Copperas Cove Independent School District
Mae Stevens Early Learning Academy
2025-2026 Campus Improvement Plan

Accountability Rating: B

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Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

The mission of Mae Stevens Early Learning Academy is to support the early learning community in a save, respectful, and nurturing environment focused on helping children enjoy their learning, achieve their potential, and become lifelong learners. We are committed to the families we serve, providing skills training, support and encouragement. We maintain an inclusive environment which acknowledges, respects and values children from diverse family and cultural backgrounds.

Vision

Copperas Cove Independent School District… A Foundation of Excellence - A Future of Success.

Mae Stevens Early Learning Academy…

- Every classroom in our school is safe, consistent, and positive.
- When walking through the hallways, you will see students and staff smiling and enjoying learning together.
- Students will look forward to coming to school each day because they have been taught how to be successful in school.
- Even on challenging days, students know that teachers will love and encourage them and will never give up on them.

Value Statement

Serving Copperas Cove Independent School District's Pre-Kindergarten population. To help realize our vision, we prioritize the following core beliefs and actions:-Our students are inherently good, well-meaning beings. They want to do their best.-Our students learn more when they feel safe, supported and connected to their school community. Time that we dedicate to building positive culture through routines and procedures will increase our students' social and emotional well-being.-Our students learn more when the expectations teachers have of them are consistent, positively reinforced and developmentally appropriate.-Strong relationships are a key lever in student learning. We must build deep and authentic relationships not only with our students, but also with their parents.

This campus is a Title I School Wide campus.

Comprehensive Needs Assessment

Needs Assessment Overview

Nees Assessment Overview Summary

The 2024 - 2025 needs assessment was completed with input from all staff members at Mae Stevens Early Learning Academy. Four committees were developed and assigned to delve into available data and resources. This data was analyzed in order to determine the needs and strengths for the campus. All teachers were placed on committee as members. Paraprofessionals were assigned to provide support and information to each of the committees, as needed. Three campus wide meetings were conducted (see the plan notes for details) and all committees met as needed to discuss, collect, and utilize data as they developed campus strengths and needs. This year's committees included:

- Demographics
- Perceptions
- Student Learning
- Processes and Programs

Committees collected data and information (including input from other staff members and stakeholders) and then identified campus strengths and needs. After identifying the strengths and needs, the committees helped to develop strategies to address and support the campus needs for the 2024 - 2025 needs assessment and complete the Campus Improvement Plan for the 2025 - 2026 school year.

Demographics

Demographics Summary

Mae Stevens Early Learning Academy is an early childhood program geared toward providing each child with a high-quality early childhood education that includes age-appropriate opportunities to learn and grow as an individual who respects and values the uniqueness of others as they explore and discover their world. We provide a distinctive blend of learning and play in a safe and nurturing environment.

Mae Stevens Early Learning Academy is the steppingstone to young students and their future education. We are a part of the Copperas Cove Independent School District located in a neighborhood in Coryell County. Our entire school has the wonderful privilege of servicing Pre-K grade level students. There are 318 students ranging in age from 4 yrs-5yrs in general education and 3yrs-5yrs in special education. Mae Stevens Early Learning Academy offers an open enrollment full day program for our 4 yrs. old students only who turn 4yrs on or before September 1 and meet at least one of the following criteria:

- Is unable to speak and comprehend the English language.
- Is educationally disadvantaged
- Is a homeless child, a defined by 42 U.S.C. Sections 11434a, regardless of the residence of the child of either parent of the child, or the child’s guardian or other person having lawful control of the child.
- Is the child of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority.
- Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty.
- Is or has ever been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, 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

- As of 2/22/25, there have been 114 referrals put into Skyward for students by teachers.

The break-down is as follows:

- Classroom Referrals 57 from General Education and 57 from SPED
- Physical Contact with Adult
- Physical Contact with Student
- Classroom Disruption
- Non-Compliance/Insubordination
- Throwing Objects
- Threat
- Biting

Discipline issues are affecting students and learning because as the student is acting out the teacher must stop lessons to handle that issue or call for assistance. The teacher then must start the lesson over for the students that are left on the carpet. It is difficult to get attention and involvement back on track after an incident has stolen focus. The student that must be corrected or leave the classroom is now missing out on the lesson. That affects their self-esteem, participation and learning readiness in the classroom because they begin to fall further behind their peers.

Discipline is affecting students with their social skills. The student that has the discipline problem lacks the social skills needed to be successful in expressing their wants, needs or frustrations so they are acting out. It affects how their peers start to view them and interact with them. The student with the issues does start to realize this issue and will further act out because now they are feeling isolated and alone.

What support systems are in place to assist these students?

- Our coworkers with ideas they may use or suggest
- Buddy Rooms
- Behavior interventionist aid
- SEL interventionist aid
- Counselor
- Principal and assistant principal Academic Interventionist aide
- Teacher and Staff ratios to students
- We have 22 teachers with active classrooms. Our class size average is 14 students to 1 teacher (each of our classrooms have at least 2 adults (2 classrooms have 3 adults).
- Our student to teacher ratio is 14 students to 1 teacher
- Our student support staff ratio is 7 students to 1 adult staff member

Attendance

There have been more attendance issues over the last 3 years due to covid. No strategies are in place to address attendance, other than perfect attendance recognition, ribbons, and conducting ARC meetings. Tardies are not given much thought since it is not the students' fault for their tardiness, unexcused absences are tracked, and letters are sent out for meetings regarding attendance to come up with an attendance plan to make attendance a priority. Calls, emails, and text messages are sent to parents/guardians of students who are absent daily. ARC meetings are held.

Staff Information

Our staff includes 21 teachers, 1 rise candidate, 1 DOI candidate, 31 paraprofessionals, 5 non-instructional paraprofessionals, 2 administrators, 1 counselor, 4 clerical ,1 nurse, 1 MFLC, 3 cooks, 3 custodians, and 4 cafeteria monitors.

