



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PSJA Early Start PK School 2015-2016

**PSJA Early Start PK School Campus Plan
2015-2016
Table of Contents**

Table of Contents-----	i
Mission Statement -----	ii
Vision -----	iii
Campus Plan-----	1-17
Campus Performance Objectives Council-----	iv
PSJA Early Start Personnel-----	v
Appendix-----	vi

PSJA Early Start PK School



Vision

In collaboration with the Hidalgo County Head Start Program and the Teaching and Mentoring Communities, Inc., the PSJA ISD Early Start PK School is focused on building a strong foundation crucial to positive learning experiences of ALL students. The PSJA Early Start PK School is committed, through the concerted efforts of the principal, staff, parents, and the community, to implement developmentally appropriate teaching strategies and offer diverse opportunities which will provide a playful, planful, purposeful program that will promote the academic success of ALL students.

PSJA Early Start PK School



Mission

Through a supportive partnership, PSJA ISD’s Early Start Pre-K School, with Hidalgo County Head Start, and the Teaching and Mentoring Communities, Inc., are committed to provide all students with high quality standards which will help them develop their potential, nurture their sense of individual worth, and build a strong foundation for Kindergarten.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start Pre-K School
2015-2016**

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 at least 90% of the students served by the PSJA Early Start Pre-K School will show progress in the required PK Guidelines/Head Start Performance Standards and/or other required assessments.

OBJECTIVE #1: Conduct a Comprehensive Needs Assessment at the beginning, middle and end of year to make instructional decisions.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Conduct a needs assessment at ES sites and analyze results data gathered to include; District Checklist Pre K L. A. & Math</p> <ul style="list-style-type: none"> • Pre-LAS Oral • Classroom Management Kits • Frog Street Early Childhood curriculum • School Readiness Kits • Math checklist • CIRCLE Progress Monitoring <p>Disaggregate assessment data for each student group:</p> <ul style="list-style-type: none"> • Pre K Migrant • At-Risk • Special Education • LEP • Recent Immigrants • Economically Disadvantaged • Pre-K (Math/Reading CIRCLE PM) 	1, 2	Regular ELL At-Risk Special Education Migrant Recent Immigrants Economically Dis.	Principal Asst. Principal Staff	Principal ISD/HS Staff Instructional Coach		District Assessment Results (PK)	Title I Local Budget	Aug. 2015	May, 2016	<p>Formative: Tracking Charts Progress Reports PK Report Cards Team Leader 5 Meetings & Agenda Testing Results</p> <p>Summative: Pre LAS Results G.T. Test Checklist Pre-K Pre-IPT Grant Evaluation Pre / Post Assessments</p>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start Pre-K School
2015-2016**

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 at least 90% of the students served by the PSJA Early Start Pre-K School will show progress in the required PK Guidelines/Head Start Performance Standards and/or other required assessments.

OBJECTIVE #2: To align TEKS materials/Pre Kinder Guidelines and activities to meet Pre-K needs in Language Arts and Math/Science Curriculum.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Identify support resources to provide rigor and relevance to the delivery of instruction <ul style="list-style-type: none"> • Assistance with small group and individualized instruction and Head Start Staff • Bilingual Pairs • Reading Resource • Special Ed/ALEAP Training • Classroom Computers & Printers and Hardware • Coaching & Teacher Modeling • Parent Teacher Conferences to discuss student progress • Interactive White Board (Mimio) • Interactive Software to develop cognitive skills and concepts • USB Drives for Instructional Use • Use laptops to deliver classroom instruction to provide rigor and relevance to the Frog Street Curriculum • Manipulatives to develop cognitive skills/concepts • Attend Local, State Conferences i.e. National Early Childhood Conference, Frog Street Conference, TAEYC Conference • Deepen the academic rigor and relevance of Frog Street and Big Day Curriculum and address the Head Start Performance Outcomes • Purchase Mini Ipads and for classroom instructional use • Purchase 3 year old Frog Street and Scholastic Big Day curriculum for instructional use 	2	ELL At Risk Special Education Migrant Recent Immigrant Economically Dis.	Classroom Teachers	Consuelo Casas, Principal District Staff Nubia Ruiz, Instructional Coach			Title 1 Local	Aug. 2015	May, 2016	Progress Monitoring Results Tracking Charts Checklists Progress Reports Report Cards Teacher/Parent Logs Meeting Agendas Parent Home Visits Log Technology Survey E-Circle training evaluation Progress Monitoring Results Tracking Charts Checklists Progress Reports Report Cards Meeting Agendas Technology Survey
		Title 1 Local	Aug. 2015	May, 2016						
					Title 1 Local	May, 2016	June, 2016			

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 at least 90% of the students served by the PSJA Early Start Pre-K School will show progress in the required PK Guidelines/Head Start Performance Standards and/or other required assessments.

OBJECTIVE #3: To identify and utilize support resources to reinforce and enhance delivery of instruction by May 2015.

