

# Spring Branch Independent School District

## The Panda Path School

### 2016-2017 Campus Improvement Plan



# 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 bililingual classes.

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 bilingual classes and 2 mainstream classes.

### 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

### Demographics Needs

Many of the families are in crisis and benefit from services in addition to education. They often come to Panda Path to speak with the CIS worker to seek assistance. Counseling services as well as childcare would be beneficial for the families that are served by Panda Path

## **Student Achievement**

### **Student Achievement Summary**

Language Arts-student progress is monitored using stanines in letter id, dictation, written word, concepts about print and DRA/EDL (Developmental Reading Assessment) By the end of year over 80% of students know more than 40 letters. They are writing their name and know the basic concepts about books.

Math-A major focus for math is that students understand the concept of 5. Math stories are used all year long to help students develop the concept of five. The Kathy Richardson math assessment is used for numeracy. This determines the students ability to count and make groups of numbers. Over 80% of students are able to make a pile of five items

### **Student Achievement Strengths**

The balanced literacy components are followed to make sure students are getting a chance to hear stories being read aloud, participate in shared reading as well as having centers set up that allow students to practice voice print match and basic concepts about print. This integrated approach helps students begin to make sense of how print works.

Math-increased time on task is accomplished by having students engage in math tasks as independent practice. The sequence followed allows students to develop key numeric understanding.

### **Student Achievement Needs**

For students not making progress, additional strategies are required so that teacher are able to structure a personalized program for struggling students. It often takes all year to get a student placed in speech therapy which can impede their progress.

## **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.

### **School Culture and Climate Needs**

Continue to look for new ways to acknowledge the hard work done by faculty and staff.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

There is very little teacher turn over at Panda Path. As of this year six out of seven teachers have at least three years of experiences. Teacher quality is high based on PDAS.

### **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.

### **Staff Quality, Recruitment, and Retention Needs**

Staff quality is high with very little turn over.

# 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. The Observation Survey and DRA/EDL (Developmental Reading Assessment) 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.

MID YEAR

| STANINES | Letter OS | Letter Count | Writing | WRT Count | CAP   | CAP Count | Dictation | DIC Count | DRA | DRA Count |
|----------|-----------|--------------|---------|-----------|-------|-----------|-----------|-----------|-----|-----------|
| 1        | 0-3       | 0            | 0       | 0         | 0-7   | 2         | 0         | 0         |     |           |
| 2        | 4-12      | 6            | 1       | 1         | 8-9   | 1         | 1         | 0         |     |           |
| 3        | 13-27     | 6            | 2-3     | 11        | 10-11 | 7         | 2-4       | 0         |     |           |
| 4        | 28-42     | 2            | 4-6     | 5         | 12-13 | 5         | 5-11      | 2         | .1  | 9         |

|   |       |   |       |   |       |   |       |   |     |   |
|---|-------|---|-------|---|-------|---|-------|---|-----|---|
| 5 | 43-49 | 4 | 7-11  | 6 | 14    | 3 | 12-18 | 1 | 0.5 | 8 |
| 6 | 50-52 | 5 | 12-18 | 0 | 15-16 | 5 | 19-26 | 3 | 1   | 4 |
| 7 |       |   | 19-32 | 0 | 17-18 | 0 | 27-33 | 3 | 2   | 0 |
| 8 |       |   | 33-48 | 0 | 19    | 0 | 34-36 | 2 | 3   | 0 |
| 9 |       |   | 49+   | 0 | 20+   | 0 | 37+   | 0 | 4+  | 0 |

### **Curriculum, Instruction, and Assessment Needs**

Teachers need continual staff development on how to address students not making progress. Giving teachers a variety of teaching strategies helps support students not making progress. Focusing on social emotional issues helps students develop appropriate school behaviors which can have a positive impact on learning.

## **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 their 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.

### **Family and Community Involvement Needs**

Each year new families come to Panda Path and new relationships need to be developed. Family U has shown great promise with getting families to attend over the entire school year.



## **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 mainstream classes and 5 bilingual classes. One classroom is used for the Family U program. This is a program is for infants through three years. 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.

### **School Context and Organization Needs**

Each year there are new families to Panda Path since students only stay at the center for one year. We continue to need to build relationships with them and introduce them to the Spring Branch school district. Parent meetings are held throughout the year to build these relationships.

Need to update our means of communicating events at Panda Path. A face-book page is planned for the next school year.