Teachers and staff have various skills, training, and certification that are a benefit to our students. These trainings and skills include being CPR/first aid/anaphylaxis/AED/epinephrine auto injector certified, science of teaching reading, restorative discipline, Dan St. Romain social and emotional skills training, Spec Ed certified, early childhood certified, SAMA trained, P.E. certified, ESL certified, Fundations and Heggerty trained, CLI, conscious discipline, Restorative Discipline, PBIS, write out of the box, Dr. Jean, balanced literacy, TCHATT training, classroom management, SLO student growth measures for T-TESS, teacher mentor training, handle with care, champs, disruptive destructive and disengaged, sign language certified, kindergarten connection PLAY course, positive behavior principles, bilingual certified, student management, classroom management.

- There are 23 teachers on our campus that are either traditional or alternative certified.
- Traditional Certified: 8 teachers (32% of teaching staff)
- Alternative Certified: 13 teachers (68% of teaching staff)
- DOI: 1 Teacher
- Rise: 1 Teacher

Mae Stevens School is currently facing multiple interconnected challenges that impact the areas of special education, attendance, and socialemotional learning for prekindergarten students. Our current enrollment is 318 students with 18.87% being special education. This does not include speech services or other serviced students.

A primary concern is the need for more special education (SPED) paraprofessionals, due to the need to support students with disabilities. As the number of students needing services has grown and new diagnoses occur throughout the year, the existing staff is stretched too thin. The current strain on teachers and aides contributes to burnout, reduced effectiveness, and limited opportunities to provide inclusive, high-quality support.

In addition to staffing concerns, the school is also struggling to meet its attendance goals. With an attendance rate of only 91.4%, chronic absenteeism has become a barrier to consistent learning and academic growth. Some staff believe contributing factors include a general misunderstanding of Mae Stevens as an elementary school, limited parental involvement, and a lack of awareness regarding the academic rigor and importance of prekindergarten. Although we are well aware that attendance rates have been effected in all schools since the incidence of COVID. Many families are unprepared for the expectations of pre-K, and although the school continues to provide communication and education on this, families have not always heard the message or internalized the need for high attendance. Parents/ guardians do not communicate what issues they are facing and why their students are not making it to school. To improve attendance, the school holds regular Attendance Review Committee (ARC) meetings, introduces incentives for good attendance, increases family engagement, and implement early intervention strategies for at-risk students. Parents do need to understand that prekindergarten is not mandatory and should have the option to withdraw if they are not able to make attendance requirements. Additionally, the school is considering more direct communication from district leadership, such as videos or in-person messaging from the superintendent, to highlight the critical importance of daily attendance for young learners.

The school also faces a gap in providing developmentally appropriate social-emotional learning (SEL) and counseling lessons for prekindergarten students. Without structured SEL instruction, students can struggle with emotional regulation, social skills, and classroom Mae Stevens Elementary Generated by Plan4Learning.com 9 of 50 Campus #050-910-105 September 18, 2025 8:36 AM behavior. This issue stems from limited access to a SEL curriculum designed specifically for early childhood, a lack of teacher training in this area, and an overemphasis on academic preparation at the expense of emotional development. To address these challenges, the school would like to adopt the age-appropriate SEL programs like Everyday Speech. We are currently using Dan St. Romain's approach, Restorative Discipline, PBIS, and Conscious Discipline. Play-based activities and regular counseling sessions will help reinforce key social and emotional skills, preparing students to manage their feelings and interact positively with peers.

Demographics Strengths

1. The student population has had less violent behaviors throughout the 2024 - 2025 school year. Students are coming with more social skills and more experience in the general world then we had seen during the COVID years.
2. The campus staff is very diverse and students can find staff members who look like them on campus.
3. Teachers are cross training and becoming certified in both general education and special education.
4. Realizing we have an area for potential growth, we have developed attendance awards to encourage students to attend whenever possible.

5. We have developed staff positions including one to provide crisis intervention when students are having behavior challenges and another to provide social emotional lessons when students are not in crisis and are ready to learn.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized)

Mae Stevens staff often feels they are not successfully meeting the needs of special education students. **Root Cause:** There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

Problem Statement 2 (Prioritized)

Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning opportunities. **Root Cause**: In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Problem Statement 3 (Prioritized)

Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations. **Root Cause:** Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

Student Learning

Student Learning Summary

When analyzing and comparing the available scores (Begining of Year and Middle of Year) for Mae Stevens Early Learning Academy during the 2024 - 2025 school year to the scores from the Beginning of Year and Middle of Year scores of 2023 - 2024, it was noted that all Beginning of Year skills' scores were higher this year except in Rapid Vocabulary by just one percent. At Middle of the Year, half the scores were lower than Middle of the Year of the previous year and the half the scores were higher than Middle of the Year of the previous year.

1. Rapid Letter Naming:
    a. BOY: Increased from 44% in 2023 - 2024 to 49% in 2024 - 2025
    b. MOY: Increased from 74% in 2023 - 2024 to 79% in 2024 - 2025
2. Rapid Vocabulary:
    a. BOY: Decreased from 50% in 2023 - 2024 to 49% in 2024 - 2025
    b. MOY: Decreased from 65% in 2023 - 2024 to 52% in 2024 - 2025
3. Syllabication:
    a. BOY: Increased from 7% in 2023 - 2024 to 12% in 2024 - 2025
    b. MOY: Decreased from 43% in 2023 - 2024 to 39% in 2024 - 2025
4. Onset Rime
    a. BOY: Increased from 9% in 2023 - 2024 to 11% in 2024 - 2025
    b. MOY: Increased from 37% in 2023 - 2024 to 41% in 2024 - 2025
5. Alliteration
    a. BOY: Increased from 1% in 2023 - 2024 to 7% in 2024 - 2025
    b. MOY: Stayed the same at 14% both school years
6. Rhyming 1:
    a. BOY: Increased from 6% in 2023 - 2024 to 7% in 2024 - 2025
    b. MOY: Increased from 30% in 2023 - 2024 to 34% in 2024 - 2025
7. Listening:
    a. BOY: Increased from 25% in 2023 - 2024 to 30% in 2024 - 2025
    b. MOY: Increased from 40% in 2023 - 2024 to 50% in 2024 – 2025
8. Words in a Sentence:
    a. BOY: Stayed the same at 7%
    b. MOY: Decreased from 25% in 2023 - 2024 to 24% in 2024 – 2025
9. Rhyming 2
    a. BOY: Increased from 9% in 2023 - 2024 to 14% in 2024 - 2025
    b. MOY: Increased from 38% in 2023 - 2024 to 41% in 2024 - 2025
10. Rote Counting
    a. BOY: Increased from 13% in 2023 - 2024 to 18% in 2024 - 2025
    b. MOY: Decreased from 45% in 2023 - 2024 to 42% in 2024 - 2025

