

# Spring Branch Independent School District

## The Panda Path School

### 2018-2019 Campus Improvement Plan



# Mission Statement

The mission of Panda Path is to nurture, 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

### Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.

- What's Best for the Child Drives the Decision

- Infinite Possibilities Through Education

### Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

**Collaborative Spirit**

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

**Limitless Curiosity**

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

**Moral Compass**

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

1. We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch. The majority of our students speak Spanish as their first language. Most of our students qualify as "at risk" of not graduating from high school.
2. We started a PK3 year old program for the 2016-2017 school year as a mid-year pilot. In 2017-2018, we proceeded to implement the program for the full year.
3. The 2018-2019 classes will be:
  - 2 PK3 classes:
    - 2 ESL/Mainstream sections
    - 2 Bilingual Spanish sections
  - 2 ESL/Mainstream PK4 classes
  - 4 Bilingual Spanish PK4 classes
  - 1 PPCD classes

### Demographics Strengths

Two of our nine teachers were new to Panda Path in 2017-2018. 8 out of our 9 teachers are experienced early childhood teachers. Our families experience crises that would be expected of those living in high poverty, but we have family support in our social worker, our family University class, and a we have large number of community partnerships such as the Spring Branch Family Development Center.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The majority of our families continue to experience crisis associated with our demographics **Root Cause:** poverty

## Student Achievement

### Student Achievement Summary

- Rapid Letter Naming in English - Campus: 69% & District: 84%
- Rapid Vocabulary - Campus: 55% & District: 49%
- Story Retell and Comprehension - Campus: 93 & District: 89%
- Book and Print Knowledge - Campus: 89% & District: 89%

### Student Achievement Strengths

- - Academics:
    - In Literacy: 80% -93% of our students performed at the On Track level in Story Retell and Comprehension & Early Writing (2017-2018 CIRCLE)
    - In Math: 86% of our students performed at the On Track level in Number Discrimination (2017-2018 CIRCLE)
  - Growth:
    - PK4 Literacy areas showing growth comparing Beginning of Year to End of Year averages in 2017-2018:
      - Story Retell and Comprehension increased by 44 percentage points to 84%
      - Early Writing began the year at 0% and increased by 88%
    - PK4 Math areas showing growth comparing Beginning of Year to End of Year averages in 2017-2018:
      - Shape Discrimination increased 49 percentage points to 77%
      - Number Discrimination increased 53 percentage points to 86%

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** End of year Literacy CIRCLE Assessment data shows achievement gaps between Bilingual and ESL/Mainstream classes in the area of Rapid Letter Naming. **Root Cause:** Poverty impacts social emotional development and language development which impacts achievement.

## School Culture and Climate

### School Culture and Climate Summary

- - Our school is the heartbeat of our community and we encourage participation in all school activities, events, and learning pathways.
  - We encourage open communication and a partnership between home and school in order to ensure our collective greatness through student achievement on the highest levels.
  - One way that we connect with our community is through our Family U! This program is a parent lab designed specifically for parents with children under three years old in order to learn how to stimulate their children's development.

### School Culture and Climate Strengths

1. 91% of our community responded favorably when asked of their perception of the overall climate at Panda Path (2017-2018 Panorama Survey)
2. Teachers planned and implemented small group literacy instruction to include differentiation of leveled readers, word work, and interactive writing. Teachers implemented modeled/shared/guided/independent reading and writing. Teachers planned and implemented math large group, small group and workstations. Teachers facilitated student engagement in interdisciplinary projects.
3. Staff grew their collegiality and increased their collaboration as they presented highlights from their trainings during professional learning sessions. This also resulted in more professional and open communication between teachers and teacher assistants.
4. All professional staff continue implementing the use of instructional technology throughout the daily routine using iTouch/iPad apps as a way to provide additional literacy and math skill practice. Staff used book making software to design readers for students to use at school and at home. Staff share student technology use with colleagues during campus professional development sessions once per month.
5. All campus staff participated in 3 campus activities designed to provide a common understanding, language, and practice of great internal/external customer service through the *Share A Smile* Initiative.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Need to restructure systems to provide more time and support for students and families experiencing difficulty in achieving the outcomes. **Root Cause:** PK 3 Student Arrival/Dismissal Supervision demands on support staff

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

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

1. All teachers met highly qualified status.
2. All current staff are returning for the 2018-2019 school year.

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

PPS Leadership Team was involved throughout the process of hiring a new director for the 2018-2019 school year. All other teaching staff returned for 2018-2019.