STRATEGIES/ACTION STEPS	T-1 (1-10)	STUDENT SUB- GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
<p>Align activities and materials to meet Language Arts, & Math Curriculum and integration of Science and Social Studies (Pre K)</p> <ul style="list-style-type: none"> • Use of Technology Vamos a Leer LEER MAS Learning.Com • Pre-K Guidelines • HS Performance Standards • Classroom Libraries (Eng/Sp) • Use Dual Language Model and strategies • Reading Programs/Strategies: <ul style="list-style-type: none"> ○ Use read aloud strategies ○ Use peer reading ○ Circle Time • Purchase and use laptops with external speakers to deliver classroom instruction • Interactive Software to develop cognitive skills and concepts • Manipulatives to develop cognitive skills/concepts • Purchase materials to deepen the academic rigor and relevance of Frog Street Curriculum and address the Head Start Performance Outcomes • Purchase Mini Ipad for classroom instructional use • Utilize the CIC to mentor/coach teachers on curriculum rigor and relevance • Purchase Boomboxes for instructional use for Oral language, CIRCLE, Language Arts, and Math • Purchase puppets/story kits for read alouds 	2	All Student/Groups	HS Staff Bilingual Strategist ISD/HS Staff Library Coord.	<p>Consuelo Casas, Principal</p> <p>Berta Medrano AP</p> <p>Nubia Ruiz, IC</p> <p>Consuelo Casas, Principal</p> <p>Berta Medrano AP</p> <p>Nubia Ruiz, IC HS</p>		<p>Pre-Guidelines Materials & timelines Curriculum Internet ED Software</p> <p>Region 1 specialist State-adopted and researched-based supplemental materials Core Material</p> <p>Campus/district consultants</p> <p>Research-based content area materials</p> <p>Puppets</p> <p>Manipulative Big & small books Copies/copier Supplies Ipad</p>		Title 1 Local	Title 1 Local	<p>Aug. 2015</p> <p>May, 2016</p> <p>Team level meetings Data Assessment Charts Computer printouts Informal assessments</p> <p>Oral and independent activities</p> <p>Content Area Timelines</p> <p>Lesson plans</p> <p>HS Observation Manuals</p> <p>PSJA Observe</p> <p>Use of manipulatives</p>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 at least 90% of the students served by the PSJA Early Start PK School will show progress in the Pre-K Guidelines TEKS/STAAR and/or other required assessments.

OBJECTIVE #3: To identify and utilize support resources to reinforce and enhance delivery of instruction.

STRATEGIES/ACTION STEPS	T-1 (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Reading Programs/Strategies Continued: State & District Adopted programs Consultants:</p> <ul style="list-style-type: none"> Scholastic Consultant NES Consultants Children's Learning Institute Consultants Mentors Instructional Coach <p>HS Standards, TMC Inc. Standards Enhance Oral Language Development through music and physical activities Utilize activities to promote higher critical thinking skills</p> <p>Daily Curriculum-related start walks (Integrate Science)</p> <p>Frog Street Press (Language Arts & Math) Abrahams Program (Language) ALEAP Materials for 7 Centers</p> <ul style="list-style-type: none"> Manipulatives to develop cognitive skills/concepts Use the PK Guidelines at a Glance Charts to target instruction Purchase Mini Ipads for classroom instructional use Purchase Warranty for Mini Ipad & Supplies Purchase narrative leveled books for instructional use 	4, 2	All Student/Groups	Consuelo Casas, Principal Berta Medrano, AP Staff	Consuelo Casas, Prin. Berta Medrano, AP Nubia Ruiz, IC HS Center Manager H S LEP PreK Mentors		Campus/District Consultants Research Based Content Materials		Aug. 2015	May,2016	Student Cum- Files Oral and independent activities Area Timelines Individual Profile Sheets Lesson plans Record Keeping Teacher Portfolios Materials check lists
						Lakeshore Materials Teacher created materials Spanish & English theme kit	Title 1 Local	Aug. 2015	May,2016	
						Dual Language cd and books PK Guidelines at a Glance Ipads & Supplies Narrative Leveled Books	Title 1 Local			

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 at least 90% of the students served by the PSJA Early Start Pre-K School will show progress in the required PK Guidelines/Head Start Performance Standards and/or other required assessments.

OBJECTIVE #4: To implement the School Readiness Integration (SRI) Model for the 2015-2016 School-year