11. Shape Naming:
    a. BOY: Increased from 47% in 2023 - 2024 to 57% in 2024 - 2025
    b. MOY: Increased from 74% in 2023 - 2024 to 79% in 2024 - 2025
12. Number Discrimination:
    a. BOY: Increased from 48% in 2023 - 2024 to 53% in 2024 - 2025
    b. MOY: Decreased from 71% in 2023 - 2024 to 68% in 2024 - 2025
13. Number Naming:
    a. BOY: Increased from 38% in 2023 - 2024 to 43% in 2024 - 2025
    b. MOY: Increased from 70% in 2023 - 2024 to 75% in 2024 - 2025
14. Shape Discrimination:
    a. BOY: Increased from 54% in 2023 - 2024 to 70% in 2024 - 2025
    b. MOY: Increased from 79% in 2023 - 2024 to 81% in 2024 - 2025
15. Counting Sets:
    a. BOY: Increased from 35% in 2023 - 2024 to 37% in 2024 - 2025
    b. MOY: Decreased from 67% in 2023 - 2024 to 58% in 2024 - 2025
16. Operations:
    a. BOY: Increased from 8% in 20223 - 2024 to 12% in 2024 - 2025
    b. MOY: Decreased from 27% in 2023 -o 2024 to 24% in 2024 - 2025
17. Letter-Sound Correspondence:
    a. BOY: Increased from 0% in 2023 - 2024 to 20% in 2024 – 2025
    b. MOY: Increased from 81% in 2023 - 2024 to 88% in 2024 - 2025
18. Social Emotional:
    a. BOY: Increased from 85% in 2023 - 2024 to 98% in 2024 - 2025
    b. MOY: Increased from 82% in 2023 - 2024 to 87% in 2024 - 2025
19. Early Writing:
    a. BOY: Increased from 76% in 2023 - 2024 to 89% in 2024 - 2025
    b. MOY: Increased from 80% in 2023 - 2024 to 88% in 2024 - 2025

Student Learning Strengths:

1. In Rapid Letter Naming, students made a 5% increase from Beginning of Year testing to Middle of Year testing.
2. We now have an aligned scope and sequence to our progress reports and report cards.
3. The Fundations program is being utilized with fidelity and ensures daily practice of skills which has helped to increase student success in writing skills.
4. The Hegerty program is being utilized with fidelity and ensures daily practice of skills which has helped to increase student success in literacy skills.
5. Phonological skills of onset rime, rhyming, and letter-sound correspondence have increased.

Problem Statements Identifying Student Learning Needs:

Problem Statement 1

Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning opportunities. **Root Cause:** In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Problem Statement 2 (Prioritized):

Mae Stevens Early Learning Academy teachers are not using Seesaw or Boom Cards programs consistently because they do not feel confident in the use of the computer programs. **Root Cause:** Training has been provided prior to class loading and so teachers can't experience the program in real time. Follow up training time has not been located when teachers are able to practice utilizing the program with their classes loaded.

Problem Statement 3:

Technology opportunities have not been found to meet the Pre-K guideline X.A.3 (Child uses digital learning applications and programs to create digital products and express their own ideas. **Root Cause:** Teachers do not feel confident in the programs that they have been trained on and so no new programs have been introduced.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

Mae Stevens offers a variety of programs designed to support the academic and social-emotional needs of its students, so we have looked for areas that can benefit from ongoing improvement.

The Academic and Behavior RTI program is vital for identifying students needing additional support, and while behavior improvements are evident, continued collaboration between teachers and interventionists is needed for further academic progress.

The Military Family Life Counselor (MFLC) program provides crucial support to students from military families.

The Physical Education program helps develop motor skills and physical health.

The Literacy/Library program is essential for fostering a love of reading, but can be further differentiated to meet the varying developmental needs of students, including those with IEPs or language barriers.

The Art program nurtures creativity and fine motor skills but could benefit from greater integration with subjects like STEAM, while ensuring sufficient resources for all students.

Programs like Fundations and Heggerty are critical for early literacy but must be adapted to support the diverse needs of students, especially those with learning challenges. Counseling services are important for students, especially those with learning challenges.

Counseling services are important for students' social-emotional development and we would like to work on tailoring them to more specifically age-appropriate needs and include engaging, hands-on activities.

While all of these programs are beneficial, they will get even better when we work on collaboration, resource allocation, and integration across subjects. This will enhance their effectiveness and ensure they meet the diverse needs of all students at Mae Stevens.

Mae Stevens recognizes the importance of providing strong support services for teachers to ensure effective learning environments for all students.

One key area is inclusion support, which is vital for creating a collaborative atmosphere where both general education teachers and special education staff can work together seamlessly. An area of opportunity exists in creating more structured opportunities for communication and planning. The school has made efforts to facilitate collaboration by holding regular meetings, such as the "orange day" sessions, where teachers and paraprofessionals come together to share updates on student progress and discuss strategies for students with IEPs. These meetings have proven helpful but could benefit from being more consistent and including all special education staff that work with the students to ensure that all students, particularly those with special needs, receive the attention and support they deserve. Increasing the frequency and structure of these collaborative meetings would foster a more cohesive educational experience for both students and staff.

Currently, teachers and paraprofessionals have time only while in the presence of students to discuss student goals, progress, and classroom activities. There is a concern in the lack of dedicated time for teachers and paraprofessionals to communicate and collaborate throughout the week without students. Due to scheduling constraints, teachers and paraprofessionals often find it difficult to meet and plan together, which hinders the effectiveness of their support efforts. To address this issue, the school could consider adjusting duty rosters and introducing structured planning time. For example, a "Friday Specials Planning Time" could be used as a consistent opportunity for teachers and paraprofessionals to check in, align expectations, and plan for the upcoming week. Additionally, extending the clock-in and clock-out times for both teachers and paraprofessionals by 15 minutes could provide short but valuable opportunities for daily communication. These small adjustments could significantly improve the quality of collaboration and ensure that all staff members are on the same page when supporting students, particularly those with diverse needs.

