# Spring Branch Independent School District

# The Panda Path School

# 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

The mission of Panda Path is to nuture, guide and challenge all students, faculty and staff to achieve their maximum potential.

# Vision

Dream of a bright future

Believe in yourself and others

Achieve your Highest Potential

# Value Statement

Our goal is to ensure every student leaves us with the belief that learning is fun and school is a good place to be.

Every Child

Collective Greatness

Limitless Curiosity

Moral Compass

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Panda Path is located in the northwest corner of Spring Branch ISD. This area has the highest density of poverty in the district. The neighborhood has a majority of Spanish speakers which is why the school has more bililngual classes. During the 16-17 school year 78% of students were At Risk.

Students attending PK must qualify for the program by having indicator that puts them at-risk for not making progress. Students at Panda Path mostly qualify based on being ELL(English Language Learners). Other students qualify for being low income. There are 5 PK4 bilingual classes and 2PK mainstream classes  There are two PK3 classes. Each class has a morning and afternoon section. There is one mainstream section and three bilingual sessions.

### Demographics Strengths

Panda Path is easily accessible by walking since the apartment complexes are all around the school. Parents take a high interest in the learning of their children and want to participate in events. Family U reaches out to families that have children from 0-3 years of age.  Parents are interested in learning about how to get the best education for their children

# Student Achievement

## Student Achievement Summary

CIRCLE Progress Monitoriing-School Average Scores Language Arts

| Teacher | Rapid Letter Naming (out of 52) | Rapid Vocabulary (out of 55) | Syllabication (out of 7) | Onset-Rime (out of 5) | Alliteration (out of 7) | Rhyming (out of 9) |
|---|---|---|---|---|---|---|
| Morris (mainstream) | 28.69 | 17.31 | 4.15 | .92 | 2.85 | 4.46 |
| Richey (mainstream) | 23.31 | 16.54 | 5.23 | 2.85 | 4.92 | 6.54 |
| Villarreal (bilingual) | 24.65 | 20.7 | 6.22 | | 5.91 | 7.75 |
| Hernandez(bilingual) | 29.59 | 20.50 | 2.91 | | 2.95 | 4.73 |
| Trevino (bilingual) | 21.50 | 12.50 | 4.41 | | 4.73 | 4.91 |

CIRCLE Progress Monitoring Pre K Math

| Teacher | Rote Counting (out of 2) | Shape Naming (out of 5) | Number Discrimination (out of 2) | Number Naming (out of 5) | Shape Discrimination (out of 6) | Counting Sets (out of 5) | Operations (out of 3) |
|---|---|---|---|---|---|---|---|
| Morris (mainstream) | 1.62 | 3.46 | 1.54 | 2.54 | 4.38 | 3.23 | 1.54 |
| Richey (mainstream) | 1.77 | 4.23 | 1.85 | 3.23 | 5.69 | 4.31 | 2.08 |
| Villarreal (bilingual) | 1.43 | 4.04 | 1.96 | 2.87 | 5.26 | 3.87 | 1.61 |
| Hernandez(bilingual) | .91 | 3.91 | 2 | 2.73 | 5.23 | 2.18 | 1.45 |
| Trevino (bilingual) | .95 | 3 | 1.73 | 22.27 | 5.27 | 3.91 | 1.27 |

# School Culture and Climate

### School Culture and Climate Summary

Faculty and staff work closely together to make Panda Path and exceptional school. Teachers set high expectations for themselves and their students. The school works together to put on special events such as Holiday Sing Along, Family Reading Night, Trike A Thon, Field Day and Splash Day.

### School Culture and Climate Strengths

Teacher and staff input is used to make decisions. All staff are willing to take on extra responsibilities in order to make Panda Path and exceptional school.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

There is very little teacher turn over at Panda Path. Last year two PK3 classes were added. Because of feeder pattern changes a bilingual teacher as added to Panda Path. That teacher transfered from a district PK center. A new hire is replacing a bilingual teacher that left to teach high schoool

## Staff Quality, Recruitment, and Retention Strengths

Teachers at Panda Path are dedicated life long learners and continue to refine their craft. New learning is implemented in the classroom.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Panda Path teachers have created nine week road-maps that address all the PK state guidelines. The road-maps also include activities and are differentiated by Blooms taxonomy. These are reviewed each year and updated when required. Teaching Resources Strategies is the state adopted materials. CIRCLE state assessment is given three times a year to monitor student progress. Data conferences are held with teachers in February to review student progress.

