Spring Branch Independent School District

The Panda Path School

2019-2020

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

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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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 2018-2019, we proceeded to implement the program for the full year and added an additional classroom of students due to increased enrollement after the school year started.
3. The 2019-2020 classes will be:
   - 2.5 PK3 classes:
     - 1 ESL/Mainstream sections
     - 4 Bilingual Spanish sections
   - 2 ESL/Mainstream PK4 classes
   - 4 Bilingual Spanish PK4 classes
   - 1 PPCD class

Demographics Strengths

In 2019-2020, we offered 3 classrooms of our PK3 program and 6 classes for our PK4 program. Our bilingual PK4 classrooms are all full at between 24-26 students.

Our PK3 program began the 2016-2017 school year with two sections, 1 ESL/Mainstream and 1 Bilingual Spanish, but we doubled our enrollment during August 2017 registration and added two more sections for a total of 1 ESL/Mainstream section and 3 Bilingual Spanish sections. In August 2018, we had a waiting list so we added an additional teacher and opened an additional PK3 Bilingual classroom.

One of our ten teachers was new to Panda Path in 2019-2020. 9 out of our 10 teachers are experienced early childhood teachers. Our families experience crisises 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. In 2018-2019, we opened additional open lab time in our parent center in our school and had increased parent participation on campus. We continue to have a robust parent volunteer program and a number of community partnerships.

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 Academic Achievement

Student Academic Achievement Summary

PPS PK4 CIRCLE Literacy Assessment Campus & District Average at End of Year 2018-2019

- Rapid Letter Naming - Campus: 82% & District: 88%
- Rapid Vocabulary - Campus: 78% & District: 70%
- Early Writing - Campus: 93% & District: 93%
- Social Emotional- Campus: 93% & District: 92%
- Math- Campus: 83% & District: 88%

PPS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at End of School Year 2018-2019

- Rapid Letter Naming - Bilingual: 83% & Mainstream: 79%
- Rapid Vocabulary - Bilingual: 78% & Mainstream: 79%
- Early Writing - Bilingual: 95% & Mainstream: 89%
- Social Emotional- Bilingual: 98% & Mainstream: 84%
- Math- Campus: 83%

PPS PK4 CIRCLE Literacy Assessment Campus & District Average at End of Year 2017-2018

- 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 Academic Achievement Strengths

Academics:

- In Literacy:
  - 82% of our students performed at the On Track level in Rapid Letter Naming (2018-2019 CIRCLE)
  - 78% of our students performed at the On Track level in Rapid Vocabulary Naming (2018-2019 CIRCLE)
  - 93% of our students performed at the On Track level in Writing (2018-2019 CIRLCE)
  - 93% of our students performed at the On Track level in Social Emotional (2018-2019 CIRCLE)

- In Math: 83% of our students performed at the On Track (2018-2019 CIRCLE)
- All Components: 78%-100% of all students were On Track in all components (2018-2019 CIRCLE)

<u>Growth</u>:

<u>PK4 areas showing growth comparing End of Year 2017-2018 to End of Year 2018-2019:</u>

- Rapid letter naming increased by 13 percentage points from 69% in 2018 to 82% in 2019
- Rapid Vocabulary increased by 23 percentage points from 55% in 2018 to 78% in 2019
- Social Emotional increased by 16 percentage points from 77% in 2018 to 93% in 2019
- All Math components increased between 2 to 29 percentage points from 2018 to 2019
  - Number Discrimination increased by 2 percentage points from 86% in 2018 to 88% in 2019
  - Shape Discrimination increased by 14 percentage points from 77% in 2018 to 91% in 2019
  - Counting Sets increased by 3 percentage points from 69% in 2018 to 72% in 2019
  - Operations increased by 29 percentage points from 25% in 2018 to 54% in 2019

Closing Gaps:

- Mainstream students increased from 69%-80% in Rapid Letter Naming (CIRCLE 2018-2019)
- Bilingual students increased from 81%-83% in Rapid Letter Naming (CIRCLE 2018-2019)
- The gap between Mainstream and Bilingual Rapid Letter Naming <u>decreased</u> from <u>12% down to 3%</u>

Problem Statements Identifying Student Academic 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 Processes & Programs

School Processes & Programs Summary

Panda Path is a school for early learning located at the North end 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. Special Education programing, speech, behavior education, parenting classes, A Community in Schools social worker is staffed full time, and Family University cohort are offered along with many other daily supports to meet the needs of EveryChild. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost.