Many educators at Mae Stevens have expressed a desire to expose student to more STEAM-focused activities, recognizing the importance of fostering curiosity, creativity, and problem-solving skills in your learners. However, there are currently insufficient resources and structured time dedicated to these areas. Introducing more STEAM-based lessons and hands-on activities would provide students with opportunities to explore science, technology, engineering, art, and math in an engaging way. This would not only spark their curiosity but also help them develop critical thinking skills, preparing them for future academic success.

Technology plays a crucial role in supporting and enhancing STEAM lessons, as well as other special programs for Pre-K students. Interactive learning tools like tablets, smartboards, and educational apps can engage students and reinforce key concepts in literacy, social-emotional development, and math. Digital platforms such as Seesaw can help track student progress in RtI and behavioral support, allowing teachers to monitor growth and adjust interventions as needed. Additionally, technology can support counseling and emotional development through mindfulness apps and social-emotional learning games. By integrating these digital tools, Mae Stevens can further enrich the learning experience, ensuring that both students and families are better supported in their educational journey.

In conclusion, Mae Stevens has made notable progress in key areas such as RTI, specials, and behavior support. The RTI program has shown improvements in both academic and behavioral outcomes, while specials like PE, art, and literacy continue to foster creativity and physical development. Behavior management has also seen positive strides this year. However, there are still opportunities for growth in areas like collaboration, inclusion support, and STEAM integration. Enhancing communication and planning time for teachers and paraprofessionals will strengthen the support system for all students, while further integration of STEAM activities across the curriculum will encourage curiosity and critical thinking. Additionally, providing more structured inclusion support from the special education team and school provided materials can help ensure that all students, particularly those with special needs, are fully engaged and supported in their learning journey. With these improvements, Mae Stevens can continue to build on its successes and provide an even more comprehensive and inclusive educational experience.

School Processes & Programs Strengths

1. Social Emotional Learning- integrating Dan St. Romaine's techniques, Restorative Discipline, and Conscious Discipline into SEL programs in Pre-K creates an environment where children can learn, grow, and thrive emotionally and socially. This strengthens their overall development and prepares them for future success in school and life.
2. Fundations-it lays the groundwork for reading, writing, and spelling by focusing on phonemic awareness, letter recognition, and sound-symbol relationships. It offers a structured, hands-on approach that engages children, builds early literacy skills, and sets them on the path to future academic success. By strengthening these foundational skills, Fundations helps ensure that children are prepared for more advanced literacy concepts as they progress through school.
3. Heggerty- is highly effective in Pre-K because it focuses on building phonemic awareness, a critical skill for learning to read and write. The program’s consistent, interactive, and developmentally appropriate activities help Pre-K students develop the foundational skills they need to succeed in literacy. By fostering phonemic awareness, improving listening and memory skills, and engaging students in fun, short daily lessons, Heggerty helps prepare children for future reading and writing success.
4. RTI- Academic and Behavior- Academic and behavior RTI has helped identify and address early learning and behavioral challenges, ensuring that all children receive the support they need to succeed. By providing tiered interventions, it allows teachers to offer targeted, individualized instruction for students who need extra help, whether in academics or behavior. This proactive approach prevents small issues from becoming larger problems, fostering a positive learning environment. RTI also supports the development of social-emotional skills, which are essential for both academic achievement and positive interactions with peers and adults.
5. Family Engagement-Strategies such as regular communication through updates or apps, parent-teacher conferences, and family workshops keep parents informed and involved. Volunteering in the classroom and providing home learning activities encourage parents to actively participate in their child's education. Culturally responsive practices also ensure that families feel valued, fostering a strong partnership between home and school to promote the child's growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1:

Mae Stevens continues to work toward a fully inclusive SpEd program with support, guidance and excellent communication between special education and general education. **Root Cause:** The transition into a new program, with little time to prepare, did not allow for the campus to determine all roadblocks or to assess what challenges might be discovered as we learned to mainstream students into the general education classrooms.

Problem Statement 2 (Prioritized):

Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program. **Root Cause:** Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Problem Statement 3:

Mae Stevens currently has a lack of intentional focus on STEAM (Science, Technology, Engineering, Art, and Math) learning opportunities. **Root Cause:** Limited access to materials, resources and academic time has combined with our literacy focus to cause the campus to put these subjects behind other more immediate needs.

Perceptions

Perceptions Summary

After gathering information from surveys, we have found that most of our staff feel that our school is a fun and enjoyable place to work. Most teachers feel supported by administration and are given ample opportunities for professional development, although some teachers feel that professional development needs to focus more on the new initiatives by the district, such as inclusion and mainstreaming. Many teachers feel that focusing more professional development on these areas will have a greater effect on teachers through more enjoyment of work and feeling more adequate at meeting the new expectations. All teachers feel safe at school and most feel valued by others on campus.

Surveys also show that staff feels Mae Stevens is an enjoyable place to work and they receive adequate support from campus administration and the teachers on campus. Staff also feels that the campus works as a team and that they have the tools needed to do their job. Most paraprofessionals feel that the staff development they receive helps them to do their jobs.

Surveys show that parents also have a positive view of MSELA. One request that parents have is to be offered more books for their children but responses to event surveys show that parents who are getting involved and attending activities are enjoying the planned activities and appreciate the extra work that parents and staff dedicate to have these events.

Although our committee feels that parent communication is a strength, a parent mentioned that it would be helpful for our campus to connect to the thrill share text messaging feature to send out messages for quick reminders of important events like other schools in our district. Another parent mentioned in our committee meeting that the amount of paperwork sent home was overwhelming, especially when you have multiple students in the district. The parent would like to see a newsletter once a month instead of ones sent weekly. Maybe consider a monthly letter sent out with all the events for the month, then followed up with emails and text messages about important events such as pictures, field trips, open house, etc.

Not only do parents hold a high opinion of MSELA, but the community does as well. Community members who have visited our school say that they enjoyed the visit and love the atmosphere. Our PCOC does a great job of creating community involvement and those community members enjoy being here.