## Curriculum, Instruction, and Assessment Strengths

At Panda Path many materials are teacher made which make the increases the rigor and relevance to the students. With the guidance of Dr. Juanita Copley a series of math tasks were developed to use as independent practice. The project approach is used to provide experiences for students on a variety of topics. Classes have been to the Aquarium, Houston Zoo, Dewberry Farm, Fiesta Bakery, Butterfly Museum and Bear Creek Park. These are used to help students develop vocabulary and centers are set up for students to role play. Data is entered onto a conditional formatted excel spread sheet that shows teachers students progress. An hour of staff development is available each day to meet with teachers. All curriculum areas are addressed.

# Family and Community Involvement

## Family and Community Involvement Summary

There are many opportunities at Panda Path for families and the community to get involved. Both CIS and the school nurse organize parenting classes. The CIS worker Eva Lopez is a Triple P trainer and works with a group of parents. The nurse contact different agencies that provide training on health issues. The CIS worker also involves parents in different craft activities. Parents are invited to make blue bonnets, hearts, and hats (for Earth Day). When classes are going on field trips, parents are invited to share the learning with their child. Family U is a program for families with children 0-3. Parents come with there children to  learn how to develop language skills, parenting skill and much more. This is a hands on class since the child is present. The parents that attend have created a support network.

## Family and Community Involvement Strengths

Panda Path is located on Pitner street where there are five large apartment complexes. Many families can walk to Panda Path. Parenting classes as well as literacy and math night are well attended by families.

# School Context and Organization

## School Context and Organization Summary

The Panda Path School for Early Learning is a PK center located in the Spring Branch Family Development Center. The center has two other buildings that serve the community, a Boys and Girls Club as well as a Social Services building that has a WIC clinic, health clinic.  There are 8 classrooms in the building. This year there are 2 PK4 mainstream classes and 4 PK4 bilingual classes, There are 2 classes of PK3 (3 bilingual sections and 1 mainstream). Family U is house in the social service building across from the school. It is a mother'd day in program where mothers and father have hands on opportunities to learn about language development, child development, parenting skills and much more.

Panda Path is located in northwest corner of the district which has the highest poverty level in the district and the highest density of poverty.

## School Context and Organization Strengths

There is very little teacher turnover at Panda Path. Grants are written to provide additional funds for the school. With grant funds additional science materials were purchased for classes. A color printer was purchased with grant funds since teachers make many of their own literacy materials.

Family U is a program in its second year. Families can come four times a week to a classroom to  learn through playing with their children. The environment is language rich and provided models for parents of how to engage with their child or children.

# Technology

### Technology Summary

At Panda Path the teachers level of integrating technology in their lessons is very high. All teachers are able to create and use flip-charts using the Activspire software. The etrainer for the PK campuses is a teacher at Panda Path. All classrooms have Activboards that are used both to provide whole group instruction and as a center for students to use independently. Classrooms have 4 ipods as well as 8 mini ipads for the students.

### Technology Strengths

High level of teacher skill in using Activspire. Technology is used by teachers and students on a daily basis.

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Student Data: Assessments**

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

**Student Data: Student Groups**

- Homeless data

**Employee Data**

- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent Involvement Rate

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Student Growth

**Performance Objective 1:** Use new CIRCLE assessment to track progress of students in different areas tested. Provide targeted instruction based on student data.

    **Evaluation Data Source(s) 1:** Compare mid year data and end of year data to determine student academic growth

    **Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br><br>1) Mid-year data analysis to review data and progress of students. Identify students needing additional instruction and provide additional instruction 2/3 times a week. | 8, 9 | Campus Director | Compare mid year and spring data to determine progress of students | | | |
| 100% = Accomplished     0% = No Progress     ✗ = Discontinue | | | | | | |

# Goal 2: Student Connectedness

**Performance Objective 1:** Increase student attendance so that students are present for classroom instruction.

**Evaluation Data Source(s) 1:** Students attendance will be at 95% or higher every nine weeks

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| **Critical Success Factors**<br>CSF 1 CSF 4<br><br>1) Recognize student achievement by having perfect attendance certificates, ribbons and pencils each nine weeks. | | Monica Rocha-ADA Claudia Diaz-Administrative Assistant | Attendance will be at 95% or higher each nine weeks | | | |
| | | Funding Sources: 211 - Title I, Part A - $100.00 | | | | |
| 100% = Accomplished | | 0% = No Progress | | X = Discontinue | | |

