IRENE C CARDWELL ELEMENTARY
Campus Improvement Plan
2017/2018

The Foundation for Academic Success begins at
Irene C. Cardwell Head Start.

Date Reviewed: 02/04/16   Date Approved: 02/04/16

IRENE C CARDWELL ELEMENTARY

Mission

The mission of the San Felipe Del Rio CISD Irene Cardwell Head Start/Pre-K Program is to collaborate with families and community service organizations to provide our children and their families with opportunities and support in achieving lifelong growth and change through their individual strengths, needs, and interests.

Vision

The vision for San Felipe Del Rio CISD Irene Cardwell Head Start and Pre-K is to see our families and community members as active participants in the preparation of our students for academic success as we achieve School Readiness goals.

Campus Performance Objectives

Goal 1: A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

- Performance Objective 1: 100% of students who are tested will demonstrate improvement by attaining at least 10% increase in each domain assessed through LAP-3 during each aggregation period. (Oct, Feb, May)
- Performance Objective 2: The Code of Conduct and campus/classroom discipline plans will be consistently and fairly enforced by all students throughout each school year.
- Performance Objective 3: By May 2018, a positive campus climate will be promoted through the implementation of team building activities and motivational meetings and strategies.

Goal 2: The district shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

- Performance Objective 1: By the end of 2018, the Head Start program will have utilized its resources efficiently and successfully to carry out its mission to impact the community.
- Performance Objective 2: By May 2018, a multitude opportunities will have been made available for parents to reinforce student educational outcomes.
- Performance Objective 3: In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Goal 3: Campuses shall maintain an attendance rate of 96% or higher for students and staff.

- Performance Objective 1: By May 2018, the average daily attendance rate for the campus will be 96%.

Goal 4: The district will provide meaningful and effective communications in a timely manner to all stakeholders.

- Performance Objective 1: The program will provide effective communication with community businesses and organizations to include district staff, policy council, and board members.

Goal 5: The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

- Performance Objective 1: In order to maintain the required number of students at 100%, the program will implement a continuous plan of recruitment and enrollment.
- Performance Objective 2: By the end of May 2018, numerous transition activities will have been provided for all students entering and leaving the prekindergarten program including kindergarten transition trips.
- Performance Objective 3: By May 2018, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.
- Performance Objective 4: 100% of all identified students will receive appropriate medical attention and proper documentation will be kept on ChildPlus.

Resources

Head Start Grant

Pre-K Grant

Local Funds

Title 1

Principal's Account

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

IRENE C CARDWELL ELEMENTARY Site Base

Name	Position
Adams, Ruby	Director
Brijalba, Melinda	Bil Teacher/Co-Ed Coordinator
Dixon, Patricia	Mental Health & Disabilities Coordinator
Galindo, Sara	Teacher
Galvan, Velma	Principal's Secretary
Garcia, Maricela	Bil Teacher/Bilingual Advocate
Gonzales, Diana	School board Member
Gutierrez, Chavell	Instructional Aide
Huerta, Raema	Parental Aide/Parent
Kueschmann, Christopher	Community Member
Luna, Vanessa	Teacher
Martinez, Rosa	Parent
Olivo, Don	Interventionist
Padilla, Pam	Assistant Director
Richardson, Wayne	Community member

Sign-In Sheet

Title I Comprehensive Needs Assessment

November 16, 2016   12:00-4:00 p.m.   Irene Cardwell

Name – Print	Role – principal, teacher, parent, etc.	Signature
Rosa Martinez	parent	RMtz
Raema Huerta	Parental Aide/parent	(signature)
Vanissa Luna	teacher	(signature)
Manuel Autin	aide	(signature)
Maricela M. Garcia	Teacher	Maricela M. Gcie
Christopher Kuechmann	Policycouncil / Community member	Christopher Kuechmann
Diana Gonzales	Sch bd member	Diana E. Gonzales
Liza P. Padilla	Asst. Director	Liza P. Padilla
Patricia Dixon	Counselor	Patricia Dixon
Tracy Wayne Richardson	Community Pgm Rep	Tracy Wayne R
Melinda M. Brijalba	Teacher/ Co-ed. Coordinator	Melinda M. Brijalba
Donald Oliva	En. Coord.	Don Oliva
Velma Galvan	Principal Secretary	(signature)
Ruby Adams	Principal	R Adams