Similar to last school year, student attendance and parent use of skyward continue to be perceived as an issue. Attendance continues to be an issue and some staff members feel that families do not respect the fact that Mae Stevens is a school and attendance is important. The perception that families feel the school is more like daycare is one that some teachers feel has not been changed through current issues.

Our PCOC continues to advocate for parent involvement and will continue to find ways to increase parent involvement and communication.

During the 2024-2025 school year volunteer hours broke down in this manner:

Month	Number of Volunteer Visits	Number of Volunteer Hours
August	11	75
September	27	65
October	39	122
November	35	58
December	24	96
January	8	16
February	34	94
March	29	96
April	No Data	No Data
May	No Data	No Data
Total	208	622

Perceptions Strengths

1. Parent Involvement: We are fortunate to have strong parent involvement that plays a critical role in enhancing the learning experience and creating a supportive atmosphere for our students. Parents actively participate in school activities, events, and decision-making processes, ensuring their voices are heard and valued. According to recorded numbers, this year we have already seen an increase in parent engagement and involvement compared to last year.
2. Communication with Parents: Effective communication is a cornerstone of our success. We prioritize clear, consistent, and transparent communication with parents to keep them informed about school events, academic progress, and other important updates. Our school uses weekly Counselor newsletters, flyers, and the Thrill Share app to keep the parents informed. We use the Thrill share app to communicate through email and voice messaging of all important events happening at school. Teachers also work closely alongside parents to keep them informed of their child's emotional, behavioral, and academic progress through parent /teacher conferences, phone calls, emails, progress reports, report cards, weekly newsletters, and positive office referrals.
3. Community Involvement: Our school is deeply connected with the local community. We actively engage with local organizations, businesses, and individuals to create opportunities for our students and families. We do this through our Parent and Community Outreach Coordinator, Mrs. Sandra Ziehlke. She reaches out to involve school and non-school connected people and organizations to get them involved in our school. This involvement enriches educational experiences and helps create a strong support network. Some of the community involvement this year is as follows but not limited to, school organizations such as the Bulldawgs football players, CCISD High School band members, CCJH and SC LEE Jr. High bands and CCHS Early Childhood program as well as student lessons on handwashing. Other Copperas Cove and local businesses have contributed items and volunteered time to our students such as, Chuck-e-Cheese, Popeyes Chicken, Bubbas 33, Canes Chicken, Kona Ice, Copperas Cove Police and Fire Department and several others
4. Effective Parent and Community Outreach Coordinator: A standout strength is our Parent Community Outreach Coordinator, who serves as a vital link between the school and families. Mrs. Ziehlke's role in facilitating communication, addressing concerns, and organizing school activities has been instrumental in strengthening our school community and connecting a partnership with our outside community.
5. Great Leadership: Our leadership team is highly effective in guiding the school towards its goals. Their vision, decision-making, and ability to inspire both staff and parents contribute to the overall success of our school. Our Principal Mrs. Miller and Assistant Principal Ms. Peacock foster an environment of collaboration, support, and continuous improvement. We are fortunate that our school has leaders that have the teacher's best interest at heart and work to ensure that the climate of our school is as nurturing as possible. Not to mention a super fun place to work.

6. Great Specials Team- Our Specials team works hard to make specials a diverse, academic, and positive learning environment. The activities in these classes are age appropriate, closely connected to the pre-k guidelines, and to what we are teaching in our classrooms. Our students enjoy going to specials and having fun with all the differentiated instruction and engaging lessons. This group of ladies work hard to make it fun, and it shows.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized):

Mainstreaming efforts have come with many more challenges than were first identified and meeting campus needs has been more difficult than anticipated. **Root Cause:** Resources are limited (both monetary and staffing) while needs are high. Thinking outside the box has not been as successful as we want and we will need to continue being creative.

Problem Statement 2 (Prioritized):

Mae Stevens needs to begin a systematic approach to advertising campus involvement for families and communities and making sure visitors feel welcome and valued. **Root Cause:** Involvement in schools throughout the nation has gone down since COVID and we have not found the key to getting families and community back on campus and involved.

Problem Statement 3:

Staff inclusion for celebrations, new programs and decision making needs to be well advertised so that all staff members can get involved and feel included. **Root Cause:** Efforts to include staff members in new activities have not been successful due to the need for outside hours involvement.

Priority Problem Statements

Problem Statement 1

Mae Stevens staff often feels they are not successfully meeting the needs of special education students.

Root Cause 1: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2

Mainstreaming efforts have come with many more challenges than were first identified and meeting campus needs has been more difficult than anticipated.

Root Cause 2: Resources are limited (both monetary and staffing) while needs are high. Thinking outside the box has not been as successful as we want and we will need to continue being creative.

Problem Statement 2 Areas: Perception

Problem Statement 3

Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning opportunities.

Root Cause 3: In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 4

Mae Stevens Early Learning Academy teachers are not using Seesaw or Boom Cards programs consistently because they do not feel confident in the use of the computer programs.

Root Cause 4: Training has been provided prior to class loading and so teachers can't experience the program in real time. Follow up training time has not been located when teachers are able to practice utilizing the program with their classes loaded.

Problem Statement 4 Areas: Student Learning

Problem Statement 5

Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations.

Root Cause 5: Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

Problem Statement 5 Areas: Demographics

Problem Statement 6

Mae Stevens needs to begin a systematic approach to advertising campus involvement for families and communities and making sure visitors feel welcome and valued.

Root Cause 5: Involvement in schools throughout the nation has gone down since COVID and we have not found the key to getting families and community back on campus and involved.

Problem Statement 5 Areas: Perception

Problem Statement 7

Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program.

Root Cause 5: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data Discipline records
- Class size averages by grade and subject S
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1

Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 1:

Develop and provide an age appropriate, research based, curriculum focusing on literacy instruction based on purposeful, planned and playful activities.