Our afternoon professional learning time continues to be instrumental in allowing us to grow together as a staff. Our teachers are highly dedicated and hardworking. Additionally, this year we added the support role of a lead PK teacher, one of our existing Team Leaders, to coach and mentor our staff and lead professional learning.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** PK3 and PK4 teachers do not collaborate during PLC time **Root Cause:** Schedule conflicts between half day classes and full day classes

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

We believe that Every Child has limitless curiosity and the ability to achieve their highest potential. Our goal, Spring Branch T-2-4, drives Panda Path's vision to ensure student success. Panda Path is a place where students are challenged, and where they form the understanding that school is a great place to be!

- - **We are committed to meet every child's unique needs through individualize instruction.**
  - **We utilize multiple data points to drive our targeted and purposeful instruction**
  - **We are dedicated to demonstrate college-ready performance by meeting all Prekindergarten targeted academic and social emotional benchmarks.**
  - **We are determined to close any achievement gaps in order best prepare our students for Kindergarten readiness.**

### Curriculum, Instruction, and Assessment Strengths

Collaborative PLCs focused on strategies to achieve campus goals will continue for the 2018-2019 school year.

The following lists are areas that were focused on during 2017-2018:

- Project Approach learning and field investigations – real world connections
- Maximized access to instruction through iStation, iPad, Apple TVs
- Lesson plans in ItsLearning
- Perfect Attendance Awards each 9 Weeks
- Parent Learning Days & Volunteers & Parent Classes
- Family University classes for families with children 0-3
- Parent Conferences, Open House, Newsletters
- Number Concepts, Patterns, Shapes, Measuring, Sorting
- Read Alouds, Balanced Literacy, Small Group Instruction
- Students work independently in Workstations
- Visit to Feeder Schools
- Community readers



Professional learning sessions were held before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports.

Additionally, to enhance anytime, anywhere opportunities for our youngest learners we are providing Istation Home and Dreambox as adaptive software students can access from home and ReadyRosie access to parenting videos that help them engage students in learning at home.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** We need to continue to grow and enhance our three year old program **Root Cause:** New Program

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Panda Path values and actively engages parent participation and community involvement in a variety of ways throughout the school year.

### **Parent and Community Engagement Strengths**

1. Through CIT team participation, we had parent representatives on our CIT team for the 2017-2018 school year.
2. We had the majority of students represented by parents/guardians at Orientation, Open House, Parent Conferences, Summer Parent Night, and Parent Learning Days.
3. Parents responded to attendance courtesy calls, absence note reminders, and home visits to reduce tardiness and increase student attendance.
4. Family University had about 35 families enrolled and attending daily parenting classes to enhance early learning in the homes of children from 0-3years old.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent CIT representatives were not always present and active in the Campus Improvement Team meetings. **Root Cause:** Time of CIT meetings

## School Context and Organization

### School Context and Organization Summary

Panda Path is a school for early learning located on the far North side of Spring Branch ISD. The campus serves three and four year old students in Prekindergarten from 3 Elementary feeder schools. Each classroom is lead by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost.

### School Context and Organization Strengths

One of the keys to our success is our extensive professional learning model that focuses on the adult learners in our school.

- Daily Campus PD for Teachers 2:30-3:20
- Monthly Campus PD for Teacher Assistants 3:00-3:30 & on early dismissal afternoons
- Teachers engage in whole campus planning, & individual planning
- Teachers share Math & Literacy instructional strategies related to campus goals throughout the year
- Teachers engage in 4 collaborative instructional reviews related to campus goals throughout the year

Teachers are encouraged to reflect on their practices and are constantly striving to increase their skills not just in teacher, but as facilitators in raising readers, writers, mathematicians and scientists of the future. Staff grew their collegiality and increased their collaboration as they presented highlights from their trainings during professional development. This also resulted in more professional and open communication between teachers and teacher assistants.