**Goal 2:** Student Connectedness

**Performance Objective 2:** Monitor student connectedness so that 100% of students score at or above benchmark on CIRCLE Progress Monitoring Instrument Social Emotional Overall Component at the EOY administration

    **Evaluation Data Source(s) 2:** CIRCLE SEO Scores

    **Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) PK students will visit their elementary school in the spring semester in order to help with the transition to a new school | 7 | Campus Director | Students will know the name of their elementary school and know they will be entering kindergarten | | | |
| | Funding Sources: 211 - Title I, Part A - $200.00 | | | | | |
| 100% = Accomplished    0% = No Progress    ✗ = Discontinue | | | | | | |

**Goal 2:** Student Connectedness

**Performance Objective 3:** Enroll at least 15 families to attend Family U and attend 2 sessions weekly for the duration of the program. This program invites families with children ranging from the ages of 0-3 to come to school and spend time in a classroom environment to provide a rich language environment as well as guidance in the development of parenting skills.

**Evaluation Data Source(s) 3:** Attendance
Parent Evaluation

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| **Critical Success Factors**<br>CSF 5<br><br>1) Family U-parent lab for children under three years old. Parents will have the opportunity to attend parent labs that will demonstrate how to stimulate their children's development. | 1, 6 | Campus Director<br>Parent Liason | Sign in sheets that indicate parents attending multiple sessions during the semester.<br>End of semester evaluation forms indicating satisfaction with the program. | | | |
| | Funding Sources: 211 - Title I, Part A - $30,344.00 | | | | | |
| | 100% = Accomplished | 0% = No Progress | ❌ = Discontinue | | | |

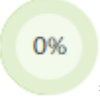# Goal 3: Post Secondary Readiness (Achievement)

**Performance Objective 1:** 75% of students will meet benchmark on all components of CIRCLE.

**Evaluation Data Source(s) 1:** CIRCLE Assessment

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| **Critical Success Factors**<br>CSF 1 CSF 2<br><br>1) Small Group Instruction-classroom will have the resources needed to work with students at their level of development<br>Language Arts<br>-big books for shared reading<br>-emergent level books<br>-trade books for read alouds<br>-magnetic letters,white boards etc,<br>-paper and printer ink for creating books and chart stories | 1, 2, 9, 10 | Campus Director Team Leaders | Materials used during small group instruction that leads to increase in CIRCLE Assessment and word awareness.<br><br>Teacher lesson plans and Eduphoria Data | | | |
| | | | Funding Sources: 211 - Title I, Part A - $5,150.00, 199 PIC 11 - Instructional Services - $500.00 | | | |
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>2) Continue Book Study of Words their Way PK K | | Campus Director Team Leaders | Increase the use of shared reading materials in the classroom. Charts in library center and use of big books and flipcharts.<br><br>Books and poems used in chart center to develop concepts of print and word awareness.<br><br>More personalized teaching for each student because teachers more knowledgeable about each students<br><br>Each teacher will have a copy of the book. | | | |
| | | | Funding Sources: 211 - Title I, Part A - $0.00 | | | |
| 3) Develop science vocabulary and by providing real life experiences. Houston Museum of Natural Science- Wildlife on Wheels programs will be brought in to school. | 1, 2 | Team Leaders | HMNS in-school study trips reinforce science concepts that have been introduced in the classroom.<br>Increase in vocabulary related to the units of study being studied. | | | |
| | | | Funding Sources: 211 - Title I, Part A - $1,575.00 | | | |

