

**Hampton-Moreno-Dugat  
Early Childhood Center**

**Campus Improvement Plan  
2011-2012**

**Hampton-Moreno-Dugat Early Childhood Center  
Campus Improvement Plan  
Ten Components Required for Schoolwide Title 1 Projects  
No Child Left Behind Act**

Hampton-Moreno-Dugat Early Childhood Center is committed to the ten components for schoolwide Title 1 projects. Through the campus and district planning and decision making process, all components are addressed. Listed below is each component and the corresponding pages in the campus improvement plan where this component is met.

- Component 1: Comprehensive Need Assessment; pages 3, 8, 9
- Component 2: Schoolwide Reform Strategies (Scientifically Research-Based Strategies); pages 3-9
- Component 3: Instruction by Highly Qualified Teachers; pages 3-9
- Component 4: High-Quality and Ongoing Professional Development (in accordance with Section 1119)(teachers, principals, and Paraprofessional and, if appropriate, pupil services personnel, parents, and other staff); pages 3, 9
- Component 5: Strategies to Attract High-Quality, Highly-Qualified Teachers; pages 3-9
- Component 6: Parental Involvement Strategies (in accordance with 1118); pages 6, 8
- Component 7: Transition Activities for Preschool Children; page 6
- Component 8: Inclusion of Teacher in Academic Assessment Decisions; signature page of campus improvement plan and pages 3, 4, 5, 6, 9
- Component 9: Assisting Students Experiencing Difficulties Mastering Proficient and Advanced Levels of Achievement Standards; pages 3-9
- Component 10: Coordination and Integration of Federal, State, and Local Services and Programs: pages 3-9

Hampton-Moreno-Dugat Early Childhood Center is a Title 1 Schoolwide campus and \$189,057.00 of State Compensatory Education funds are spent to support the schoolwide plan.

**Hampton-Moreno-Dugat Early Childhood Center**

**Campus Improvement Plan  
2011-2012**

**District Goal:** All students will be exposed to a broad base of knowledge which will lead to self-empowerment.

**Evidence of Need with Supportive Data** A higher level of student achievement is needed for all students, especially for students of lower socio-economic levels and Hispanics. 2010-11 Early Childhood Readiness Test (ECRT) pre-test scores indicated that 58% of pre-kindergarten and 63% of kindergarten students scored a 69 or below. Of these identified students needing additional assistance in pre-kindergarten, 87% were Hispanic, 10% were White, and 3% were Black. In kindergarten, 81% were Hispanic, 15% were White, 3% were Black, and 1% were Other. Also, 84% of all Hampton-Moreno-Dugat students are economically disadvantaged. Student attendance also needs to be increased.

**Performance Objective/Summative Evaluation Data:** 90% of all students will score at the expected level on the end of the year TPRI and all end of year benchmarks. 90% of the students will also pass the end of the year ECRT with a score of 70 or better.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
1. Staff will attend general training in federal, state, and local initiatives, new teacher training, and vertical team meetings.	Learning by Doing A handbook for professional learning communities at Work; R. DuFour, R. Dufour, R. Eaker, T. Many; 2006	Principal, Consultant, Staff	Local	100% of the professional staff will attend in-district and vertical team meetings. Agendas and staff development summary reports will demonstrate a commitment by campus staff to a campus vision of increased student achievement.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
2. Reading improvement will continue to be the campus initiative. Students identified as needing assistance will be provided the following: Student remediation, Tutorials, Reading Acceleration Program (RAP), Summer School.	Essential Reading Strategies for the struggling Reader: Activities for an Accelerated Reading Program; TEA; 2001	Principal, Consultant Counselor, Teachers	Local	TPRI, reading benchmark test scores, and Star Early Literacy tests given at the campus level will be disaggregated and will establish the needs of the students.	August, 2011-- May, 2012	At-Risk, special education, LEP, subpopulations	

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
3. Students identified for the gifted/talented program will be served in a weekly, half-day pullout program.	Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement; W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principal, Consultant, G/T teacher	G/T	The G/T students will create and display a product/project from each thematic unit studied demonstrating the use of problem solving, higher order thinking skills, creativity, and/or originality. A student and/or parent survey conducted at the end of the school year will indicate the effectiveness of the program.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
4. In addition to the extensive emphasis on drugs and violence prevention during Red Ribbon Week, the staff at Hampton-Moreno-Dugat will address the subject via the following: resource persons, guest speakers, curriculum, school counselor, school nurse, staff training in conflict resolution, behavior management, and "Capturing Kids' Hearts".	N.C.L.B. Act	Principal, Consultant, Staff, Guest Speakers	Local, State and Federal	95% of the students will create a project/product depicting a drug awareness theme. The number of referrals made during the second semester of the 2011-12 school year will be 10% less than during the first semester of the same school year.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
5. Curriculum for all subjects will be reviewed and revised as needed. Benchmark tests in the four core areas and the Texas Primary Reading Inventory will be administered according to district and state assessment calendars.	T.E.C. Chapter 37	Principal, Consultant, Staff	Local	The beginning of the year TPRI pre test and each six-weeks disaggregated benchmark scores will provide each teacher with data needed for intervention and remediation.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
6. Program improvement will be utilized through the use of teacher assistants.	T.E.C. 29.081	Principal, Consultant, Staff	Local, S.C.E.	The ECRT will be administered to all students at the beginning of the school year and used as a pre test. Students scoring 69 or below will be identified as needing additional assistance.	August, 2011 -- May, 2012	At-Risk	
7. Student attendance will be monitored daily and incentives will be used to encourage students to attend.	Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement; W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principal, Attendance Clerk, Teachers, Counselor, and Truancy Officer	Local	The teachers/staff will document phone calls, visitations, notes sent home, etc. concerning student attendance. Hampton-Moreno-Dugat will improve its attendance rate by at least one percentage point.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