Family U will continue to be an important piece of the community outreach for Panda Path

## **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 etrainee 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.

### **Technology Needs**

Teachers continue to demonstrate a desire to learn more advanced features of Activspire to make more creative flipcharts.

Replacement Activpens. Since students also use these pens replacements are needed on a regular basis.

Continue to explore ways for students to use technology to create books, drawings etc.

# 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: Language Arts—Phonological Awareness. Increase the number of words students are able to voice-print match in a known text.**




**Performance Objective 1:** Instruction will be built on the interests, strengths, and gifts of each child. Interdisciplinary experiences such as the project approach, which allows students ownership over the topics they will study, will help students actively engage in learning.

**Evaluation Data Source(s) 1:** CIRCLE Assessment which includes letter identification, phonological awareness, rapid vocabulary naming, book and print awareness  
 (Fall, Mid Year & End of Year)  
 Word awareness, looking at print & monitoring- Poem  
 Math Assessment (Fall, Mid Year & End of Year)

## Summative Evaluation 1:

| Strategy Description  | Title I     | Staff Responsible               | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|---|-------------|---------------------------------|---|-------------------|-----|-----|
|   |             |                                 |   | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>           CSF 1 CSF 2</p> <p>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</p> | 1, 2, 9, 10 | Campus Director<br>Team Leaders | <p>Materials used during small group instruction that leads to increase in CIRCLE Assessment and word awareness.</p> <p>Teacher lesson plans and Eduphoria Data</p> |                   |     |     |
| <p>Funding Sources: 211 - Title I, Part A - \$4,381.00, 199 - General Fund - \$500.00</p>   |             |                                 |   |                   |     |     |

|  |             |                                 |   |  |  |  |
|--|-------------|---------------------------------|---|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>2) Book Study of Words their Way PK K</p>   | 4, 5, 10    | Campus Director<br>Team Leaders | <p>Increase the use of shared reading materials in the classroom. Charts in library center and use of big books and flipcharts.</p> <p>Books and poems used in chart center to develop concepts of print and word awareness.</p> <p>More personalized teaching for each student because teachers more knowledgeable about each students</p> <p>Each teacher will have a copy of the book.</p> |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$500.00  |             |                                 |   |  |  |  |
| <p>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.</p>  | 1, 2        | Team Leaders                    | <p>HMNS in-school study trips reinforce science concepts that have been introduced in the classroom.</p> <p>Increase in vocabulary related to the units of study being studied.</p>   |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$1,575.00  |             |                                 |   |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>4) Learning centers will be established in the classrooms in order to provide independent learning in all curricular areas. This includes</p> <ul style="list-style-type: none"> <li>-literacy centers</li> <li>-listening centers</li> <li>-writing centes</li> <li>-art centers</li> <li>-social studies</li> <li>-science</li> <li>-fine motor development</li> <li>-technology</li> </ul>                                   | 1, 2, 9, 10 | Campus Director                 | <p>Classroom learning centers have a variety of materials that are correlated to the state PK guidelines.</p> <p>Rotation chart is used to assure students have an opportunity to interact with a variety of materials</p>  |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$3,600.00, 199 - General Fund - \$2,000.00   |             |                                 |   |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>5) Project approach will be used in order to provide students with interdisciplinary experiences. Students will select a topic to be studied. Supplies &amp; 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.</p> | 2, 6, 10    | Campus Director<br>Team Leaders | <p>Increase in students use of specific vocabulary associated with the class project.</p> <p>Increase in writing and reading associated with the classroom project.</p>   |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$3,500.00, 199 - General Fund - \$420.00   |             |                                 |   |  |  |  |

|  |               |                                      |  |  |  |  |
|--|---------------|--------------------------------------|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>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</p> | 1, 2, 6       | Committee Chairs                     | <p>Students are able to name cultural holidays they have participated.</p> <p>Increase in writing and reading associated with the cultural holidays.</p> <p>Parents attend events such as Square Dance, Holiday Sing Along, Field Day etc.</p> |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$1,850.00  |               |                                      |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 6 CSF 7</p> <p>7) Provided extended planning time once every nine weeks to update language arts road map with new PK guidelines and new activities.</p>  | 1, 2, 3, 4, 5 | Campus Director<br>Team Leader       | <p>Road maps will be up to date with the new PK guidelines.</p> <p>Lesson plans will also use the new pk guidelines</p>  |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$900.00  |               |                                      |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>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.</p>  | 3             | Director<br>Administrative Assistant | Attendance Certificate   |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$300.00  |               |                                      |  |  |  |  |
| <p align="center">  = Accomplished                 = No Progress                 = Discontinue         </p>   |               |                                      |  |  |  |  |




**Goal 1:** Language Arts—Phonological Awareness. Increase the number of words students are able to voice-print match in a known text.