San Felipe Del Rio CISD

Irene Cardwell Head Start/Pre-kindergarten Program
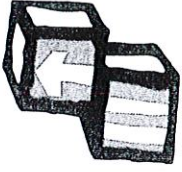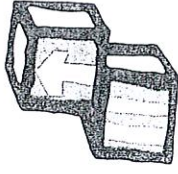
MEETING TITLE: Campus Improvement Plan

DATE: 11-16-16

Name (Print)	Title	Signature
Ruby Adams	Principal	_R. Cula_
Diana Gonzales	Sch Bd Member	_Diana Gonzales_
Vanessa Luna	Teacher	_(signature)_
Rosena Huerta	Parental Aide / Parent	_Rosena Huerta_
Patricia Dixon	Mental Health/Disabilities Coord.	_(signature)_
Melinda M. Brijalim	Teacher Po-2016 Coord	_Melinda Brijalim_
Dorneles Oliva	Ed. Coordinator	_(signature)_
Wayne Richards	BCFS - Facilitator	_Wayne Richards_
Manuell Gutierez	Teacher-Aide	_Manuell Eg_
Maricela M. Garcia	Teacher	_Maricela M. Garcia_
Christopher Kuechmann	Policy Council / Community Member	_Christopher Kuechmann_
Rosa Martinez	Policy Council - Chair / parent	_Rosa Martinez_
Liza P. Padilla	Asst. Director	_Liza P. Padilla_
Velma Galvan	Principal Secretary	_(signature)_

San Felipe Del Rio CISD

Irene Cardwell Head Start/Pre-kindergarten Program

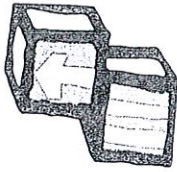MEETING TITLE: CNA (Comprehensive Needs Assessment)   DATE: January 17, 2017

Name (Print)	Title	Signature
Ruby Adams	Principal/Director	
Liza Padilla	Asst Director	
Christopher Kuechmann	Policy Council Community Rep	
Diana Gonzales	PK/Sch BD	
Melinda M Briseño	Teacher	
Donald Oliva	Ed Coordinator	
Gabriella Peña	Mental Health Aide	
Berlinda Sandburg	Teacher	
Jose L Salazar	PKCE	
Belia Gonzales	PFCE	
Zulema Peñaloza	Teacher asst.	
Lourdes McClella	Teacher	
Ruben Escobedo	Teacher	
Nora Rodriguez	Teacher asst	
Martha Ocupa	Asst	
Jennifer Juarez	Teacher	
Mariselda Hughes	Asst	

San Felipe Del Rio CISD

Irene Cardwell Head Start/Pre-kindergarten Program

MEETING TITLE: CNA (Comprehensive Needs Assessment) **DATE:** January 17, 2017

Name (Print)	Title	Signature
Sharel McKenzie	Teacher	
Monell Martin	Aide	
Silvia Huber	Teacher	
Veronica Dominguez	Aide (Assist)	
Sobeida Villanueva	Assistant	
Yolanda McNamara	Assistant	
Elsa Gans	Substitute Asst	
Maria Gaitan	Asst	
Martye Fluth Pierce	Teacher Assistant	
Sheila Nunez	Teacher	
Brenda Soto	Teacher Asst.	
Gina Castillo	Ass	
Elsa Escarero	Teacher	
Ana F. Nieto		
Maritza Suarez Estrada	Asst	

San Felipe Del Rio CISD

Irene Cardwell Head Start/Pre-kindergarten Program

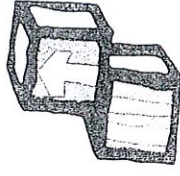MEETING TITLE: CNA (Comprehensive Needs Assessment)
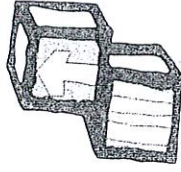
DATE: January 17, 2017