Evaluation Data Sources:

- Formative and Summative Assessments
- Lesson Planning
- Observations and Walkthroughs

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Maintain a master schedule (including transitions) and daily schedules focusing on pre-kindergarten guidelines and purposeful, planned and playful learning opportunities for pre-kindergarten students. **Strategy's Expected Result/Impact:** Appropriate student behavior and high academic results during CIRCLE assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC and Campus Teachers Title I: 2.51, 2.52, 2.53 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				
2	**Strategy 2:** Continue scheduling weekly guidance lessons, focusing on age appropriate social emotional needs, with the counselor as part of the specials rotation. Station activities will be implemented where students can practice the skills they are learning. **Strategy's Expected Result/Impact:** Students will gain social emotional skills at a faster rate and discipline issues will be impacted creating fewer referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor Title I: 2.52, 2.53, 2.531, 2.533 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 **Funding Sources:** Center materials - 199 - General Fund - $250				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	**Strategy 3:** The specials schedule will be explored with a goal of adding a STEAM class to the rotation. The campus will think outside the box to determine how this academic subject can be incorporated on some level during the specials sessions. **Strategy's Expected Result/Impact:** If achieved the students will gain exposure to the STEAM areas and students will gain earlier exposure to these important learning areas. **Staff Responsible for Monitoring:** Administration, Classroom Teachers, Specials Teachers Title I: 2.52 TEA Priorities: Recruit, support, retain teachers and principals ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Performance Objective 1 Problem Statements

Problem Statement 3: **Problem Statement 3**: Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations. **Root Cause**: Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

Problem Statement 2: Problem Statement 2: Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program. **Root Cause**: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Goal 1

Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 2:

100% of Mae Stevens Early Learning Academy students, including all special populations and student sub-groups, will show positive growth in academic and social/emotional achievement.

Evaluation Data Sources:

- End of Year assessments through CIRCLE testing

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Utilize the District Homeless Liaison to provide services to identified homeless students. Ensure policies and procedures for homeless students are distributed to parents. **Strategy's Expected Result/Impact:** Providing for the basic needs of students will enable them to focus on academics and social emotional learning. **Staff Responsible for Monitoring:** Counselor, District Homeless Liaison, Parent Community Outreach Coordinator, Registrar Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture				
2	**Strategy 2:** Conduct routinely scheduled meetings, utilizing Data Driven Instruction strategies and student work samples, focusing on reteaching lessons and small group instruction. Scheduled meetings will include PLCs, Pods, and SpEd PLCs and team meetings for classroom teams. **Strategy's Expected Result/Impact:** EOY CIRCLE assessments will illustrate student growth for all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers Title I: 2.51, 2.52, 2.53, 2.531 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	**Strategy 3:** Academic RtI will continue to be offered to students who are identified as performing below grade level expectations. The campus will continue to think outside the box for staff members who can offer RtI services as the campus does not have an assigned interventionist. Once academic RtI service providers are identified they will begin participating in the Data Day meetings in order to foster communication and better services. **Strategy's Expected Result/Impact:** Students functioning below grade level will be identified and receive consistent services with fidelity. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Teachers (classroom and specials). Title I: 2.51, 2.52, 2.53 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
4	**Strategy 4:** Special Education training opportunities will be provided for general education teachers on campus. Teachers will be able to request trainings and administrators will work to incorporate the trainings into available slots for professional development. Data will be collected to see which trainings are taken advantage of by which teachers. **Strategy's Expected Result/Impact:** Teachers who take advantage of training opportunities will feel more confident and see greater improvements in their classroom students. **Staff Responsible for Monitoring:** Administration, Counselor and Staff Title I: 2.51, 2.52, 2.53, 2.531, 2.534, 2.535 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Funding for identified trainings - 199 - General Fund - $2,000				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
5	**Strategy 5:** Teachers will utilize professional development days to present topics that they have attended professional development sessions on. Campus leaders will present the professional development and lead round table discussions so that the campus team can benefit from the experience of co-workers. **Strategy's Expected Result/Impact:** Staff will develop leadership skills as they provide training and attendees will develop new skills. Funding will be saved as information and staff development is brought back to campus by those attending. **Staff Responsible for Monitoring:** Staff members who attend professional development meetings, administrators and the rest of the staff. Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Original funding				
6	**Strategy 6:** The master schedule will be developed incorporating scheduled time for classroom teachers to meet with their assigned classroom aide for collaboration. **Strategy's Expected Result/Impact:** Scheduling collaboration time for teachers and aides will strengthen the academic experience for students in the classroom as both adults will know what is expected from each other and will be able to support each other throughout the workday. **Staff Responsible for Monitoring:** Administration, Classroom Teachers and Aides Title I: 2.534 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Performance Objective 2 Problem Statements

Demographics

Problem Statement 1: Mae Stevens staff often feels they are not successfully meeting the needs of special education students. **Root Cause**: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

School Processes & Programs

Problem Statement 2: Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program. **Root Cause**: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Perceptions

Problem Statement 1: Mainstreaming efforts have come with many more challenges than were first identified and meeting campus needs has been more difficult than anticipated.
Root Cause: Resources are limited (both monetary and staffing) while needs are high. Thinking outside the box has not been as successful as we want and we will need to continue being creative.

Goal 1

Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 3:

Ensure a safe and nurturing learning environment for staff and students. High Priority

Evaluation Data Sources:

- Skyward Referral Data
- Workers Comp Claims

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Finalize and publish a Mae Stevens Handbook (including a playbook section with staff expectations for routines and procedures). **Strategy's Expected Result/Impact:** All staff members will know campus and administration expectations and a lower incidence of behavior accelerations from students, as well as a higher consistency on how behaviors are dealt with on campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Counselor, Classroom Teachers and Behavior Interventionist Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1				
2	**Strategy 2:** Provide a balanced, comprehensive, developmentally appropriate guidance program, including social emotional training, counseling, and guidance lessons, as well as responsive services, individual support, and TCHATT referrals. **Strategy's Expected Result/Impact:** Decreased office referrals and increas in academic achievement. **Staff Responsible for Monitoring:** Counselor, Classroom Teachers, Behavior Interventionist, and Social Emotional Paraprofessional Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 **Problem Statements:** Demographics 3				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Performance Objective 3 Problem Statements

Demographics

Problem Statement 1: Mae Stevens staff often feels they are not successfully meeting the needs of special education students. **Root Cause**: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

Problem Statement 3: Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations. **Root Cause**: Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

Goal 1

Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 4:

Provide opportunities for students to take part in real-world experiences and gain background knowledge of the world around them.