**Performance Objective 2:** Phonological awareness is developed through oral language. Increase in the words students hear and are exposed to must happen at home and school. Increase parent involvement for families. Family U 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) 2:** Parent evaluations of Family U classes they attended. Attendance will be taken in order to monitor the frequency of the families assistance. Use evaluation (such as ASQ) to monitor children's develop and meeting milestones.

**Summative Evaluation 2:**

| Strategy Description  | Title I | Staff Responsible                            | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|---|---------|--|---|-------------------|-----|-----|
|   |         |  |   | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>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.</p>                         | 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  |         |  |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Classes for parents that give them information on a variety of topics so they are better informed about a wide variety of issues including<br/>Health and Nutrition<br/>Safety<br/>Dental care<br/>Parenting</p> | 6       | School Nurse- Diane Barrera<br>CIS-Eva Lopez | Parent evaluation forms will demonstrate parents new learning.  |                   |     |     |
| Funding Sources: 211 - Title I, Part A - \$100.00   |         |  |   |                   |     |     |
| <p>3) Plan and hold events that involve students in service to the community and or support approved charitable organizations such as :<br/>-Pennies for Patients<br/>-Canned food drive for Thanksgiving<br/>-Trike -A-Thon (St. Jude's Hospital)</p>                  | 6       | Diane Barrera-School Nurse<br>Eva Lopez-CIS  | Funds donated by parents and thank you letters by establishments.   |                   |     |     |
| Funding Sources: 211 - Title I, Part A - \$100.00   |         |  |   |                   |     |     |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| <b>Critical Success Factors</b><br>CSF 5<br><br>4) Safety, Health, and social skills lessons will be presented to students on topics including the following:<br>-Dental hygiene<br>-Handwashing<br>-Bicycle Safety<br>-Bus Safety<br>-Pennies for Patients<br>-Red Ribbon Week   | 1, 6  | Team Leaders- Sarah Morris & Francisco Villarreal<br>School Nurse-Diane Barrera<br>CIS-Eva Lopez | Increase in correct handwashing by students.<br>Collection of fund by students |  |  |  |
|   | Funding Sources: 211 - Title I, Part A - \$100.00 |  |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |   |  |  |  |  |  |






**Goal 2: 60% of students will know the parts of five. (90 students out of 150)**

**30% of students will know the parts of four. (45 students out of 150)**

**Performance Objective 1:** Staff development opportunities will be provided so teachers continue creating new rigorous and relevant mathematics learning experiences. Panda Path educators will demonstrate innovative practices within and beyond the classroom.

**Evaluation Data Source(s) 1:** Campus staff development will lead to a deeper understanding of how students develop numerical concepts. Nine weeks roadmaps will be updated to reflect the new activities and instructional strategies..

**Summative Evaluation 1:**

| Strategy Description  | Title I | Staff Responsible | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|---|---------|-------------------|--|-------------------|-----|-----|
|   |         |                   |  | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) Staff development time will be used to refine the independent math task system.</p> <p>Provide extended planning time during each nine weeks to create staff development units for each math task</p> <p>-</p>   | 4, 5, 9 | Campus Director   | <p>Use of independent centers during math time.</p> <p>Staff development units shared at the district level and placed on campus website.</p> <p>Eduphoria courses</p> <p>Sign in sheets</p> |                   |     |     |
| Funding Sources: 211 - Title I, Part A - \$1,000.00   |         |                   |  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |         |                   |  |                   |     |     |


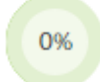

**Goal 2:** 60% of students will know the parts of five. (90 students out of 150)

30% of students will know the parts of four. (45 students out of 150)

**Performance Objective 2:** Increase parents' knowledge of the PK math curriculum so they are able to support their children's learning at home.

**Evaluation Data Source(s) 2:** Parent conferences and attendance at the math night and evaluation forms filled out by parents who attend math night.