Name (Print)	Title	Signature
Monica Gloria	Teacher	Monica Gloria
Socorro O Zapata	Aide	
Adriene Martinez	Aide	
	teacher	
Ivana Rodriguez	A.de	
Veronica O. Jr	Aide	
Angelica M. Buffone	Aide	Angelica M Buffone
Raema Huerta	PFCE/Parent	
Vanessa Luna	Teacher	
Flo Romeo	Teacher	
Robert Estrada	Aide	
Valerie Garcia	Nurse	
Selina Salas	CNA	
	MHS	
Silvia Ramirez	Coordinator	SilviaB
Elizabeth Coronado	Lib. assist.	Elizabeth Coronado

San Felipe Del Rio CISD

Irene Cardwell Head Start/Pre-kindergarten Program

MEETING TITLE: CNA (Comprehensive Needs Assessment)

DATE: January 17, 2017

Name (Print)	Title	Signature
Maria Santos Sandoval	Fam Serv Center	Maria S. Sandoval
Maria C. Gonzalez	PPCD	
Maria Galind	PPCD	Maria Galindo
Greta Blackburn	PPCD Teacher	Greta Blackburn
Veronica Enriquez	PPCD	Veronica Enriquez
Socorro Zarazua	Teacher Assist	
Diana Reyner	Teacher	D. Reyner
Yolanda Esquivel	teacher asst	
Amalia Barrera	teacher asst	Amalia Barrera
	teacher asst	
Araceli M. Correa	Bus Monitor	Diana M. Correa
Imelda Morales	Bus Monitor	
Aleisha Lloret Ortez	Bus Monitor	
Patricia Dixon	Counselor	
Marisol Alvarado	Bus Monitor	
Maria A. Cadena	Bus Monitor	

San Felipe Del Rio CISD

Irene Cardwell Head Start/Pre-kindergarten Program

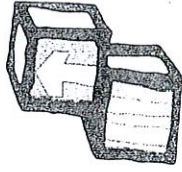**MEETING TITLE:** CNA (Comprehensive Needs Assessment)

DATE: January 17, 2017

Name (Print)	Title	Signature
Jasinta Vasquez	Bus Monitor	Jasinta Vasquez
Andrea Quino Martinez	Bus Monitor	
Araceli Galindo	Instructional Aide Speech	
	Bus Monitor	
Eloma T. Martinez	ESA	
Cynthia Pruneda	Secretary	
Gayle Gilbertson	Library Assistant	
Pat Bowen	Secretary	
Melinda Escamilla	Teacher	
Mariana Ramirez	Bus Monitor	
Patricia Rascon	Bus Monitor	
Mari Rios	PCE	
Juanita Longoria	Bus Monitor	
Tania DeLeon	Teacher	
Cynthia Cordes	Teacher	
Manuel R. Rodriguez	Resource Aide	

Sign-In Sheet

Title I Comprehensive Needs Assessment

April 27, 2017

2:00–4:00 p.m.

Irene Cardwell

Name – Print	Role – principal, teacher, parent, etc.	Signature
Dana Gonzales	PC/sch board	*(signature)*
Christopher Kuechmann	Policy Council / Community Represented	*(signature)*
Chavell Gutierrez	Aide	*(signature)*
Patricia Dixon	Counselor	*(signature)*
Vanessa Luna	Teacher	*(signature)*
Raema Huerta	PFCE / parent	*(signature)*
Melinda M. Brijalba	Teacher	*(signature)*
Maricela H. Garcia	Teacher	*(signature)*
Liza P. Padilla	Asst Director	*(signature)*
Don Olivo	Ed. Coord / E.C. Intervention	*(signature)*
R. Adams	Principal / Director	*(signature)*
Rosa Martinez	Policy Council Chair Parent	*(signature)*
Velma Galua	Principal Secreta	*(signature)*

Agenda Item Input
[CNA] Meeting

Date Submitted: April 27, 2017 2:00- 4:00p.m.	Submitted by: Rufina Adams

Agenda Item (Short Title): Comprehensive Needs Assessment
Time Allotment: 120 minutes
☒ Information Item
☒ Discussion Item
☒ Action Item

Background Information:
Comprehensive Needs Assessment/ Title I A - Head Start Working together for Children

Additional Information/Notes:
Evaluating needs of our students at Cardwell Head Start/PK, Review of Current CNA, Review of Data assessment results, Facility Needs of the campus