School Processes & Programs 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 12:30-1:15
- Monthly Campus PD for Teacher Assistants 1:15-2:00 & on early dismissal afternoons
- Teachers engage in whole campus planning, quad partner 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 Pillars of Personalized Learning training with all staff at all staff meetings
- Team Leaders: one supports organizational needs, two support Teachers: academic instruction, planning, processes, adult relationships, student relationships, etc.

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 ealry childhood. There were no office referrals for the 2018-2019 school year. We believe it is not developmentally appropriate to send young children 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 Counselor, CIS, Speech Therapist, and/or Director. Professional learning sessions were held for both Teachers and Teacher Assistants before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports. In addition, campus wide PBIS was implemented.

We meet weekly in SSC meetings focused on academic, speech, and behavioral support strategies for struggling students. These were general strategies (i.e. Tier I RtI) 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 Counselor, Speech Therapist, Diagnostician, and Director provided additional support/guidance/observations related to the area of need and their expertise when formal SSC meetings were held. System of Care and/or LSSP were included in SSC process when appropriate.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Support more teachers fully implementing elements of personalized learning **Root Cause**: New Initiative

Perceptions

Perceptions Summary

Teachers met in collaborative teams and 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 met in collaborative teams and planned and implemented math large group, small group and workstations. Teachers facilitated student engagement in interdisciplinary projects. 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. All professional staff continue implementing the use of instructional technology throughout the daily routine using iPad apps as a way to provide additional literacy and math skill practice. Student responsive software is used in Literacy (iStation) and Math (Dream Box) to provide additional skill practice for students. Staff used book making software to design readers for students to use at school and at home. 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. Feedback from all PLCs reflected all areas of the school's implementation at the Developing & Sustaining level based on the SBISD PLC Continuum Rubric. School Wide Survey Levels of Implementation reflected majority of teachers at the Emerging & Predominance of Strategy Initiative implementation in the target areas of: Balanced Literacy, Personalized Learning, and Share A Smile.

- 95% of our community responded favorably when asked of their perception of the overall climate at Panda Path (2018-2019 Panorama Survey).91% responded favorable of the overall climate at Panda Path in the 2017-2018 Panorama Survey.
- 92% of our teaching staff responded favorably when asked of thier perception of the overall climate at Panda Path (2018-2019 Panorama Survey).

1. 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.
2. 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.
3. All professional staff continue implementing the use of instructional technology throughout the daily routine using 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.
4. 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.

Perceptions 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 12:30-1:15
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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.
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need and their expertise when formal SSC meetings were held.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes. **Root Cause**: PK3 Student Arrival/Dismissal Supervision demands on support staff

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.
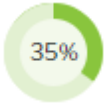
Performance Objective 1: By June 2020, at least 88% of PK4 students will be on track on the CIRCLE Rapid Letter Naming assessment.

2018-19: Rapid Letter Naming- 82%
2017-18: Rapid Letter Naming- 77%

    Evaluation Data Source(s) 1: EOY Circle Assessment Data

    Summative Evaluation 1:

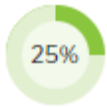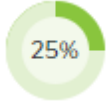| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 1) Mid-year data analysis to review data and progress of students. Identify students needing additional instruction and provide additional instruction 2/3 times a week		Campus Director Team Leaders	Compare mid year and spring data to determine progress of students	35%		
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	35%		
Funding Sources: 199 PIC 11 - Instructional Services - 7869.00, 211 - Title I, Part A - 3500.00						
100% = Accomplished 0% = 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 1: By May 2020, at least 90% of students will meet expectations on the Social Emotional Learning portion of the Circle assessment.