- Teachers share student instructional technology applications with all at staff meetings
- Director shared Collaborative Culture training with all staff at all staff meetings
- Team Leader Internships: one supports Teacher Assistants & one supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc. One Team Leader represents campus on Superintendent Teacher Advisory Committee.

Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.

1. We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
2. Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic

situations.

In addition, students participate in daily gross motor instruction and recess.

Teaching young children appropriate social skills is critical in early childhood. We believe it is not developmentally appropriate to send 4 year olds to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the CIS, Speech Therapist, and/or Director. Professional development sessions were held before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports.

We met once per month as a staff and focused on academic and behavioral support strategies for struggling students. These were general strategies (i.e. Tier I RtI) generated/shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request a Pre-SSC conference to review Tier I documentation of interventions and plan forward for support. As indicated from Pre-SSC documentation, a formal SSC meeting(s) was held. The campus Speech Therapist, CYS representative, Diagnostician, and Director provided additional support/guidance/observations related to the are of need and their expertise when formal SSC meetings were held.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Support teachers to more fully implement the PLC model in order to personalize learning to meat every student's diverse needs.

**Root Cause:** New Initiative

# Technology

## Technology Summary

At Panda Path, technology is used by students and staff to provide on demand access to information, to increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.

## Technology Strengths

1. Teachers use the internet to find research and resources to support their instructional content, planning and implementation. Need to continue to build collaborative networks (i.e. wikis, blogs, goggle docs, campus web page, Lync, Skype, etc.) to share information across teachers.
2. Students use the apps on iPads to practice literacy and math skills; generate collections of stories/books; etc.
3. Students participate in electronic benchmark testing at the beginning, middle, and end of the school year (CIRCLE). Students engage with interactive and responsive software (iStation, Dreambox) to practice skills on a weekly basis.
4. Parents have access to ReadyRosie app 24/7 to parctice suggested skills with their child.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology not provided by the district is aging out. **Root Cause:** Cost and campus budget

# Comprehensive Needs Assessment Data Documentation

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




# Goals

**Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.**

**Performance Objective 1:** By May 2019, at least 80% of PK4 students will be on track on the CIRCLE Rapid Letter Naming assessment.

**Evaluation Data Source(s) 1:** Wave 3 of CIRCLE assessment

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 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		Campus Director Team Leaders	Compare mid year and spring data to determine progress of students			
<p><b>Critical Success Factors</b> CSF 1</p> 2) Purchase literacy and math materials for classrooms to enhance teachers ability to personalize reading and math instruction	2.4, 2.5, 2.6	Director Team Leaders	Teachers and students will be able to have increased opportunities to read in a greater variety of texts and to learn math concepts using a greater variety of manipulatives			
Funding Sources: 199 PIC 11 - Instructional Services - 3212.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>100%</b> = Accomplished</p> </div> <div style="text-align: center;">  <p><b>0%</b> = No Progress</p> </div> <div style="text-align: center;">  <p><b>X</b> = Discontinue</p> </div> </div>						

**Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.**

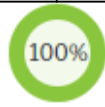
**Performance Objective 1:** By May 2019, at least 80% of students will score On Track on the CIRCLE Progress Monitoring Instrument Social Emotional Overall Component.