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT						
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING					
Identify support resources to reinforce and enhance delivery of instruction <ul style="list-style-type: none"> • Assistance with small group and individualized instruction <i>Head Start Paraprofessional Head Start Teacher ISD Teachers</i> • Reading Buddies • Reading Resource/Math Resources • Special Ed • Computers <i>In the classroom/Printer</i> • Mentoring Tutoring & Teacher Modeling • Parent Teacher Conferences to discuss student progress • Report Cards • Progress reports • Purchase instructional materials to deepen academic rigor and relevance • Deepen the academic rigor and relevance of Frog Street Curriculum and address the Head Start Performance Outcomes • Purchase Mini Ipads, iPads supplies and warranty for classroom instructional use • Use Mini Ipads and iPads to enhance the rigor and relevance of the curriculum • Use journals to develop fine motor skills and respond to the literature • Use the Early Learning Stations for Language Arts and Math to supplement Frog Street Curriculum 	2, 7	Regular ELL At-Risk Special Education Migrant Recent Immigrants	Consuelo Casas, Principal Berta Medrano, AP ISD/HS Staff Dual Lang. Director	Consuelo Casas, Principal Berta Medrano, AP Nubia Ruiz, IC		Title 1 Local	Aug. 2015	May,2016	Testing Results Tracking Charts Checklists Grant Evaluation Progress Reports Report Cards M Class Results Math/Reading Teacher Portfolios Parent Logs						
						Special Ed Director Diagnosticians					Manipulatives Mini Ipads, Supplies, Warranty	Title 1 Local	Aug. 2015	May,2016	
										Journals		Title 1 Local	Aug. 2015	May,2016	Journals
										Early Learning Stations (ELS)		Title 1 Local	Aug. 2015	May,2016	Early Learning Stations
						Title 1									

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 at least 90% of the students served by the PSJA Early Start Pre-K School will show progress in the required PK Guidelines/Head Start School Readiness Standards.

OBJECTIVE #5: To implement the School Readiness Integration (SRI) Model for the 2015-2016 School-year

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Identify support resources to reinforce and enhance delivery of instruction <ul style="list-style-type: none"> • Purchase and utilize Alphabet Learning Tubs to supplement the Frog Street Curriculum and Pre-K Guidelines as well as HS school readiness. • Purchase and utilize developmentally appropriate furniture and equipment (ex: carpets, rugs, chairs, tables, centers, etc.) to enhance the rigor and relevance of the Frog Street Pre-K Curriculum. 	2	Regular ELL At-Risk Special Education Migrant Economically Disadvantage Recent Immigrants	Classroom Teacher Special Education Teacher	Consuelo Casas, Prin Berta Medrano, AP Center Manager Nubia Ruiz, IC			Title 1 Local	Aug. 2015	May, 2016	Lesson Plans, Walk-Throughs, Observations, Inventory Checklist, Early Childhood Checklist

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
 CAMPUS IMPROVEMENT PLAN
 PSJA Early Start PK School
 2015-2016**

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 at least 90% of the students served by the PSJA Early Start Pre-K School will show progress in the required PK Guidelines/Head Start School Readiness Standards.

OBJECTIVE #6: To continuously review assessment data to discuss student progress and modify instruction to meet student needs.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Continuously review assessment data to discuss student progress and modify instruction to meet student needs:</p> <ul style="list-style-type: none"> ● Collaborative Learning Communities (CLL) meetings ● Team Leader meetings ● Campus team meetings ● Parent Conferences 	1, 2, 6	Regular ELL At-risk Sp. Ed.Migrant Recent Imm. Econ. Disadvantaged	District Staff Administrators CLI Staff Tango Staff	Consuelo Casas, Prin. Berta Medrano, AP Nubia Ruiz, IC		Parents Staff Document		Aug. 2015	May, 2016	<p>Formative Progress Reports 12 Week Report Cards Teacher-made tests At Risk Cum- files</p> <p>Summative Pre LAS</p> <p>At Risk Cum-Files Attendance rosters Parent Logs Agendas</p>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #1: Student Achievement

FIVE YEAR GOAL: By the year 2020-2021 PSJA Early Start PK School will give effective, timely help to students who are not showing adequate progress in the required PK Guidelines/ Head Start Performance Standards and/or other required assessments.

OBJECTIVE #7: To identify in a timely manner the difficulties the students are having so as to have teacher know the exact skills that the students need to learn.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>The PSJA Early Start PK School will; Do Pre-K Response to Intervention</p> <p>Using the 3 Tier Intervention System to determine the need for intervention.</p> <p>Tier 1 – Research based instruction. Change in instructional program (ex. grouping, content, whole class changes, small group instruction, centers)</p> <p>Tier 2 – Progress monitor student Achievement (all areas) Implement, test, and document interventions Intervention target deficits identified by data</p> <p>Tier 3 – Refer to special education: Identify any disabilities Implement interventions, Services to accommodate specific disabilities Provide special educational services Provide curriculum accommodations Progress monitor, review accommodations, make necessary adjustments</p>	8, 9	80-85% of Students	Classroom Teachers	Consuelo Casas Principal Berta Medrano, AP Head Start Team Leaders Staff District Staff		Pre K Guidelines HS Standards	Title 1 Local	Aug. 2015	May, 2016	Progress Monitoring Results Tracking Charts Checklists Progress Reports Report Cards Teacher/Parent Logs Meeting Agendas Parent Home Visits Log Technology Survey E-Circle training evaluation
		10-15% of Students	Classroom Teachers Special Education Teacher			Staff Parents		Aug. 2015	May, 2016	
		5-10% of Students	Classroom Teachers Special Education Teacher			School Principal		Aug. 2015	May, 2016	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #2: Student Attendance

FIVE YEAR GOAL: By the year 2020-2021 PSJA Early Start PK School will increase the base student attendance of its first year (2011- 2012) by 10%.