Attachments: ☐ No   ☒ Yes If yes, title of attachment: NCLB Comprehensive Needs Assessment End of Year Review and Finalize

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Agenda Item (Short Title):
Time Allotment: _____ minutes
☐ Information Item
☐ Discussion Item
☐ Action Item

Background Information:

Additional Information/Notes:

Attachments: ☐ No   ☐ Yes If yes, title of attachment:

Agenda Item Input
[CNA] Meeting

Date Submitted: November 16, 2016 12:00-4:00p.m.	Submitted by: Liza P. Padilla

Agenda Item (Short Title): Comprehensive Needs Assessment
Time Allotment: <u>240</u> minutes
☒Information Item
☒ Discussion Item
☐Action Item

Background Information:
Comprehensive Needs Assessment/ Title I A - Head Start Working together for Children

Additional Information/Notes:
Evaluating needs of our students at Cardwell Head Start/PK, Review of Current CNA, Review of Data Beginning assessment results, Facility Needs of the campus

Attachments: ☐No ☒Yes If yes, title of attachment: NCLB Comprehensive Needs Assessment Review and Revision

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Agenda Item (Short Title):
Time Allotment: _____ minutes
☐Information Item
☐Discussion Item
☐Action Item

Background Information:

Additional Information/Notes:

Attachments: ☐No ☐Yes If yes, title of attachment:

IRENE C CARDWELL ELEMENTARY

Goal 1.   A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 1.   100% of students who are tested will demonstrate improvement by attaining at least 10% increase in each domain assessed through LAP-3 during each aggregation period. (Oct, Feb, May)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. EARLY LITERACY - Implement comprehensive research-based early literacy strategies to primarily promote School Readiness and STEAM initiative including STEAM, O.W.L., vocabulary grammar walls, library books, journals, shared reading & writing, whole large groups, small group instruction, circle time, phonemic awareness & numeracy, read alouds, enrichment labs (Fine Arts to include Music, Art and Theatre, Science, Literacy, Technology), D.E.A.R., Dr. Seuss Literacy Festival/Parade, Fine Arts performances, Fall/Literacy Nights, Fatherhood trainings, Families Reading Together, ABC-123 Literacy Camp, Books on the Move Community Reading Program and Family Literacy Program. ---------- Resources **Student incentives, big books, O.W.L. Curriculum, updated Technology Lab, books, enhance library center furniture, celebrity readers, cameras, outdoor speaker system, more Starfall software, School Readiness Plan, STEAM kits, literacy, learning and listening centers. (Title I SW: 1,2,3) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant - $22,243, (F)Title I - $7,000, (S)Local Funds - $1,200	Formative - Lesson plans, class schedules, pictures, sign-in sheets --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Goal 1.   A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 1.   100% of students who are tested will demonstrate improvement by attaining at least 10% increase in each domain assessed through LAP-3 during each aggregation period. (Oct, Feb, May)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. MATH - Implement comprehensive research based math strategies to primarily promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, center-based activities, cross-curriculum lessons/activities, small groups, cooking activities, and special events(Fall/Spring festivals, 100 Days, Families in Action, Transition totes, transitional flash cards, ABC-123 Camps, Math manipulative kits.) ---------- Resources **O.W.L. Curriculum, camera, Supplements: Math manipulatives, enhance math center, PE curriculum, Enrichment Labs, High Five Math, School Readiness Plan, Die-cut plates, STEAM kits (Title I SW: 1,2,3) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Title I - $10,000, (S)Local Funds - $1,000	Formative - Lesson plans, class schedules, pictures -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. SCIENCE - Implement comprehensive research-based science strategies to promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, small groups, center-based activities, sand & water exploration, Science Enrichment Lab vocabulary & journals, gardens, shared writing, and special events (Pumpkin explorations through Fall Literacy Festival, ABC-123 camps, Butterfly Life Cycle, Earth Day, Science Fair, Sul Ross University Science Field Trip, Casa de la Cultura Field Trip, Touch n Tell Science, classroom telescopes. --------- Resources **O.W.L. Curriculum, books, lesson enrichment videos, Science vocabulary, Science lab telescope, Discovery learning.com, classroom telescopes, cameras, more Starfall software, sand & water tables, Science Enrichment Lab, campus gardens, scientific method parent trainings, Science Fair display boards & materials, parent notes and flyers, School Readiness Plan, buses, Brain Pop, Jr., STEAM kits, mini-Science board tri-fold. (Title I SW: 1,2,3) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant - $3,000, (F)Title I - $1,000, (S)Local Funds - $3,000	Formative - Lesson plans, class schedules, pictures, sign up sheets --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. ORAL LANGUAGE - Implement comprehensive research based oral language strategies to primarily promote School Readiness and STEAM initiative components utilizing vocabulary walls, morning meeting, read alouds, transitions, music, cooking activities, phonological awareness activities, journals, fingerplays, gardens, soil,field trips, and special events (Black Heritage, Spring Fling, Cinco de Mayo, Christmas Family events, Families in Action, Pumpkin explorations, Butterfly Life Cycle, Earth Day, classroom Science lessons, Veteran's Day Celebration, Thanksgiving Family Celebration, ABC-123 Saturday camps, Books on the Move, Casa de la Cultura, Sul Ross University Science field trips). ---------- Resources **O.W.L. Curriculum, Technology Lab, Fine Arts lab, more Starfall software, Brain Pop, Jr., campus gardens, buses, School Readiness Plan, transitional flash cards, lessons and activities. (Title I SW: 1,2,3) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant - $4,300, (F)Title I - $200, (S)Local Funds - $200	Formative - Lesson plans, class schedules, Technology Lab Log, pictures, sign in sheets --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Throughout the school year, the program will implement the use of weekly enrichment labs to increase students' Fine Arts, Math, Science, and literacy skills to support School Readiness goals. ---------- Resources **Curriculum supplemental binders & materials, Lab timelines, Brain Pop, Jr., More Starfall software, Music for Little Mozarts, Theatre music and plays, art paints and supplies to Enrichment Lab lessons. (Title I SW: 1,2,3) (Target Group: PRE K, K)	Cluster/Department Leaders, Teachers	October - May	(F)Federal Grant - $300	Formative - Master schedule, pictures, sign-in sheets -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