**Evaluation Data Source(s) 1:** SEL Checklist from CIRCLE assessment

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Recognize student achievement by having perfect attendance certificates, ribbons and pencils each nine weeks.</p>	2.5, 3.1	Claudia Diaz-Administrative Assistant Monica Rocha-ADA	Attendance will be at 90% or higher each nine weeks			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 345.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Have a Communities in School (CIS) worker at Panda Path.</p> <p>Academic enhancement and support- including tutoring and extended learning time</p> <p>College and career awareness- including preparation and transition</p> <p>Health and human services- including mental health and basic needs</p> <p>Parental and family engagement- including home visits and consultation</p> <p>Supportive guidance and counseling- both individual and group</p> <p>Enrichment activities- including mentoring</p>	2.6, 3.1, 3.2	Director	<p>CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process.</p> <p>Connect parents with services needed for basic needs such as food clothing, utilities and rent.</p>			





= Accomplished



= No Progress






= Discontinue

**Goal 2:** In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

**Performance Objective 2:** 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) 2:** Attendance  
Parent Evaluation

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 5 CSF 6  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.	3.1, 3.2	Campus Director Parent Liaison	Sign in sheets that indicate parents attending multiple sessions during the semester. End of semester evaluation forms indicating satisfaction with the program.			
	Funding Sources: 211 - Title I, Part A - 36000.00					
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Provide supplies for nurse to care for students	2.4, 2.5	Campus Director Nurse	Healthy students will be more successful			
	Funding Sources: 199 PIC 99 - Undistributed - 500.00					
<b>Critical Success Factors</b> CSF 1 CSF 6  3) Provide high functioning and efficient front office to support families and staff	2.4, 2.6, 3.1	Director	Meeting family and staff needs will enhance building climate and increase student performance.			
	Funding Sources: 199 PIC 99 - Undistributed - 2200.00					
<b>Critical Success Factors</b> CSF 5 CSF 6  4) Provide transition visits for our prekindergarten students to visit their future elementary campuses	2.6	Director	Enhance a positive transition from PK school to elementary campuses.			
	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: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.**




**Performance Objective 1:** By May 2019, at least 75% of PK students will be On Track on all components of CIRCLE

**Evaluation Data Source(s) 1:** Wave 3 -CIRCLE assessment (all components)

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Small Group Instruction-classroom will have the resources needed to work with students at their level of development Language Arts -big books for shared reading -emergent level books -trade books for read alouds -magnetic letters,white boards etc, -paper and printer ink for creating books and chart stories</p>	2.4, 2.5, 2.6	Campus Director 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>			
Funding Sources: 211 - Title I, Part A - 2000.00, 199 PIC 11 - Instructional Services - 4200.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) Continue Book Study of Words their Way PK K</p>	2.4, 2.5, 2.6	Campus Director 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: 199 PIC 34 - Pre-K At Risk/SCE - 300.00, 211 - Title I, Part A - 1500.00						

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <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> <p>Young Audiences Performances- select 2 or 3 performances appropriate for PK students (puppets, nursery rhymes or fair tales)</p>	2.4, 2.5	Team Leaders	<p>HMNS in-school study trips reinforce science concepts that have been introduced in the classroom. Increase in vocabulary related to the units of study being studied.</p>			
<p align="center">Funding Sources: 211 - Title I, Part A - 3000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Learning centers will be established in the classrooms in order to provide independent learning in all curricular areas. This includes -literacy centers -listening centers -writing centers -art centers -social studies -science -fine motor development -technology</p>	2.4, 2.5, 2.6	Campus Director	<p>Classroom learning centers have a variety of materials that are correlated to the state PK guidelines. Rotation chart is used to assure students have an opportunity to interact with a variety of materials</p>			
<p align="center">Funding Sources: 211 - Title I, Part A - 19000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</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. This study trip will be provided to each classroom as well as transportation to the study trip. 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> <p>Mainstreet Theater- students visit a theater and view a life performance based on a favorite trade book (Click Clack Moo) in order to help create a real life experience for students and develop vocabulary.</p>	2.5, 2.6	Campus Director Team Leaders	<p>Increase in students use of specific vocabulary associated with the class project. Increase in writing and reading associated with the classroom project.</p>			
<p align="center">Funding Sources: 211 - Title I, Part A - 5000.00</p>						