OBJECTIVE #1: To develop and implement programs to promote and increase the average daily attendance rate by a minimum of 20% per year;

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Increase student attendance for PK <ul style="list-style-type: none"> • Disseminate attendance laws to parents and staff • Monitor attendance (TAC system) • Call parents concerning absences on a weekly basis • Absentee notices to parents • Student Excuses in file Perfect Attendance Incentives <ul style="list-style-type: none"> • Student attendance prizes • First Semester Attendance Celebration • Weekly Attendance charts • Reward students 100% attendance Provide information on student attendance to parents <ul style="list-style-type: none"> • Parent/ Staff meetings • Newsletter • Memos • Weekly reports • Twelve weeks Report Cards • Progress Reports 	6	All Students	Principal H S PEIMS Clerk Team Leaders Staff Technology Staff	Consuelo Casas, Prin. Berta Medrano AP H S CPOC Committee PEIMS Coordinator Nubia Ruiz, IC		Daily Logs Policies and Guidelines	Bilingual Title I Local	Aug. 2015	May, 2016	Grade level Charts Daily Attendance Logs Attendance Reports HS Standards Daily Logs TAC reports PEIMS Reports
		All Students	Principal PEIMS Clerk Team Leaders Staff	Consuelo Casas, Prin. Berta Medrano AP Nubia Ruiz, IC		Partners in Education		Aug. 2015	May, 2016	Attendance Reports Excuses in file
		All Students Staff Parents	Principal Central Office H S					Aug. 2015	May, 2016	Attendance Reports Meeting Agendas

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #3: Parental Involvement

FIVE YEAR GOAL: By the year 2020-2021 Early Start School will have implemented an effective parent involvement component that will include full compliance with state and federal requirements and increase the number of parents from the previous school year.

OBJECTIVE #1: To plan and conduct parent orientation sessions during the school year to provide parents with strategies that promote academic achievement.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
			IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING		
<p>Encourage parental participation in PK through:</p> <ul style="list-style-type: none"> Texas Public School Week Provide home/school compact for teachers, parents, and students On going parent teacher conferences Team parent meetings Monthly Plan Pharr, San Juan, Alamo Parental Involvement (PAC Meetings) Book+ Distribution and Literacy <p>Empower Parents on Home/School Connection through:</p> <p>HEB Read 3 Parent Literacy Program</p> <ul style="list-style-type: none"> 12 Week Literacy Program October 2015 through February 2016 Graduation Ceremony in March Purchase CD Players and Sound Stations for HEB Read 3 <p>Strengthen Home/School Connection by:</p> <ul style="list-style-type: none"> Purchasing wireless cards to support parents with school requirements and activities 	6, 10	Regular ELL At Risk Special Education Migrant Recent Immigrants	Staff Principal Program Specialist Teacher Parent Educators	Consuelo Casas, Principal Berta Medrano AP Parent Educators Teachers		Local Title I		Aug. 2015 Aug. 2015	May, 2016 May, 2016	Sign in Sheets Conference Logs Compacts Testing Calendar Testing Information Parent Participation in projects Surveys	
		Regular LEP At Risk Special Education Migrant	Berta Medrano, AP Nubia Ruiz, IC Alma Flores, Parent Educator Steven Magallon, Parent Educator	Consuelo Casas, Principal		Local Title I	CD Player Sound Station				Sign-in Sheet
		Regular LEP At Risk Special Education Migrant	Alma Flores, Parent Educator Steven Magallon, Parent Educator	Consuelo Casas, Principal Berta Medrano, AP		Local Title I	Wireless Card				Connection Log

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #3: Parental Involvement

FIVE YEAR GOAL: By the year 2015-2016 parents and community members will be active Partners in Education.

OBJECTIVE #2: To train at least 20% of the parents on state and federal parent involvement requirements during the school year

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Conduct Parental Involvement Meetings/Trainings <ul style="list-style-type: none"> • Parent Sessions/ Trainings • Parent Involvement Conferences • Free Classes / PSJA Parental Involvement 	6, 10	All Students	ISD/HS Staff Parental invol staff	Consuelo Casas, Principal		Parental involvement building	Title 1 Local	Aug. 2015	May, 2016	Parental Surveys Invitations
		All Students	Principal State, District, and Local Representatives	HS Center Manager CHIPS Rep RIF Reps District Coord.		Work Force Solutions MHMR Community Support Agencies Library Fire Dept. HS Centers city locations South Texas Reading Coalition	Title 1 Local	Aug. 2015	May, 2016	Sign in Sheets Parent Surveys Summary Reports PEIMS reports Surveys CHIPS Reports
Coordinate and integrate federal, state, and local services to provide sessions on <ul style="list-style-type: none"> • NCLB (No Child Left Behind) • Violence Prevention • Nutrition • Housing • Health • Head Start Program • Literacy 										
Coordinate Parent Resources <ul style="list-style-type: none"> • Invitation to Family Events • Materials Books etc... • Book Shelves for families • RIF Family Events • Parades / Park Events 										

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #4: Recruitment and Retention of Qualified Staff