**Summative Evaluation 2:**

| Strategy Description   | Title I | Staff Responsible | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|--|---------|-------------------|--|-------------------|-----|-----|
|  |         |                   |  | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Parent conferences held during in October will provide information on student progress and provide information on PK math guidelines.</p> <p>Mid Year parent conferences will be held during February with parents of students not making adequate progress</p> <p>End of year conferences will be held with all parents in April to provide parents with information about their child's readiness for kindergarten.</p> | 6, 7, 9 | Team Leaders      | Parent Sign in sheets  |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Family Math Night will give parents a variety of activities to do at home with their child to help develop numeracy concepts.</p>   | 6, 9    | Committee Chairs  | Sign in sheets<br>Evaluation forms indicating new learning by parents                              |                   |     |     |
| Funding Sources: 211 - Title I, Part A - \$200.00  |         |                   |  |                   |     |     |
| <p>3) PK students will visit their elementary school in the spring semester in order to help with the transition to a new school</p>   | 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  |         |                   |  |                   |     |     |
| <p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>   |         |                   |  |                   |     |     |




**Goal 2:** 60% of students will know the parts of five. (90 students out of 150)

30% of students will know the parts of four. (45 students out of 150)

**Performance Objective 3:** Use new CIRCLE assessment to track progress of students in different areas tested. Provide targeted instruction based on student data.

**Evaluation Data Source(s) 3:** Compare mid year data and end of year data to determine student academic growth

**Summative Evaluation 3:**




| Strategy Description  | Title I | Staff Responsible               | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|---|---------|---------------------------------|--|-------------------|-----|-----|
|   |         |                                 |  | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>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.</p>  | 8, 9    | Campus Director                 | Compare mid year and spring data to determine progress of students   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Provide extended planning as needed to give teachers time to plan lessons for students needing more development and create materials to support their learning.</p>  | 5, 8, 9 | Campus Director<br>Team Leaders | Roadmaps will be updated using new PK guidelines.<br>Lesson plans reflect new activities using PK guidelines<br>Calendar |                   |     |     |
| Funding Sources: 211 - Title I, Part A - \$800.00   |         |                                 |  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |         |                                 |  |                   |     |     |

**Goal 3: Language Arts—Hearing and Recording Sounds (dictation). 80% of all students will be able to hear and record at least 12 out of 36 sounds (90 students out of 150).**

**Performance Objective 1:** Students will engage in language arts activities that help develop their ability to hear sounds in words and represent these sounds with letters. These will be developed in large group, small groups, and independent centers.

**Evaluation Data Source(s) 1:** Using a dictated sentence students will be able to record 12 out of 36 sounds they hears

**Summative Evaluation 1:**




| Strategy Description   | Title I  | Staff Responsible               | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|--|----------|---------------------------------|--|-------------------|-----|-----|
|  |          |                                 |  | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>1) Book Study of Words their Way PK K</p>  | 4, 5, 10 | Campus Director<br>Team Leaders | <p>Increase the use of interactive writing throughout the day.</p> <p>Writer's Workshop- students writing their own books</p> <p>Phonological Awareness activities to help student develop this skill</p> <p>More personalized teaching for each student because teachers more knowledgeable about each students</p> <p>Each teacher will have a copy of the book.</p> |                   |     |     |
| 2) Book Study-Interactive Writing and Editing  | 1, 3, 4  | Campus Director<br>Team Leaders | Activities in the book will be used in the classroom during language arts time.  |                   |     |     |
| Funding Sources: 211 - Title I, Part A - \$500.00  |          |                                 |  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div> |          |                                 |  |                   |     |     |

**Goal 3:** Language Arts—Hearing and Recording Sounds (dictation). 80% of all students will be able to hear and record at least 12 out of 36 sounds (90 students out of 150).