6. Throughout the school year, instructional technology equipment such as speakers, computer based programs and lessons to include listening centers with CD players and CDs, student IPADS, teacher mini-IPADS and 6 laptops are utilized in classrooms and trainings to help students and teachers meet School Readiness goals and develop STEAM initiative. ---------- Resources CD players, audio speakers, Book Flex License, projectors, laptops, IPADS, mini-IPADS. (Title I SW: 1,2,3) (Target Group: PRE K, K)	Directors	All Year	(F)Federal Grant - $2,500	Formative - Technology Lab computers, projectors, MP3 Players -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Aggregate and analyze assessment data reports in order to provide individualized instruction in all classrooms to promote School Readiness and STEAM initiative utilizing LAP-3 reports. ---------- Resources LAP-3 data aggregation & analysis reports, LAP-3 kit, license & software, test booklets & manipulatives, LAP-3 Grouping Report for 3 year old and 4 year old regular and 4 year old bilingual, binders, data days (3) (Title I SW: 1,7,8,9) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	All Year	(F)Federal Grant - $3,000, (F)Title I - $800	Formative - All LAP-3 reports including dual language learner checklist, lesson plans, student portfolios-------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
8. Provide ongoing mentoring and coaching for instructional staff as well as parent trainings to include Fine & Gross Motor, Health & Safety, and Mental Health Development and CLASS Training Suites, Head Start Domains(Nutrition, Dental, Health and Hygiene, Safety, Family Service Coaching Plan, Practice Based Coaching, Child Plus.) ---------- Resources Dr. Amodei, Counselor, Region XV, Dr. Barnes, University of Texas Health Science Center (UTHSC), Nutritionist Training, Physical Fitness Training, Bus/Pedestrian & Safety Training, e-deca trainings, CLASS Trainings, Conscious Discipline curriculum/training, Second Step curriculum, Love and Logic parent curriculum. (Title I SW: 4) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	All Year	(F)Federal Grant - $15,000, (F)Title I - $0, (S)Local Funds - $3,200	Formative - GoSignMeUp reports, staff development plan, sign-in sheets, Form 9 Report, Occupational Therapist evaluation. Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Recruit and retain highly qualified instructional staff by offering opportunities and support to obtain professional development, CDA certification, mentoring, and observations in order to meet academic achievement standards for all students. ---------- Resources **Conscious Discipline training and DVD's, CLASS trainings, Teacher Time Mini Series, ECKLC, professional development conferences and trainings, CDA training kits and books, Mini-Ipads, COW (computers on wheels),CORE Team, SST's (Title I SW: 3,4,5) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	All Year	(F)E-Grant - $25,000	Formative - GoSignMeUp, Professional Development Plan, SST Documentation, Walk through documentation ---------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
10. Maintain a process of Classroom Assessment Scoring System (CLASS) assessments that will focus on emotional support, classroom organization, and instructional support in order to monitor classroom quality. ---------- Resources **Child Plus training, conferences, trainings and substitutes, CLASS monitoring tool, CLASS Training Suites(ECKLC) , observation schedules, checkpoint data, Conscious Discipline training/curriculum. (Title I SW: 2,8,9) (Target Group: PRE K)	Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS)	September, January, April	(F)Federal Grant - $3,000	Summative - ChildPlus, Completed CLASS forms, Education Action Plans, Feedback forms ---------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Goal 1. A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 2. The Code of Conduct and campus/classroom discipline plans will be consistently and fairly enforced for all students throughout each school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enforcement of Student Code of Conduct and campus/classroom discipline plans by staff through the use of classroom management strategies including positive reinforcement and manipulatives. Examples: safe place, reward board, treasure chest, behavior plans. ---------- Resources **Conscious Discipline, walk through documentation, positive reinforcement and participation citizenship recognition, reward boards, treasure chest (per semester), SST's, six weeks awards and prizes. (Title I SW: 1,2,8) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	All Year	(F)Federal Grant - $3,000	Formative - Walk through documentation, student behavior reports Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Implement and monitor effective strategies in all classrooms to positively impact student behavior throughout the school year. ----- Resources Professional development and training with presenter, Conscious Discipline curriculum, training and binder, safe place materials, counselor staff development and class trainings, Second Step curriculum. (Title I SW: 1,2) (Target Group: PRE K)	Counselors, Region 15, Teachers	All Year	(F)E-Grant - $8,000	Summative - Calming techniques, safe place, reward board, classroom rules posters, treasure box --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