Evaluation Data Sources:

- Data on Field Trips
- Data on School Experiences brought to campus
- Data on Organizations providing services to campus

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Students will attend field trips and have available experiences brought to the campus (such as Ag programs, petting zoos, and community helpers) to gain opportunities to see the world and how it relates to their lives. **Strategy's Expected Result/Impact:** Students will gain background knowledge for their learning experiences. **Staff Responsible for Monitoring:** Administrators, Parent Community Outreach Coordinator, Pod leaders, Field Trip Committee Title I: 2.52, 2.53, 2.532 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Entrance Fees, Lunches - 199 - General Fund - $2,400				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 2

Mae Stevens Early Learning Academy will recruit, support and retain a high quality and diverse staff.

Performance Objective 1:

Provide a comprehensive support system to recruit, educate, develop, and retain employees.

Evaluation Data Sources:

- Job satisfaction surveys
- Documentation on Training and Instructional Rounds
- Retention rates of staff

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Develop and implement paraprofessional onboarding practices (including training meetings and classroom observation) to ensure that paraprofessionals hired both at the beginning of the school year and throughout the school year are prepared to provide all services on campus. **Strategy's Expected Result/Impact:** Paraprofessionals will feel more job satisfaction and perform better in the classroom. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Teacher Leaders and Principal's Secretary TEA Priorities: Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - School Processes & Programs 2				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Performance Objective 1 Problem Statements

Demographics

Problem Statement 1: Mae Stevens staff often feels they are not successfully meeting the needs of special education students. **Root Cause**: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

School Processes & Programs

Problem Statement 2: Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program. **Root Cause:** Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Goal 3

Mae Stevens Early Learning Academy will optimize resources to enhance student success.

Performance Objective 1:

Investigate, identify, and generate potential funding sources, as well as maximize current funding sources.

Evaluation Data Sources:

- Annual Budget
- Education Foundation
- Grants Record

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Participate in 3 campus fun-raising efforts to yield a high percentage of revenue to be kept by the campus and utilized for student activities. **Strategy's Expected Result/Impact:** Student activity funds will be available to support the local budget. **Staff Responsible for Monitoring:** Principal's Secretary, Registrar, Classroom Teachers and Students ESF Levers: Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 3

Mae Stevens Early Learning Academy will optimize resources to enhance student success.

Performance Objective 2:

Evaluate current spending and budget prioritization practices, as well as create methods to formulate a fiscal effectiveness plan.

Evaluation Data Sources:

- Annual Budget

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Monitor purchase requisitions to ensure alignment with campus needs, district policies and growth objectives. **Strategy's Expected Result/Impact:** Money will be more readily available for instructional programs that are in need and proven to make a positive impact. **Staff Responsible for Monitoring:** Principal and Principal's Secretary Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 4

Mae Stevens Early Learning Academy facilities will support innovation, equity, student performance, and community partnerships.

Performance Objective 1:

The campus will maintain safe facilities, equipment, and grounds to promote a positive learning environment.
Provide and maintain clean and inviting age-appropriate facilities.

Evaluation Data Sources:

- Walk-through Data
- Skyward Attendance Data

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Teach students to take responsibility and pride in their environment through classroom responsibilities and service projects. **Strategy's Expected Result/Impact:** Students will learn to take responsibility for their materials and environment. **Staff Responsible for Monitoring:** Classroom Teachers and Classroom Paraprofessionals Title I: 2.51, 2.53, 2.535 - ESF Levers: Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 4

Mae Stevens Early Learning Academy facilities will support innovation, equity, student performance, and community partnerships.

Performance Objective 2:

Maintain safe facilities, equipment, and grounds to promote a positive, age appropriate, learning environment at Mae Stevens Early Learning Academy. High Priority

Evaluation Data Sources:

- Incident Reports

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Campus principals will report facility needs to the Assistant Superintendent of Operations in a timely manner to maintain longevity of the campus and surroundings. **Strategy's Expected Result/Impact:** The school building and grounds will be maintained at a high level of appearance and safety. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Principal's Secretary, and Custodial Staff ESF Levers: Lever 1: Strong School Leadership and Planning				
2	**Strategy 2:** Campus will work collaboratively with the custodial staff and maintenance department to identify and repair problems in a timely manner. **Strategy's Expected Result/Impact:** The school building and grounds will be maintained at a high level of appearance and safety. **Staff Responsible for Monitoring:** Principal, Principal's Secretary, Head Custodian, and Maintenance ESF Levers: Lever 3: Positive School Culture				
3	**Strategy 3:** Staff and Students will participate in 10 safety drills during the school year: including fire, tornado, and shelter in place drills and safety audits will be conducted regularly on the campus, including doors and cameras. **Strategy's Expected Result/Impact:** Records of drills and audits will be available **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, and all staff ESF Levers: Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 5: Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students.

Performance Objective 1:

Increase family and community involvement in the academic growth and social development of students. High Priority

Evaluation Data Sources:

- Family Involvement Numbers

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Provide networking opportunities for parents, volunteers and the community to share and learn ideas to help in the development of their child's education and school, through SBDM/PAC, committees, guest speakers, field trips, family nights, etc. **Strategy's Expected Result/Impact:** Parents, families, and community members will feel welcome and join in with activities on campus. **Staff Responsible for Monitoring:** Principal and Parent Community Outreach Coordinator Title I: 2.535 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 3: Positive School Culture				
2	**Strategy 2:** Provide materials, training, and resources (i.e. written articles, newsletters, and workshops) for families. Topics to include are - behavior, academic knowledge, social emotional development, school resources, transition to kindergarten, etc. Parent workshops will be planned but can be changed as needs are identified. **Strategy's Expected Result/Impact:** Parents will gain skills and resources to help their children at home, as well as be aware of involvement opportunities at school. **Staff Responsible for Monitoring:** Parent Community Outreach Coordinator, Counselor, Principal and all staff Title I: 2.51, 2.53, 2.532, 2.535 - ESF Levers: Lever 3: Positive School Culture				
3	**Strategy 3:** The campus will utilize the new Marquee sign to provide involvement opportunities for student families and to provide information to families about upcoming events and campus needs. **Strategy's Expected Result/Impact:** Once staff is trained and the sign is being utilized, families will be reminded of campus opportunities to get involved and family involvement will increase. **Staff Responsible for Monitoring:** Administrators, Parent Community Outreach Coordinator and Secretaries ESF Levers: Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 5: Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students.