FIVE YEAR GOAL: By the year 2020-2021 PSJA Early Start PK School will recruit, train, and retain highly qualified, teachers and other staff

OBJECTIVE # 1: To define highly qualified staff during the 2015-2016 school year.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB- GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
Recruit qualified staff <ul style="list-style-type: none"> Establish Team Leader committees to determine campus needs/ qualifications Advertise in local newspaper and district TV Station Employ Qualified Staff <ul style="list-style-type: none"> Ensure Compliance with District Policies Appoint interview committee to evaluate applicants Provide Central Office with recommendations Utilize the Campus Instructional Coach to mentor and coach teachers as needed Provide support and staff development to new staff members <ul style="list-style-type: none"> Assign Teacher Mentors Provide District and Campus staff developments to meet classroom needs <ul style="list-style-type: none"> English Language Learners Special Education At Risk Migrant Recent Immigrant Head Start Attend Local, State, and National conferences Attend Frog Street Conference 	3, 4, 5	Staff	Principal Head Start	Consuelo Casas, Principal		Local Media Channel 12 (Pharr City Channel)	Local Title 1	Aug. 2015	May, 2016	Team Needs Needs assessment Response to ads.
		Staff	Dist. Administration Principal Staff ISD District Staff Hidalgo County Head Start	HS Center Manager District Staff PK Mentors Nubia Ruiz, IC		District Staff Ariana	Title 1 Local	Aug. 2015	May, 2016	Head Start Standards District policies manual Interviewing Guide (Team Leaders)
		Staff				Campus/District Staff SRI Dept. Region 1	Local Title 1	Aug. 2015	May, 2016	Team Leader Meetings Staff Development Evaluation Surveys

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #5: Professional Development

FIVE YEAR GOAL: By the year 2020-2021 the Early Start School will have in place a professional development training program correlated to the School Readiness Certification System (SRCS) curriculum for at least four school years (2015-2016 through 2014- 2015). School will promote and maintain violence prevention and intervention programs.

OBJECTIVE #1: To develop and implement a professional development program based on the SRCS training program and the district training program.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
			IMPLEMENTATION	MONITORING	FTE'S BUDGET	RESOURCES	BEGINNING	ENDING		
<p>The campus will participate in the TSR training program by :</p> <ul style="list-style-type: none"> Participating in the School Readiness Certification system activities; Attending regular meetings and trainings as scheduled; Participating in the on line professional development course work; Working with other classroom staff in pursuing school readiness professional development; Participating in teacher mentoring program for new staff Participating in mentoring program for all PK TSR Initiative Frog Street Press Annual Conference 	4, 5	All teachers	Principal All Staff	Consuelo Casas, Principal Counselor Safety Committee All Staff PK Mentors		Circle Manuel TEA Info. Curriculum Guide PreK Guidelines District Mentors	Local	Aug. 2015	May, 2016	Formative : Agendas Sign in sheets; Content documents; Lesson Plans ERO Systems e-Circle evaluations
		All Students	Principal District Staff Campus Staff	Consuelo Casas, Principal PK LEP Mentors		District Staff Mentors Support Staff		Aug. 2015	May, 2016	Summative: The number &%of staff attending meetings &trainings sessions as scheduled; Sign-in sheets Number & % of staff attending coordination sessions with other staff.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #5: Professional Development

FIVE YEAR GOAL: By the year 2020-2021 the Early Start School will correlate professional development training with School Readiness Certification System (SCRS) curriculum.

OBJECTIVE #2: To provide a comprehensive professional training program that includes all core content areas, addresses each student sub-group and includes parent involvement training.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S BUDGET	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING		RESOURCES	BEGINNING	ENDING		
<p>The PSJA Early Start PK School will participate in professional development activities:</p> <ul style="list-style-type: none"> On core content areas through Local, State and Region 1 trainings on Early Childhood best practices Special core content area training for sub-groups such as LEP, migrant, Sp. Needs, and At-Risk students; the staff will be trained on the NO Child Left Behind Parental Involvement Requirements. The staff will be trained on the No Child Left Behind Parental Involvement Requirements. Attend Local, State, and National conferences to provide high quality curriculum and instruction Attend Frog Street Conference Acquire new knowledge in the 11 components of Frog Street PK Curriculum Deepen the academic rigor and relevance of Frog Street Curriculum and address the Head Start Performance Outcomes 	4	All teachers	PSJA Admin Principal	Consuelo Casas, Principal		Circle Manuel TEA Info. Curriculum Guide Math Curriculum Lang Resource Curriculum	Local Title I	Aug. 2015	May, 2016	Formative ; Agendas Sign in sheets; Content documents; Staff Certs / Signatures
		All Students	Principal District Staff Campus Staff Coords	Safety Committee All Staff Nubia Ruiz, IC Consuelo Casas, Principal HS Admin		District Staff Mentors Support Staff Parents Community Members	Local Title I	Aug. 2015	May, 2016	Summative: The number &% of staff achieving success; Number & % of staff attending coordination sessions , meetings and training sessions as scheduled; Parent signatures Lists Agendas Meetings

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #6: Pre-School to Elementary School Transition.