<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</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</p> <ul style="list-style-type: none"> <li>-Pumpkin/Fall Festival</li> <li>-Go Texas/Square Dance</li> <li>-Rodeo Day</li> <li>-Spring Fling</li> <li>-Holiday Sing Along</li> <li>-Share your Love for reading</li> <li>-Field Day</li> <li>-Splash Day</li> </ul>	2.6, 3.1, 3.2	Committee Chairs	<p>Students are able to name cultural holidays they have participated. 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>			
<p>Funding Sources: 211 - Title I, Part A - 6000.00, 199 PIC 32 - Pre-Kindergarten - 2000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</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>	2.4, 2.6	Campus Director 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>			
<p>Funding Sources: 199 PIC 32 - Pre-Kindergarten - 2423.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Professional Development for Staff Region IV. Provide the opportunity for teachers to attend conference and bring back new teaching strategies to be implemented in the classroom.</p> <ul style="list-style-type: none"> <li>Summer Early Childhood Conference</li> <li>Write out of the Box (fine motor training)</li> <li>Positive Discipline</li> </ul> <p>Technology Staff Development</p> <ul style="list-style-type: none"> <li>-Elementary Technology Conference</li> </ul>	2.4	Director Administrative Assistant	Attendance Certificate			
<p>Funding Sources: 211 - Title I, Part A - 4200.00</p>						
<p>9) 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>		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 Sign in sheets</p>			
<p style="text-align: center;">  = Accomplished       = No Progress       = Discontinue </p>						

**Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.**

**Performance Objective 1:** By May 2019, PK4 mainstream classes will close existing achievement gaps by at least 10% points on CIRCLE Rapid Letter Naming while all performance improves.

**Evaluation Data Source(s) 1:** Bilingual and Mainstream School CIRCLE Benchmark Report

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.		Campus Director Team Leaders	Roadmaps will be updated using new PK guidelines. Lesson plans reflect new activities using PK guidelines Calendar			
<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 5: To remain in compliance with Federal and State law.**

# Campus Funding Summary

<b>199 PIC 11 - Instructional Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Services		\$3,212.00
3	1	1	small group Language Arts materials such as readers, sentence strips, highlighter tape, etc.		\$4,200.00
<b>Sub-Total</b>					\$7,412.00
<b>Budgeted Fund Source Amount</b>					\$7,412.00
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 30 - At Risk School Wide SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional supplies for perfect attendance		\$345.00
<b>Sub-Total</b>					\$345.00
<b>Budgeted Fund Source Amount</b>					\$345.00
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 32 - Pre-Kindergarten</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Supplies for in school experiences		\$2,000.00
3	1	7	substitutes and supplies for extended planning		\$2,423.00
<b>Sub-Total</b>					\$4,423.00
<b>Budgeted Fund Source Amount</b>					\$4,423.00
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 34 - Pre-K At Risk/SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Books for Book Study		\$300.00
<b>Sub-Total</b>					\$300.00
<b>Budgeted Fund Source Amount</b>					\$300.00



					<b>+/- Difference</b>	<b>\$0</b>
<b>199 PIC 99 - Undistributed</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
2	2	2	Clinic			\$500.00
2	2	3	Front Office Supplies and Materials			\$2,200.00
					<b>Sub-Total</b>	\$2,700.00
					<b>Budgeted Fund Source Amount</b>	\$2,700.00
					<b>+/- Difference</b>	<b>\$0</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>
2	2	1	Parent Liaison			\$36,000.00
2	2	4	Transportation			\$500.00
3	1	1	books, magnetic letters, white boards, paper, printer ink, etc.			\$2,000.00
3	1	2	charts, pointers, big books, and other shared reading materials			\$1,500.00
3	1	3	In-school study trips			\$3,000.00
3	1	4	Center materials			\$19,000.00
3	1	5	Study Trips, Parent involvement in study trip, project approach materials			\$5,000.00
3	1	6	parent involvement and student supplies for in school experiences			\$6,000.00
3	1	8	Professional Development			\$4,200.00
					<b>Sub-Total</b>	\$77,200.00
					<b>Budgeted Fund Source Amount</b>	\$77,200.00
					<b>+/- Difference</b>	<b>\$0</b>
					<b>Grand Total</b>	\$92,380.00