| Critical Success Factors | | | | | |
|---|---|---|---|---|---|
| **Critical Success Factors**<br>CSF 1<br><br>4) Learning centers will be established in the classrooms in order to provide independent learning in all curricular areas. This includes<br>-literacy centers<br>-listening centers<br>-writing centes<br>-art centers<br>-social studies<br>-science<br>-fine motor development<br>-technology | 1, 2, 9, 10 | Campus Director | Classroom learning centers have a variety of materials that are correlated to the state PK guidelines.<br>Rotation chart is used to assure students have an opportunity to interact with a variety of materials | | | |
| | Funding Sources: 211 - Title I, Part A - $4,966.00, 199 PIC 11 - Instructional Services - $2,000.00 | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 5<br><br>5) Project approach will be used in order to provide students with interdisciplinary experiences. Students will select a topic to be studied. Supplies & materials will be provided for the topic selected. A study trip is an integral part of the project approach. Parents will be invited to participate in the study trip with their child. A home activity will involve parents in the topic being studied. | 2, 6, 10 | Campus Director<br>Team Leaders | Increase in students use of specific vocabulary associated with the class project.<br>Increase in writing and reading associated with the classroom project. | | | |
| | Funding Sources: 211 - Title I, Part A - $4,500.00, 199 PIC 11 - Instructional Services - $420.00 | | | | | |
| **Critical Success Factors**<br>CSF 5<br><br>6) Support language development and conceptual development by providing in school experiences that are in line with the PK guidelines and SBISD curriculum. These will include<br>-Pumpkin/Fall Festival<br>-Go Texas/Square Dance<br>-Rodeo Day<br>-Spring Fling<br>-Holiday Sing Along<br>-Share your Love for reading<br>-Field Day<br>-Splash Day | 1, 2, 6 | Committee Chairs | Students are able to name cultural holidays they have participated.<br><br>Increase in writing and reading associated with the cultural holidays.<br><br>Parents attend events such as Square Dance, Holiday Sing Along, Field Day etc. | | | |
| | Funding Sources: 211 - Title I, Part A - $1,850.00 | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 4 CSF 6 CSF 7<br><br>7) Provided extended planning time once every nine weeks to update language arts road map with new PK guidelines and new activities. | 1, 2, 3, 4, 5 | Campus Director<br>Team Leader | Road maps will be up to date with the new PK guidelines.<br><br>Lesson plans will also use the new pk guidelines | | | |
| | Funding Sources: 211 - Title I, Part A - $900.00 | | | | | |

| Critical Success Factors | | | |
|---|---|---|---|
| **Critical Success Factors**<br>CSF 1<br><br>8) Professional Conference-Early Childhood Teacher conference at Region IV. Provide the opportunity for teachers to attend conference and bring back new teaching strategies to be implemented in the classroom. | 3 | Director<br>Administrative<br>Assistant | Attendance Certificate |
| | Funding Sources: 211 - Title I, Part A - $315.00 | | |
| **Critical Success Factors**<br>CSF 7<br><br>9) Staff development time will be used to refine the independent math task system.<br><br>Provide extended planning time during each nine weeks to create staff development units for each math task<br><br>- | 4, 5, 9 | Campus Director | Use of independent centers during math time.<br>Staff development units shared at the district level and placed on campus website.<br><br>Eduphoria courses<br>Sign in sheets |
| | Funding Sources: 211 - Title I, Part A - $1,300.00 | | |

100% = Accomplished     0% = No Progress     ✗ = Discontinue

# Goal 4: Post-Secondary Readiness (Equity)

**Performance Objective 1:** Close the 39% gap in Rapid Vocabulary Naming Assessment on CIRCLE between mainstream classes (27% proficient) and bilingual classes (66% proficient) on end of year assessment.

**Evaluation Data Source(s) 1:** CIRCLE Rapid Vocabulary Naming Assessment

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| **Critical Success Factors** CSF 1  1) Provide extended planning as needed to give teachers time to plan lessons for students needing more development and create materials to support their learning. | 5, 8, 9 | Campus Director Team Leaders | Roadmaps will be updated using new PK guidelines. Lesson plans reflect new activities using PK guidelines Calendar | | | |
| | Funding Sources: 211 - Title I, Part A - $600.00 | | | | | |
| 100% = Accomplished       0% = No Progress       ✗ = Discontinue | | | | | | |

# Goal 5: To remain in compliance with Federal and State law

**Performance Objective 1:** To remain in compliance with Federal and State law, the campus will implement the following strategies.