FIVE YEAR GOAL: By the year 2020-2021 PSJA Early Start PK School will have developed and implemented an efficient pre-school to elementary school transition process that includes 100% of the transitioning students and their parents.

OBJECTIVE #1: To identify and correlate the PSJA Early Start PK School curriculum to the PSJA ISD Elementary School Curriculum;

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT		
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING			
<p>The PSJA Early Start PK School will ensure that its curriculum is compatible with and is a pre-requisite for the elementary level by:</p> <ul style="list-style-type: none"> Scheduling correlation and curriculum alignment meetings with elementary school staff; Enhancing its curriculum if gaps exist with respect to the pre-requisites of the elementary schools by teacher participation in summer curriculum writing 	7	All Students	Principal Head Start Team Leaders Staff	Consuelo Casas, Principal Head Start CPOC Committee District Administrators Head Start Admin.		Pre K Guidelines Standards	Bilingua l Title I Local	Aug. 2015	May, 2016	Formative: Grade level Meetings Curriculum Info Head Start Standards		
		All Students	Principal									Agendas Sign In Sheets Content Documents ;
		All Students Staff Parents	Team Leaders Staff	Consuelo Casas, Principal Head Start Team Leaders District Admin. HS Admin.				Aug. 2015	May, 2016	Summative: The number & % of staff attending meetings as scheduled;		
			Attendance Principal Central Office Principal Head Start	Principal Head Start District Admin. HS Admin.				Aug. 2015	May, 2016	Identification of the number of gaps existing and the percent of gaps successfully addressed;		

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #6: Pre-School to Elementary School Transition.

FIVE YEAR GOAL: By the year 2020-2021 PSJA Early Start PK School will have developed and implemented an efficient pre-school to elementary school transition process that includes 100% of the transitioning students and their parents.

OBJECTIVE #2: To develop and implement a transition process that includes academic and social skills, parents/children visits to the elementary schools and other criteria as needed;

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>The PSJA Early Start PK School will;</p> <ul style="list-style-type: none"> Schedule visits to elementary campuses by students, and their parents, who are going to transition: Include the teaching of social skills (desired by the elementary campuses) in the early childhood program. Provide classroom routine consistency such as centers, grouping, circle time to prepare students for elementary transition Provide homework folders to so that parents can help students with skill practice. 	7	All Students	Consuelo Casas, Principal Head Start Team Leaders Staff District Staff	CPOC Committee Admin. Pupil Acct. Personnel		Pre K Guidelines HS Standards	Bilingual Local	Aug. 2015	May, 2016	Formative: Grade level Meetings Curriculum Info H S Standards Agendas Sign In Sheets Discipline Hdbk. Documents ; Student/Parent/Teacher Compact
		All Students	Consuelo Casas, Principal Team Leaders Staff	Team Leaders District Admin. HS Admin.		Staff Parents	Local	Aug. 2015	May, 2016	Summative: The number & % of students and parents making the visits scheduled;
		All Students Staff Parents	Consuelo Casas, Principal Central Office Head Start	PSJA Admin. HS Admin.		School Principal Community Members Bus Transportation			Aug. 2015	May, 2016

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
PSJA Early Start PK School
2015-2016**

GOAL AREA #7: Technology

FIVE YEAR GOAL: By the year 2020-2021 PSJA Early Start PK School will have 80% or more of the teachers and students integrating and applying the technology TEKS into the curriculum.

OBJECTIVE #2: To develop and implement a technology plan that integrated the technology TEKS and 21st Century Skill into the curriculum.

STRATEGIES/ACTION STEPS	T-I (1-10)	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>The PSJA Early Start PK School will;</p> <ul style="list-style-type: none"> • Purchase software, applications, and Hardware • Conduct professional development on using technology in the classrooms. • Conduct a technology Needs Assessment. • Integrate Technology TEKS and 21st Century Skills in the curriculum. • Create and maintain a classroom and campus website. • Discuss technology needs and utilize budget approved by CPOC. • Utilize technology and 21st century skills in the classroom. • Conduct yearly hardware inventory. 	4, 10	All Students	Consuelo Casas, Principal Head Start Team Leaders Teachers	CPOC Committee		Technology TEKS	Local Title 1	Aug. 2015	May, 2016	Formative: Grade level Meetings Technology TEKS and 21 st Century Skills
		All Students	Consuelo Casas, Principal Team Leaders Teachers	Team Leaders		21 st Century Skills	Local Title 1	Aug. 2015	May, 2016	Agendas Sign In Sheets CPOC Minutes
		All Students Staff Parents	Consuelo Casas, Principal Head Start Teachers	PSJA Admin. HS Admin.					Aug. 2015	May, 2016

**PSJA Early Start PK School Campus Plan
2015-2016
CPOC MEMBERS**

**Consuelo Casas, Principal
Berta A. Medrano, Assistant Principal
Nubia Ruiz, Instructional Coach
Maria Palacios, Sp. Ed. Teacher
Emma Treviño, Teacher (Licensed Learning Center)
Ana Cardona, Teacher (San Juan II Head Start)
Isidora Barrera, Teacher (TMC Center)
Adriana Reyes, Teacher (Licensed Learning Center)
Cynthia Cantu, Teacher (Alamo Head Start)
Carlos Lopez, Teacher (Las Milpas Head Start)
Alma Flores, Parent Educator
Maria I. Alvarado, Parent**

