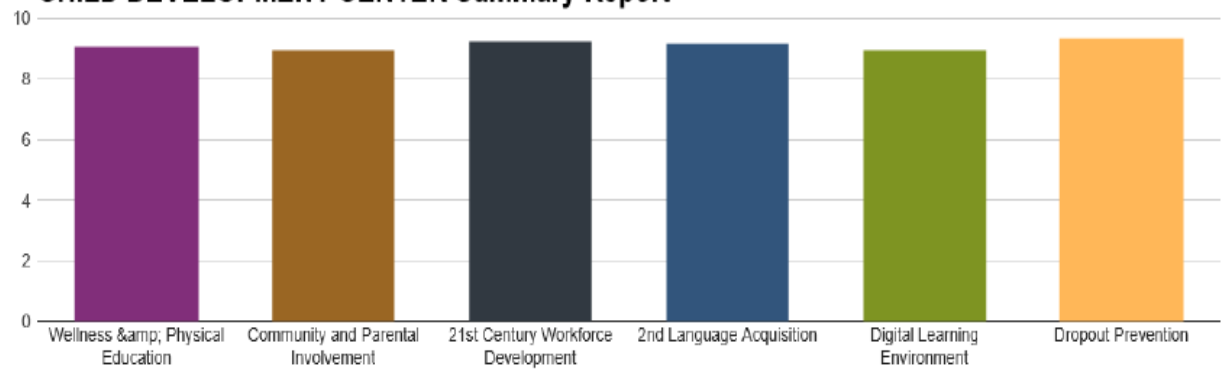
Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 Additional Compensation: To ensure hiring and retention of highly qualified teachers by				
1. providing collaboration, planning time, recognition, and a safe environment to foster staff retention **(Title I: 5)**	Principal/Director, CDC Management Team	Ongoing	Fund: 255 Title II Part A 461 Principal	Effective teacher appreciation and retention
Objective 2 Educate Staff: To education current staff to become of highly qualified bilingual personnel by				
1. encouraging and supporting enrollment in Higher Education Programs **(Title I: 5)**	HS/EHS Director	Ongoing	205 HS/284 EHS	Successful graduation and employment of "home-grown" bilingual staff
Objective 3 ESL Needs: To educate current staff to ensure 100% ESL teacher certification by				
1. providing professional development opportunities for teachers to prepare for ESL certification exam, when applicable **(Title I: 3, 5)**	Principal, Director, Education Manager	Ongoing	SBEC, Region VIII	ESL Certification



SECTION 5

SURVEY

CHILD DEVELOPMENT CENTER Summary Report



Overall Rating: Exemplary

Are we in compliance with all legislative statutory reporting and policy requirements? **YES**

Wellness & Physical Education

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **9.07**

Community and Parental Involvement

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **8.95**

21st Century Workforce Development

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **9.26**

2nd Language Acquisition

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **9.15**

Digital Learning Environment

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **8.93**

Dropout Prevention

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **9.31**