2018-19: Social/Emotional - 93%

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
1) Recognize student achievement by having perfect attendance certificates each nine weeks.	2.5, 3.1	Claudia Diaz-Administrative Assistant Monica Rocha-ADA	Attendance will be at 90% or higher each nine weeks	25%		
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 345.00						
2) Have a Communities in School (CIS) worker at Panda Path. Academic enhancement and support- including tutoring and extended learning time College and career awareness- including preparation and transition Health and human services- including mental health and basic needs	2.6, 3.1, 3.2	Director	CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process. Connect parents with services needed for basic needs such as food clothing, utilities and rent.	25%		
Parental and family engagement- including home visits and consultation Supportive guidance and counseling- both individual and group Enrichment activities- including mentoring	**Funding Sources**: 211 - Title I, Part A - 25128.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) Enroll at least 15 families to attend Family U and attend 2 sessions weekly for the duration of the program.	2.4, 2.5, 2.6, 3.1, 3.2	Director	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.	25%		
Funding Sources: 211 - Title I, Part A - 28891.00						
4) Provide supplies for nurse to care for students		Campus Director Nurse	Healthy students will be more successful.	70%		
Funding Sources: 199 PIC 99 - Undistributed - 500.00						
5)) 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.	35%		
Funding Sources: 199 PIC 99 - Undistributed - 350.00						
6) Provide transitional visits for our prekindergarten students to visit their future elementary campuses	2.6	Director	Enhance a positive transition from PK school to elementary campuses.	20%		
Funding Sources: 211 - Title I, Part A - 500.00						
7) By May 2020, at least 2 projects will be completed and the learning will be celebrated/displayed in a meaningful way by inviting the community. In 2018-2019, no projects were celebrated/displayed in a meaningful way by inviting the community.	2.5, 2.6, 3.1, 3.2	Director	Will enhance building climate and increase student performance.	35%		
Funding Sources: 199 PIC 11 - Instructional Services - 2000.00						

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

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By May 2020, at least 88% of PK4 students will perform at post-secondary ready level on the CIRCLE Math assessment.

2018-19: Math- 83%
2017-18: Math- 71%

Evaluation Data Source(s) 1: EOY Circle Assessment Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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	2.4, 2.5, 2.6	Campus Director Team Leaders	Materials used during small group instruction that leads to increase in CIRCLE Assessment and word awareness. Teacher lesson plans and Eduphoria Data			
Funding Sources: 211 - Title I, Part A - 8500.00, 199 PIC 32 - Pre-Kindergarten - 2100.00, 199 PIC 23 - Special Education - 306.00, 199 PIC 35 -PreK Bilingual - 150.00						
2) Continue Book Study/article review of PK3 curriculum and best practices	2.4, 2.5, 2.6	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. Books and poems used in chart center to develop concepts of print and word awareness. More personalized teaching for each student because teachers more knowledgeable about each students Each teacher will have a copy of the book.			
Funding Sources: 211 - Title I, Part A - 1800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.	2.4, 2.5	Team Leaders	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.			
Young Audiences Performances- select 2 or 3 performances appropriate for PK students (puppets, nursery rhymes or fair tales)	**Funding Sources**: 211 - Title I, Part A - 1575.00					
4) 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	2.4, 2.5, 2.6	Campus Director	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			
	Funding Sources: 211 - Title I, Part A - 3841.00					
5) 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. 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.	2.5, 2.6	Campus Director Team Leaders	Increase in students use of specific vocabulary associated with the class project. Increase in writing and reading associated with the classroom project.			
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.	**Funding Sources**: 211 - Title I, Part A - 3500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) 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 -Pumpkin/Fall Festival -Go Texas/Square Dance -Rodeo Day -Spring Fling -Holiday Sing Along -Share your Love for reading -Field Day -Splash Day	2.6, 3.1, 3.2	Committee Chairs	Students are able to name cultural holidays they have participated. Increase in writing and reading associated with the cultural holidays. Parents attend events such as Square Dance, Holiday Sing Along, Field Day etc.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
7) 7) Provided extended planning time once every nine weeks to update language arts road map with new PK guidelines and new activities.	2.4, 2.6	Campus Director Team Leader	Road maps will be up to date with the new PK guidelines. Lesson plans will also use the new pk guidelines			
	Funding Sources: 199 PIC 32 - Pre-Kindergarten - 400.00					
8) 8) Professional Development for Staff Region IV and Rice. Provide the opportunity for teachers to attend conference and bring back new teaching strategies to be implemented in the classroom. Summer Early Childhood Conference Write out of the Box (fine motor training) Positive Discipline Technology Staff Development -Elementary Technology Conference	2.4	Director Administrative Assistant	Attendance Certificate			
	Funding Sources: 211 - Title I, Part A - 350.00					
9) 9) Staff development time will be used to refine the independent math task system. Provide extended planning time during each nine weeks to create staff development units for each math task		Campus Director	Use of independent centers during math time. Staff development units shared at the district level and placed on campus website. Eduphoria courses Sign in sheets			