PSJA Early Start PK School

2015-2016 Staff List

Principal

Consuelo Casas

Assistant Principals

Berta A. Medrano

Instructional Coach

Nubia Ruiz

Secretary

Norma Guerrero

PEIMS Clerk

Angie Soto

Clerk

Talia Escobedo

Special Education

Maria G. Palacios

Parent Educators

Alma Flores

Teachers

Susie Amundrud

Elvia Barrera de Alvarez

Isidora Barrera

Irma Caballero

Cynthia Cano-Peña

Cynthia Cantu

Ana M. Cardona

Claudia Carrizales

Mayra Carrizales

Carolina Cavazos

Yazmin Diaz

Ana M. Garcia

Erika Garcia

Mirta Garcia

Yolanda Garza

Chantal Hasbun

Carlos Lopez

Claribel Lopez

Adriana Martinez

Nayeli Morales

Anna Portillo

Ma. Adriana Reyna

Cynthia Salazar

Esmeralda Sandoval

Rubby Silerio

Lizabeth Solis

Emma Treviño

**PSJA Early Start PK School Campus Plan
2015-2016**

APPENDIX

**Parental Involvement Survey Results
Staff Development
CPOC Agenda
Budgets (Local, Title I)**

Campus EARLY START PROGRAM Parent Survey Results

Total Surveys returned 272

Number
Yes **Percent**
%

14-15
Projection-
%

<p>1. Have you ever been invited to an annual Title I meeting?</p>	<p>1. <u>192</u> <u>71%</u></p>
<p>2. When would it be most convenient for you to attend the meetings?</p> <p style="margin-left: 40px;">Day: A. Monday Time: G. Morning</p> <p style="margin-left: 40px;"> B. Tuesday H. Afternoon</p> <p style="margin-left: 40px;"> C. Wednesday I. Evening</p> <p style="margin-left: 40px;"> D. Thursday</p> <p style="margin-left: 40px;"> E. Friday</p> <p style="margin-left: 40px;"> F. Saturday</p>	<p>2. A. <u>110</u> <u>40%</u></p> <p> B. <u>80</u> <u>29%</u></p> <p> C. <u>80</u> <u>29%</u></p> <p> D. <u>37</u> <u>14%</u></p> <p> E. <u>46</u> <u>17%</u></p> <p> F. <u>4</u> <u>1%</u></p> <p> G. <u>127</u> <u>47%</u></p> <p> H. <u>86</u> <u>32%</u></p> <p> I. <u>42</u> <u>15%</u></p>
<p>3. What limits your participation in parent meetings?</p> <p style="margin-left: 100px;">Lack of: {</p> <p style="margin-left: 140px;">A. Location</p> <p style="margin-left: 140px;">B. Language</p> <p style="margin-left: 140px;">C. Information</p> <p style="margin-left: 140px;">D. Child care</p> <p style="margin-left: 140px;">E. Transportation</p> <p style="margin-left: 140px;">F. Other</p>	<p>3. A. <u>10</u> <u>4%</u></p> <p> B. <u>19</u> <u>7%</u></p> <p> C. <u>28</u> <u>10%</u></p> <p> D. <u>117</u> <u>43%</u></p> <p> E. <u>52</u> <u>19%</u></p> <p> F. <u>41</u> <u>15%</u></p>

Have you received information/explanation on the following:

<p>4. Student Code of Conduct booklet,</p>	<p>4. <u>247</u> <u>91%</u></p>
<p>5. Student Confidential Report (TAKS),</p>	<p>5. <u>197</u> <u>72%</u></p>
<p>6. School Report Card (AEIS),</p>	<p>6. <u>211</u> <u>78%</u></p>
<p>7. Campus Improvement Plan,</p>	<p>7. <u>216</u> <u>79%</u></p>
<p>8. No Child Left Behind Act of 2001 (NCLB),</p>	<p>8. <u>197</u> <u>72%</u></p>