**Evaluation Data Source(s) 1:** All strategies will be implemented.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Conduct annual program evaluation (CATE, SCE G/T, LEP, ) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.) | 1, 2, 4, 8, 10 | Director | Parent Conferences Report Cards Initial Entry LPAC Anecdotal Records ARLAS End of Year LPAC | | | |
| 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) | 1, 2, 3, 4, 7, 10 | Director | CIRCLE Data Report Cards  Staff Development Meetings -subs -extended planning -supplies and materials | | | |
| 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) | 1, 3, 4, 8, 9, 10 | Director Teachers | Mid Year Assessments Report Cards End of Year Pre IPT scores | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose). | 2, 7, 8, 10 | Director Teachers | Lesson Plans Road Maps End of Year Data Campus Professional Developement | | | |
| 5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.) | 1, 2, 3, 5 | Director Nurse | Calendar Red Ribbon Week Parent Meetings-Healthy Habits | | | |
| 6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.) | 1, 2, 4, 5, 10 | Director CIS | No place for Hate Professional Development on Social Emotional PK Guidelines Project Class Calendar | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7) SPECIAL EDUCATION -<br>Monitor LRE ratio.<br>Develop campus capacity to support inclusive programming for students with disabilities.<br>Evaluate campus LRE ratio.<br>(Describe what is being done on your campus to promote or increase inclusion.) | 1, 2, 3, 4, 5, 7, 8, 9, 10 | Director<br>PPCD Teacher | Agendas<br>Staff Development on helping students with routines<br><br>PPCD teacher supports Classroom teachers by providing strategies and visuals to use in the classroom | | | |
| 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.<br>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?<br>(Describe how you will improve this process on your campus this year.) | 1, 7, 8, 9, 10 | Director | SSC Referral Process<br><br>PPCD teacher works with General Education teacher to align IEP's and PK state guidelines | | | |
| 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.<br>(What is your campus plan and timeline to meet this expectation.) | 2, 3, 4, 7, 8, 9, 10 | Director | SSC Referral Process | | | |
| 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:<br>* Language Arts<br>* Math<br>* Science<br>* Social Studies<br>* LEPIntervention Specialist<br>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) | 1, 3, 4, 8, 9 | Director | Attend At Risk Meeting<br>Identification of At Risk students<br><br>Provide tutoring to students not making adequate progress. | | | |

| | | | | | |
|---|---|---|---|---|---|
| 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) | 1, 3, 8, 9 | Director | Teachers identify students not making adequate progress for small group tutoring sessions. Student identification of Summer Special Language Summer School Program | | |
| 12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.) | 1, 3, 5, 8, 9 | Director CIS | Partner with SEITEL for Christmas Dr. Seuss Presentation Field Day Chapelwood Church Volunteer reading program | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) | 1, 2, 3, 4, 6 | Director | Monthly CIT meetings PK K Transition School Visit Campus Staff Development | | | | |
| 14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.) | 1, 2, 3, 4, 7, 10 | Director Team Leaders | TTESS Walkthrough Parent Conferences Lesson Plans Campus Staff Development | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.) | 1, 3, 7, 8, 9 | Director Lead Mentor Lead PK Teacher | Meet with new teacher to provide support in classroom teaching strategies and classroom management. Provide subs so new teacher can visit veteran teachers | | | |
| 16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.) | 1, 2, 3, 4, 7, 8, 9, 10 | Director | SBISD Website Job Fairs Staff Retention | | | |
| 17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.) | 1, 3, 4, 5 | Director CIS Parent Liaison | Family U program for Parents with younger children. This will give them the opportunity to participate in a school setting and develop parenting skills. CIS-Triple P meetings for parents | | | |
| 18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientationat different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. (Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.) | 2, 5, 6, 10 | Director Team Leaders | Schedule transition visit to elementary school. Fliers for Kinder Round up for elementary school | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. PK Campus Differentiation of instruction Project based learning | 1, 4, 9, 10 | Director | Lesson Plans | | | |
| 20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. Differentiation of instruction for students who are making advanced development Project based learning on a variety of topics | 1, 4, 9, 10 | Director | Lesson Plans | | | |
| 21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) PK Campus Differentiation of instruction Project based learning | 1, 4, 9 | Director | Lesson Plans | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 22) COORDINATED SCHOOL HEALTH (CSH) and CIP - <br><br>Steps to incorporate CSH - <br>1.Review the School Health Index completed by the C-SHAC <br>2.Identify focus area(s) for campus <br>3.Choose focus area(s) to place in this area of Required Elements <br>4.Recommended indicators for assessing CSH may be chosen from this list of approved <br>indicators that are completed each year: <br>a.District Five Year Goal Campus Survey <br>b.School Health Index <br>c.SEL/40 Developmental Asset Survey | 1, 4, 8, 10 | Director<br>School Nurse | Attend meetings<br>Parent Meetings for Healthy Habits | | | |
| 23) Review and revisit both the Home/School Compact and Parental Involvement <br>Policy. <br>*offer several opportunities for parent input. <br>*develop, with parent input, current school year compact and policy in appropriate <br>language(s) - English/Spanish. <br>*share compact with parents and document. <br>(This activity is completed in the first 9 weeks of school with a meeting held to discuss <br>the compact's and Parent Involvement Policy's importance with the parents. The <br>compact and Parent Involvement Policy are included in the Title I portfolio.) | 1, 5, 10 | Director | Title 1 Parent Meeting | | | |
| 24) Increase parent attendance at Title I Annual Meeting to share: <br>*standards and goals <br>*parents' rights' <br>*curriculum <br>*School Report Card <br>*Title I participation <br>*Offer a flexible number of meetings. <br>(The Title I annual meeting will be held during a Parent Coffee to which all parents will <br>be invited. The above topics will be served.) | 5 | Director | Parent Conferences<br>CIS- Parent Meetings<br>Curriculum Nights (Language Arts & Math)<br>Parent/Child Art activities | | | |