**Performance Objective 2:** Increase student attendance so that students are present for classroom instruction.

**Evaluation Data Source(s) 2:** Students attendance will be at 95% or higher every nine weeks

**Summative Evaluation 2:**

| Strategy Description  | Title I | Staff Responsible   | Evidence that Demonstrates Success                  | Formative Reviews |     |     |
|---|---------|---|---|-------------------|-----|-----|
|   |         |   |   | Nov               | Jan | Mar |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>1) Recognize student achievement by having perfect attendance certificates, ribbons and pencils each nine weeks.</p>  | 1       | Monica Rocha-ADA<br>Claudia Diaz-Administrative Assistant | Attendance will be at 90% or higher each nine weeks |                   |     |     |
| Funding Sources: 211 - Title I, Part A - \$100.00   |         |   |   |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |         |   |   |                   |     |     |

**Goal 4: 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 | Staff Responsible | Evidence that Demonstrates Success | 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.<br>(List programs to be evaluated. Include all programs receiving state or federal funds.)   |         |                   |                                    |                   |     |     |
| 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.<br>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)   |         |                   |                                    |                   |     |     |
| 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.<br>(Provide specific information about the remediation and monitoring of SSI students on your campus.) |         |                   |                                    |                   |     |     |

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| <p>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).<br/>Participate in mentor-mentee grant.<br/>Continue to provide support for new teachers through the induction program.<br/>Involve staff in recruiting and interviewing highly-qualified applicants.<br/>(You may add additional activities if you choose).</p> |  |  |  |  |  |  |
| <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.<br/>(Provide specific information about the activities on your campus.)</p>  |  |  |  |  |  |  |
| <p>6) Provide professional development based on level of expertise and need in the following areas:<br/>* Bullying Prevention<br/>* Violence/conflict resolution<br/>* Recent drug use trends<br/>* Resiliency/Developmental Assets<br/>* Prevention Curriculum training<br/>* No Place for Hate<br/>* CSHAC<br/>* CARES<br/>* SEL<br/>* Developmental Assests<br/>* TRIBES<br/>* Love and Logic<br/>(Using this list, select those that apply to your campus and describe how they are implemented.)</p>   |  |  |  |  |  |  |

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|--|--|--|--|--|--|--|
| <p>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.)</p>  |  |  |  |  |  |  |
| <p>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.)</p> |  |  |  |  |  |  |
| <p>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.)</p>   |  |  |  |  |  |  |
| <p>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/>* LEP Intervention Specialist<br/>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p>   |  |  |  |  |  |  |






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| <p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)<br/> Materials include: manipulatives, literacy materials, STAAR support, bilingual material<br/> After-school extended day<br/> Summer School<br/> Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc...<br/> (Identify the materials appropriate to your campus from the list that can be used to meet this expectation.<br/> Describe how and by whom these will be used on your campus.)</p> |  |  |  |  |  |  |
| <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:<br/> * recruitment<br/> * training/support<br/> * recognition of volunteers/partnerships<br/> (Complete this activity by describing how you will meet this expectation on your campus.)</p>   |  |  |  |  |  |  |

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| <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* DDI</li> <li>* Dual Language Programs</li> <li>* Problem-Based Learning</li> <li>* Co-Teach Training</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</li> </ul> <p>(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.)</p> |  |  |  |  |  |  |
| <p>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.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>  |  |  |  |  |  |  |

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| <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.<br/>(Complete this activity by describing how you will meet this expectation on your campus.)</p>  |  |  |  |  |  |  |
| <p>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<br/>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p>         |  |  |  |  |  |  |
| <p>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.<br/>(Complete this activity by describing how you will meet this expectation on your campus.)</p>   |  |  |  |  |  |  |
| <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.<br/>This activity for PK and elementary schools only. Other campuses may delete.<br/>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</p> |  |  |  |  |  |  |

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| <p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:<br/> a) Nature and needs of G/T students<br/> b) Assessing and identifying G/T student needs<br/> c) Differentiating Curriculum for G/T students<br/> d) Assessing social and emotional needs of G/T students<br/> e) Creativity and instructional strategies for G/T students.<br/> (Select at least one area of focus from the list and describe how you will implement this on your campus.)</p>           |  |  |  |  |  |  |
| <p>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.<br/> (Complete this activity by describing how you will meet this expectation on your campus.)</p>   |  |  |  |  |  |  |
| <p>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.<br/> (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)<br/> Complete this activity by describing how you will meet these expectations on your campus.</p> |  |  |  |  |  |  |

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| <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -<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 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</p>   |  |  |  |  |  |  |
| <p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.<br/> *offer several opportunities for parent input.<br/> *develop, with parent input, current school year compact and policy in appropriate 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 the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p> |  |  |  |  |  |  |
| <p>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 be invited. The above topics will be served.)</p>  |  |  |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>                         |  |  |  |  |  |  |

## Title I Personnel

| <u>Name</u>   | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|-----------------|----------------|------------|
| Yuri Grundman | Parent Liason   | Family U       |            |