Performance Objective 2: Increase family and community involvement in the academic growth and social development of students. High Priority

Evaluation Data Sources:

- Meeting Agendas
- Sign in sheets and Minutes
- LPACs
- ARDs
- RTI Meetings

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Conduct multiple family engagement opportunities (both during the day and in evenings) such as an art night, math night, science night, literacy night, bring you mom and dad to school day, etc. **Strategy's Expected Result/Impact:** The home-school connections will strengthen, resulting in student progress asnd family involvement. **Staff Responsible for Monitoring:** Parent Community Outreach Coordinator, Family Engagement Committee, and parents Title I: 2.52, 2.531, 2.532, 2.535 - ESF Levers: Lever 3: Positive School Culture				
2	**Strategy 2:** Ensure compliance with the requirements of Title IX (Sexual Discrimination): notice, student handbooks, parent rights booklets. **Strategy's Expected Result/Impact:** The needs of all students and staff members will be met. **Staff Responsible for Monitoring:** Title IX Coordinator, Principal and Campus Staff ESF Levers: Lever 3: Positive School Culture				
3	**Strategy 3:** Ensure compliance with the requirements of Title VI (Civil Rights). **Strategy's Expected Result/Impact:** The needs of all students and staff will be met. **Staff Responsible for Monitoring:** Principal ESF Levers: Lever 3: Positive School Culture				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
4	**Strategy 4:** Ensure all students and parents are informed of their rights and responsibilities: student handbook, Parent Involvement Policies, Annual Title I Meeting, PAC, School/Parent Compact, Campus Plan **Strategy's Expected Result/Impact:** The needs of all students and staff will be met and the school will remain in compliance. **Staff Responsible for Monitoring:** Principal, Parent Community Outreach Coordinator, and staff ESF Levers: Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 5: Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students.

Performance Objective 3: Mae Stevens Early Learning Academy will achieve at least a 94% attendance rate. High Priority

Evaluation Data Sources: Skyward Attendance Data

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Continue a PBIS plan to encourage attendance and appropriate behavior at school. The system should reward both students and families as they are both responsible for positive changes and attendance. **Strategy's Expected Result/Impact:** Prevent unnecessary absences and increased attendance rates. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Parent Community Outreach Coordinator, Classroom Teachers, PEIMS Secretary, Counselor and Families Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 2				
2	**Strategy 2:** All classrooms will provide a positive reward for the entire class on days when 100% of students in the classroom are in attendance. The Master Schedule will be developed in a way that a 10 minute additional recess period can be achieved. The 10 minutes can be developed to add to the regular recess session and not interfere with other classroom recess schedules. The school will develop a school bulletin board to document successful 100% days and rewards will be given daily in each class - whether it is the extra recess or another reward (deemed an appropriate substitution by the Administration). **Strategy's Expected Result/Impact:** Placing a greater emphasis on attendance at the classroom level will encourage students and raise the attendance rate across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, PEIMS secretary and Classroom Teachers and Aides Title I: 2.51, 2.52, 2.53 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	**Strategy 3:** Classrooms in each POD with the highest attendance rate for the six weeks will be recognized at the awards assembly and receive an incentive award for their high attendance rate. The rewards for each six weeks will be agreed upon by staff - and can include: movie and a popcorn, popsicle party, etc. **Strategy's Expected Result/Impact:** Competition will encourage all students to attend school on all possible days and attendance rates will rise. **Staff Responsible for Monitoring:** Administration, PEIMS secretary, Budget Secretary, Classroom Teachers and Aides, and students. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** Rewards for each six weeks - 461 - Campus Activity Fund - $400				
4	**Strategy 4:** All students with perfect attendance for the semester will be entered in a drawing for an age appropriate bike. This reward will be advertised from day 1 on the campus in order to encourage families to get their students to school each day possible. **Strategy's Expected Result/Impact:** Placing a greater emphasis on attendance at the classroom level will encourage students and raise the attendance rate across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, PEIMS Secreatary (donated bikes from the Women of the MOOSE Lodge) Title I: 2.51, 2.53, 2.531 **Problem Statements:** Demographics 2				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Performance Objective 3 Problem Statements

Demographics

Problem Statement 2: Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning opportunities. **Root Cause:** In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Goal 6: Mae Stevens Early Learning Academy will create an environment where technology is purposefully infused in all aspects of our district.

Performance Objective 3: All classrooms will be equipped with working technology for interactive learning that enhances academic teaching and teachers will feel confident in the use of technology.

Evaluation Data Sources:

- Classroom Inventory Lists
- Training Records (Including Sign In Sheets)

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	Strategy 1: Develop a pre-service training program (with year long follow-up for all teachers to review all technology software available to them (including boom cards and seesaw). Strategy's Expected Result/Impact: Teachers will feel more confident in their technology use and will utilize available resources to a greater extent. Staff Responsible for Monitoring: Principal, Assistant Principal/IC, Technology Department, and Campus Technology Representative Title I: 2.51, 2.52, 2.53, 2.534 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Campus Funding Summary

199 – General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials, Instructional Supplies, Substitutes	N/A	$25,000.00
1	1	2	Supplies	N/A	$100.00
1	1	3	Instructional Supplies	N/A	$1,000.00
1	2	2	Instructional Materials, Instructional Supplies, Differentiated Instruction Sources	N/A	$15,000.00
1	3	1	Student Awards, Incentive Activities	N/A	$1,000.00
1	3	3	Student Awards, Incentive Activities	N/A	$500.00
3	1	1	SEL Supplies, SEL Books	N/A	$2,000.00
3	3	2	Signage	N/A	$250.00
3	3	3	Supplies, Incentives	N/A	$1,000.00
4	2	1	PD Supplies	N/A	$100

Sub-Total $45,950.00

211 – Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Paraprofessionals, Part-Time interventionists	N/A	$93,000.00
1	2	2	Tutoring	N/A	$8,000.00
2	1	2	Supplies	N/A	$250.00
5	1	1	Parent Community Outreach Coordinator and POC Supplies	N/A	$25,000.00
5	2	1	Event Supplies	N/A	$5,000.00

Subtotal - $131,250.00