100% = Accomplished    0% = No Progress    ✗ = Discontinue

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Yuri Grundman | Parent Liason | Family U | |

# Campus Funding Summary

## 199 PIC 11 - Instructional Services

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 3 | 1 | 1 | Literacy teaching materials and manipulatives | 199.11.6399 | $500.00 |
| 3 | 1 | 4 | Materials for learning centers | 199.11.6399 | $2,000.00 |
| 3 | 1 | 5 | Transportation | 199.11.6494 | $420.00 |
| | | | | **Sub-Total** | $2,920.00 |
| | | | | **Budgeted Fund Source Amount** | $5,500.00 |
| | | | | **+/- Difference** | $2,580.00 |

## 199 PIC 32 - Pre-Kindergarten

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $2,862.00 |
| | | | | **+/- Difference** | $2,862.00 |

## 199 PIC 34 - Pre-K At Risk/SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $300.00 |
| | | | | **+/- Difference** | $300.00 |

## 199 PIC 99 - Undistributed

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $2,150.00 |
| | | | | **+/- Difference** | $2,150.00 |

**211 - Title I, Part A**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 1 | 1 | Certificates, ribbons, pencils incentives | 211.11.6399 | $100.00 |
| 2 | 2 | 1 | Bus Transportation | 211.11.6494 | $200.00 |
| 2 | 3 | 1 | Title 1 staff-Parent Liaison (salary) | 211.61.6129 | $22,161.00 |
| 2 | 3 | 1 | Title 1 staff-Parent Liaison (teacher retirement) | 211.61.6146 | $2,140.00 |
| 2 | 3 | 1 | Title 1 staff-Parent Liaison (workers comp) | 211.61.6143 | $142.00 |
| 2 | 3 | 1 | Title 1 staff-Parent Liaison (employer contribution) | 211.61.6142 | $5,580.00 |
| 2 | 3 | 1 | Title 1 staff-Parent Liaison (medicare) | 211.61.6141 | $321.00 |
| 3 | 1 | 1 | Big books, trade books | 211.11.6329 | $1,000.00 |
| 3 | 1 | 1 | Literacy teaching materials and manipulatives | 211.11.6399 | $4,150.00 |
| 3 | 1 | 2 | Books were purchased last year. | | $0.00 |
| 3 | 1 | 3 | Presentations from Houston Museum of Natural Science | 211.11.6299 | $1,575.00 |
| 3 | 1 | 4 | A variety of materials for the centers | 211.11.6399 | $3,366.00 |
| 3 | 1 | 4 | Technology-cameras, document cameras, activpens etc. | 211.11.6398 | $1,600.00 |
| 3 | 1 | 5 | Payment for study trips | 211.11.6412 | $2,500.00 |
| 3 | 1 | 5 | Transportation | 211.11.6494 | $1,000.00 |
| 3 | 1 | 5 | Project materials | 211.11.6399 | $1,000.00 |
| 3 | 1 | 6 | A variety of culturally relevant materials for events. | 211.11.6399 | $850.00 |
| 3 | 1 | 6 | Trade Books for Share Your Love for Reading Night | 211.11.6329 | $1,000.00 |
| 3 | 1 | 7 | Substitues-extended planning | 211.13.6112 | $900.00 |
| 3 | 1 | 8 | Conference fee | 211.13.6239 | $315.00 |
| 3 | 1 | 9 | Subs for extended planning math tasks | 211.13.6112 | $800.00 |
| 3 | 1 | 9 | Math manipulatives and storage containers | 211.11.6399 | $500.00 |
| 4 | 1 | 1 | Subs | 211.13.6112 | $600.00 |
| | | | | **Sub-Total** | $51,800.00 |
| | | | | **Budgeted Fund Source Amount** | $51,800.00 |
| | | | | **+/- Difference** | $0 |

| | |
|---|---|
| **Grand Total** | $54,720.00 |