<b>Activity/Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start/ End</b>	<b>Special Populations</b>	<b>Evaluation</b>
8. The staff will make every effort possible to establish a rapport with institutions whose students will register at Hampton-Moreno-Dugat or who will receive current students.	NCLB §1119; §1112; §1114	Principal, Consultant, Teachers	Local, State and Federal	Classroom observations will indicate that the students are adjusting well to their respective campuses.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
9. Students identified as at-risk may receive the following: RAP, tutorials, student remediation, summer school, individual and group counseling, parent conferences, parent training. In compliance with Title I, Part A, the campus will identify homeless students at the time of registration, code the identified students into PEIMS, and refer the students to the district Homeless Liaison officer.	NCLB §1119; §1112; §1114	Principal, Consultant, At-Risk Coordinator, Teachers	Local, State and Federal	Every six weeks, each classroom teacher will review and report to the At-Risk Coordinator, the students identified as at-risk to determine if the strategies in effect are successful and, if not, to suggest changes. At least a 10% reduction in the number of at-risk students will be realized at the end of the school year.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
10. By the end of the 2011-12 school year, all BISD students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.	NCLB §1119; §1112; §1114	Principal, Consultant, Assistant Superintendent for Curriculum and Instruction, Executive Director of Special	Local, State and Federal	Personnel files, highly qualified worksheets, and principal attestations	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

		Programs and Special Education, Deputy Superintendent of Personnel					
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**District Goal:** The district will increase positive public relations, community involvement, and meaningful parental involvement. More

**Evidence of Need with Supportive Data:** More parent/community involvement in the educational process and training in parenting skills are needed in order to establish and maintain cooperative efforts among all responsible entities for the benefit of students.

**Performance Objective/Summative Evaluation Data:** Campus Improvement Plans, attendance of parental involvement activities, conferences with parents, and number of volunteer hours for the year 2011-2012 will be kept for documentation. The signature page for each document will demonstrate meeting all the requirements.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/End	Special Populations	Evaluation
1. Parent orientation and training will be conducted by the counselor and principal in addition, the teachers will have conferences with all parents and make home visits, as needed. Parents will be able to access information via e-mail, the campus web site, the media, and through notices sent home.	Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement; W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principal, Consultant, and Counselor	Local	All training will be noted and evaluated. Total attendance at events for parents will represent at least 10% of the student population. State and local assessment results will be provided to parents.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
2. Parental involvement and community activities on the Hampton-Moreno-Dugat campus will include the following: Building Leadership Team, Math/Science Parent Night, Family Art Nights, Literacy Night, Open House, and other special programs.	Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement; W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principals, Consultants, Superintendent, Assistant Superintendent for Curriculum and Instruction	Local	All training will be noted and evaluated. Total attendance at events for parents will represent at least 20% of the student population. State assessment results provided to parents.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	



**District Goal:** Technology and real-world experiences will be integrated into instructional activities.

**Evidence of Need with Supportive Data:** Increased use of technology for staff and students is needed to enhance and improve delivery of instruction. According to the Texas STaR (School Technology and Readiness) Chart, the district is at level 2.13 (Developing Tech) and the state goal is a level 4.0 (Target Tech).

**Performance Objective/Summative Evaluation Data:** Teachers will incorporate technology into the instructional setting. Students, with the teacher's direction, will meet or exceed the requirements for their grade level in the technology application TEKS.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/End	Special Populations	Evaluation
1. Technology for Students: Instruction for students will be provided by the classroom teacher. The technology TEKS will be incorporated into the four core curriculum areas of instruction. Lexia, and Easy Tech will be used in the computer lab by the students.	T.E.C. 29.181 and 29.183	Principal, Consultant, Teachers	Local, CATE	Career related activities will be noted in lesson plans. A list of campus-based career activities will be compiled and submitted to the office of Career and Technology Education.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
2. Technology for staff will include staff development in the district's technology requirements	TEA School Technology and Readiness Chart	Principal, Consultant	Local	A record of teacher training will indicate that teachers have received the training in appropriate software applications, including the student support software.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
3. Providing students with real world opportunities and career awareness will be achieved through career studies, units in the curriculum guides, life choices, and technology.	TEC §42.006(b)	Principal, Consultant, Teachers	Local	Records of attendance and evaluations at training for all personnel will be kept through our school activity calendar.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	