9.	The bilingual/English as a Second Language/ dual language Programs, and	9.	<u>240</u>	<u>88%</u>
10	.	10		
.	The District's Parent Involvement Resource Center.	.	<u>136</u>	<u>50%</u>
11	.	11		
.	The Site-Based Decision Making Committee (CPOC) on your child's campus?	.	<u>217</u>	<u>80%</u>
12	.	12		
.	Did you receive the Parent/Teacher/Student Compact?	.	<u>237</u>	<u>87%</u>
13	.	13		
.	Was it explained?	.	<u>235</u>	<u>86%</u>
14	.	14		
.	Did you receive a copy of the Parent Involvement Policy?	.	<u>237</u>	<u>87%</u>
15	.	15		
.	Are your Title I Program concerns/questions addressed in a timely manner?	.	<u>225</u>	<u>83%</u>
16	.	16		
.	Are meetings and training held in a language you can understand?	.	<u>242</u>	<u>89%</u>
17	.	17		
.	Is information being sent to you in a language you can understand?	.	<u>244</u>	<u>90%</u>
18	.	18		
.	Have you read school articles in the district's newspaper?	.	<u>211</u>	<u>78%</u>
19	.	19		
.	Have you heard about our programs on the district's TV channel (17)?	.	<u>210</u>	<u>77%</u>
Were you informed that:				
20	.	20		
.	Reading to your child daily is important;	.	<u>267</u>	<u>98%</u>
21	.	21		
.	Taking your child to the library will improve his reading;	.	<u>266</u>	<u>98%</u>
22	.	22		
.	Monitoring your child's homework is also important;	.	<u>267</u>	<u>98%</u>
23	.	23		
.	You should encourage your child to read for fun;	.	<u>269</u>	<u>99%</u>
24	.	24		
.	You should monitor and limit your child's TV viewing?	.	<u>260</u>	<u>96%</u>
25	.	25		
.	The teacher keeps you informed of your child's progress.	.	<u>269</u>	<u>99%</u>
26	.	26		
.	The campus administrator provides you with information on student	.	<u>258</u>	<u>95%</u>

data & teacher's qualifications.

In Your Opinion:

- 27**
• Is coming to school everyday important to student achievement?
- 28**
• Is your child following the Code of Conduct?
- 29**
• Is your child completing homework assignments?
- 30**
• Is the school presenting instruction to insure that all students learn?
- 31**
• Is the teacher assigning appropriate homework assignments?
- 32**
• What do you recommend to increase parent participation in school activities?

- 33**
• What type of information/programs would you like for the school to provide for parents to improve student achievement?

- | | |
|--------------------|-------------------------------|
| A. Health Issues | E. Nutrition |
| B. Technology | F. Make it & Take it Sessions |
| C. ESL/GED Classes | G. Other |
| D. Social Services | |

- 27**
• 262 96%
- 28**
• 262 96%
- 29**
• 261 96%
- 30**
• 264 97%
- 31**
• 262 96%
- 32**

• Comments: more info from teacher
and school, make meeting mandatory
let parents know about the activities
that go on in school, reward for child

- 33. A.** 69 25%
- B.** 86 32%
- C.** 103 38%
- D.** 26 10%
- E.** 92 34%
- F.** 95 35%
- G.** 4 1%

(STAFF DEVELOPMENT)

PSJA Early Start Pre-K School Wednesday, August 12, 2015 AGENDA

I. WELCOME

II. Introduction of New Staff Members

III. Campus Flyer

A. Mission/Vision/Belief

B. Teacher Day

- 1. 7:45– 4:00 (PUNCTUALITY WILL BE ENFORCED)**
- 2. CLC Meetings – Mondays 3:00-4:00**
- 3. Daily Schedules**

IV. A. Head Start Program Performance Standards and other Regulations (PSJA Early Start PK School Website

<http://carlystart.psjaisd.us/>) – link:

<https://eclkc.ohs.acf.gov/hslc/standards/hspps>

B. Texas Minimum Standards (Document in PSJA Early Head Start Website-<http://carlystart.psjaisd.us/>)

V. Permission to Leave Campus

A. Staff

- 1. Must get clearance from Mrs. Casas – 821-8448 or
Mrs. Medrano – 566-4690.**
- 2. You must inform Center Manager.**
- 3. You must sign out and leave materials ready.**
- 4. Come by the office after school on that day or the next day and sign the “Request to Leave
Early” form.**

VI. Cell Phones – School Board Policy DH Local

VII. Daily Attendance

- A. If students are all present, submit attendance.**
- B. If all students are not present, submit attendance by 9:00 a.m.**
- C. If students come in after 9:00, stop by the office and fill out the “Attendance Adjustment” form.**
- D. If the students are absent, call home on that day.**
- E. If students are out 3 or more days, talk to the Center Manager.**
- F. Registration**

VIII. Progress Reports (training is forthcoming)

IX. Curriculum

- A. Frog Street**
- B. Summer Curriculum**

X. Staff Development

- A. Calendar if forthcoming**

XI. Campus Equipment/Supplies

- A. Xerox Machine**
- B. Die Cut Machine**
- C. Laminating Machine – make sure to stop machine when finished**
- D. Supplies and Materials (use “Materials Request” form)**
- E. Hardware Equipment**

XII. State Mandates:

- **Reporting Child Abuse**
Texas Dept. of Family & Protective Services–1-800-252-5400
Online: <https://www.txabusehotline.org>
- **Conflict Resolution**
- **Bullying**
- **Classroom Management**
- **Lianna’s Safe Student Initiative**
- **Sexual Harassment**
- **Soiled Students**

**PSJA Early Start PK School
CPOC Agenda
Thursday, October 29, 2015**

1. Welcome
2. Selection of Secretary
3. Roll Call
4. **Campus Plan**
5. Budget
6. Attendance
7. Snapshot
8. HEB Read 3
9. Mini Grant
10. Other announcements