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

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 2020, PK4 mainstream classes will close existing achievement gaps by at least 5% points on CIRCLE English Learner/non-English Learner while all performance improves.

2018-19: EL 73%; non-EL 67%
2017-18: EL 50%; non-EL 54%

In 2018-2019, 79% of English PK4 and 83% of Spanish PK4 students were on track on the CIRCLE Rapid Letter Naming assessment.

Evaluation Data Source(s) 1: CIRCLE EOY 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			
100% = Accomplished		0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: Meet all compliance timelines and reporting requirements.

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

Summative Evaluation 1:

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Services	6399	$7,869.00
2	1	7	Projects		$2,000.00
				Sub-Total	$9,869.00
				Budgeted Fund Source Amount	$9,869.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Supplies for Sped Classroom		$306.00
				Sub-Total	$306.00
				Budgeted Fund Source Amount	$306.00
				+/- Difference	$0

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Supplies for Classroom		$2,100.00
3	1	7	substitutes and supplies for extended planning	136112	$400.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$2,500.00
				+/- Difference	$0

199 PIC 35 -PreK Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Supplies for Bilingual Classroom		$150.00

199 PIC 35 -PreK Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$150.00
				Budgeted Fund Source Amount	$150.00
				+/- Difference	$0

199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Clinic	336399	$500.00
2	1	5	Front Office supplies and materials	236399	$350.00
				Sub-Total	$850.00
				Budgeted Fund Source Amount	$2,850.00
				+/- Difference	$2,000.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Services	6399	$3,500.00
2	1	2	CIS Full Time	6129	$25,128.00
2	1	3	Parent Liaison	6129	$28,891.00
2	1	6		6494	$500.00
3	1	1	books, magnetic letters, white boards, paper, printer ink, etc.	6329	$5,000.00
3	1	1	Supplies for classroom	6399	$3,500.00
3	1	2	Books for Book Study	6399	$300.00
3	1	2	charts, pointers, big books, and other shared reading materials	6329	$1,500.00
3	1	3	In-school study trips	6299	$1,575.00
3	1	4	Center materials	6398	$2,500.00
3	1	4	Materials for classroom	6399	$1,341.00
3	1	5	Study Trips, Parent involvement in study trip, project approach materials	6412	$2,000.00

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Project Approach Classroom Materials	6494	$1,500.00
3	1	6	parent involvement and student supplies for in school experiences	6399	$1,000.00
3	1	8	Professional Development	6239	$350.00
				Sub-Total	$78,585.00
				Budgeted Fund Source Amount	$78,585.00
				+/- Difference	$0
				Grand Total	$92,260.00