# Campus Funding Summary

| <b>199 - General Fund</b>    |                  |                 |  |                     |                   |
|------------------------------|------------------|-----------------|--|---------------------|-------------------|
| <b>Goal</b>                  | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                | <b>Account Code</b> | <b>Amount</b>     |
| 1                            | 1                | 1               | Literacy teaching materials and manipulatives          | 199.11.6399         | \$500.00          |
| 1                            | 1                | 4               | Materials for learning centers                         | 199.11.6399         | \$2,000.00        |
| 1                            | 1                | 5               | Transportation   | 199.11.6494         | \$420.00          |
| <b>Sub-Total</b>             |                  |                 |  |                     | <b>\$2,920.00</b> |
| <b>211 - Title I, Part A</b> |                  |                 |  |                     |                   |
| <b>Goal</b>                  | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                | <b>Account Code</b> | <b>Amount</b>     |
| 1                            | 1                | 1               | Big books, trade books                                 | 211.11.6329         | \$1,000.00        |
| 1                            | 1                | 1               | Literacy teaching materials and manipulatives          | 211.11.6399         | \$3,381.00        |
| 1                            | 1                | 2               | Books  | 211.13.6329         | \$500.00          |
| 1                            | 1                | 3               | Presentations from Houston Museum of Natural Science   | 211.11.6299         | \$1,575.00        |
| 1                            | 1                | 4               | A variety of materials for the centers                 | 211.11.6399         | \$2,000.00        |
| 1                            | 1                | 4               | Technology-cameras, document cameras, activpens etc.   | 211.11.6398         | \$1,600.00        |
| 1                            | 1                | 5               | Payment for study trips                                | 211.11.6412         | \$1,500.00        |
| 1                            | 1                | 5               | Transportation   | 211.11.6494         | \$1,000.00        |
| 1                            | 1                | 5               | Project materials                                      | 211.11.6399         | \$1,000.00        |
| 1                            | 1                | 6               | A variety of culturally relevant materials for events. | 211.11.6399         | \$850.00          |
| 1                            | 1                | 6               | Trade Books for Share Your Love for Reading Night      | 211.11.6329         | \$1,000.00        |
| 1                            | 1                | 7               | Substitues   | 211.13.6112         | \$900.00          |
| 1                            | 1                | 8               | Conference fee   | 211.13.6239         | \$300.00          |
| 1                            | 2                | 1               | Title 1 staff-Parent Liaison (salary)                  | 211.61.6129         | \$22,161.00       |
| 1                            | 2                | 1               | Title 1 staff-Parent Liaison (teacher retirement)      | 211.61.6146         | \$2,140.00        |
| 1                            | 2                | 1               | Title 1 staff-Parent Liaison (workers comp)            | 211.61.6143         | \$142.00          |
| 1                            | 2                | 1               | Title 1 staff-Parent Liaison (employer contribution)   | 211.61.6142         | \$5,580.00        |
| 1                            | 2                | 1               | Title 1 staff-Parent Liaison (medicare)                | 211.61.6141         | \$321.00          |

|                    |   |   |   |             |             |
|--------------------|---|---|---|-------------|-------------|
| 1                  | 2 | 2 | Parenting Materials                       | 211.61.6399 | \$100.00    |
| 1                  | 2 | 3 | A variety of materials                    | 211.11.6399 | \$100.00    |
| 1                  | 2 | 4 | A variety of materials                    | 211.11.6399 | \$100.00    |
| 2                  | 1 | 1 | Subs for extended planning                | 211.13.6112 | \$500.00    |
| 2                  | 1 | 1 | Math manipulatives and storage containers | 211.11.6399 | \$500.00    |
| 2                  | 2 | 2 | Materials for Math Night                  | 211.11.6399 | \$200.00    |
| 2                  | 2 | 3 | Bus Transportation                        | 211.11.6494 | \$200.00    |
| 2                  | 3 | 2 | Subs                                      | 211.13.6112 | \$800.00    |
| 3                  | 1 | 2 | Books                                     | 211.13.6329 | \$500.00    |
| 3                  | 2 | 1 | Certificates, ribbons, pencils incentives | 211.11.6399 | \$100.00    |
| <b>Sub-Total</b>   |   |   |   |             | \$50,050.00 |
| <b>Grand Total</b> |   |   |   |             | \$52,970.00 |