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Goal 1. A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 3. By May 2018, a positive campus climate will be promoted through the implementation of activities and self-discipline strategies for all students, staff, parents and community members by a 10% increase on survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide activities and lessons to students on drug, alcohol, anti-violence and anti-bullying prevention. Examples: Red Ribbon Week materials, My Body Belongs to Me, CPS agent guest speaker, Counselor, flyers, pictures, activity schedule, Drug Awareness Consultant, BCFS guest speaker, CPI, TBSI training, Conscious Discipline trainings and techniques, Mental Health/teacher lessons including Second Step curriculum. ---------- Resources **CPS agent guest speaker, Counselor, flyers, pictures, activity schedule, Tugs & Hugs, Red Ribbon materials, Drug Awareness Consultant, BCFS guest speaker, Kindness Curriculum, Conscious Discipline, Second Step curriculum. (Title I SW: 1,2,4,10) (Target Group: PRE K, K)	Campus Administrators, Counselors, Teachers	All Year	(F)E-Grant - $1,000, (F)Federal Grant - $1,500, (S)Local Funds - $1,200	Summative - Lesson plans, homework, sign in sheets --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2.   The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 1.   By June 2018, Irene Cardwell Head Start/Pre-K program will have utilized its resources efficiently and successfully to carry out its mission to impact all students, parents, staff and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a campus staff development plan aligned with respective department/campus budgets that correlates with the Comprehensive Needs Assessment. Trainings will include: CIP, new Head Start Standards & Act, Head Start Orientation, CLASS Mini Suites, Bus/Pedestrian safety, Nutrition/Health, Science, Curriculum, Beginning of Year make and take, Early Math, CPI/TBSI, School Readiness Plan, Teacher Sensitivity, ECKLC, CLI/CDA, Conscious Discipline, Second Step, Love and Logic Parental Curriculum, Program Governance Training. ---------- Resources **Presentation material, HS binder, CLASS DVDs & online resources, Conscious Discipline, Love and Logic, Second Step curriculums. (Title I SW: 1,4,10) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	All Year		Summative - Sign-in sheets, pictures, presentation evaluation ---------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Utilize Title II funds to provide stipends as sign-on bonus to offer new teacher recruits of highly qualified teachers. (Title I SW: 5) (Target Group: PRE K)	Directors	Ongoing	(F)Title IIA Principal and Teacher Improvement	Formative - HQ Report ---------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
3. Utilize Title II funds to reimburse teachers if they pass an exam and also reimburse for mileage to increase highly qualified teachers. (Title I SW: 5) (Target Group: PRE K)	Campus Administrators	Ongoing	(F)Title IIA Principal and Teacher Improvement - $1,500	Formative - HQ Report ---------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. By June 2018, Irene Cardwell Head Start/Pre-K program will have utilized its resources efficiently and successfully to carry out its mission to impact all students, parents, staff and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Utilize TExES Generalist Study Aid located in the library to help teachers study and pass exit exams. (Title I SW: 5) (Target Group: PRE K)	Librarian, Teachers	Ongoing	(F)Title IIA Principal and Teacher Improvement - $500	Formative - HQ Report -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
5. Teachers will complete CDA/CLI increasing teaching capacity in Early Childhood education and complete 60-90 hours and pay for CDA certification. (Title I SW: 4)	Campus Administrators	All year		Summative - CDA/CLI summary reports Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. By June 2018, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage parents to participate in specialized School Readiness trainings including Family Literacy Festivals (Fall & Spring), Policy Council meetings, Parent Committee meetings, Fatherhood training, ABC-123 Camps, Books on the Move Reading Program, Student Fine Arts Showcases, Science Fair, PCM (parent committee meetings), Reading Readiness Academies. ---------- Resources **Newsletters, Fine Arts consultants/special guests, reminder notes, events calendar, marquee, cordless mic, canvas, paints, music, brushes, stands, smocks, watercolors, parent computers & printers (library), School Readiness Assessment, School Readiness Plan, OWL Family Newsletter, projection screen. (Title I SW: 1,6) (Target Group: PRE K, K)	Campus Administrators, Parents, Teachers	All Year	(F)Federal Grant - $1,840, (F)Title I - $2,000, (S)Local Funds - $300	Summative - School/Family Compact, In-Kind, Visitor's Log --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. By June 2018, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Provide parents with daily opportunities to check out materials targeting all core areas from the library to use at home or school including Family Literacy & Book Fair. Family Literacy program will consist of: total 750 read from students in a class will receive an ice cream party, 1250 total books will receive a movie with snacks and juice, 2000 total books will receive a trip to county library, 2500 total books will receive a family literacy outing, 3500+ total books will receive a bowling trip. If a book is lost/misplaced, the family will be given an opportunity to reinstate their campus book check out privileges after returning the book in good condition or may begin book check-out the following semester if not found. CDs and Read Alouds will be provided for all classrooms ------------ Resources **Library, replenished library books, class check-out rosters, medals, prizes, milk, cookies, film, certificates, printer cartridges, costumes, DVDs, student trips, transportation. (Title I SW: 1,6) (Target Group: PRE K, K)	Campus Administrators, Librarian, Parents, Teachers	October thru May	(F)E-Grant - $6,000, (F)Federal Grant - $3,000	Summative - Library In-Kind, Class Check-Out Rosters -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. By June 2018, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Encourage opportunities for parents to participate in curriculum planning such as Policy Council, Parent Committee Meetings (PCM), Weekly curriculum planning meetings, special events planning, CNA, LPAC, CIP, curriculum development meetings, Self Assessment, School Readiness Plan)as well as participate in Love and Logic parent curriculum. ----------- Resources: Educational tools for Policy Council meetings and parent committee meetings, Refreshments, Lunches for Policy Council meetings, CIP, CNA, LPAC, Self Assessment, School Readiness Plan, Love and Logic parent curriculum. (Title I SW: 6) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Family Community & Engagement Coordinator, Parents	All Year	(F)Federal Grant - $3,670	Summative - In-kind, Planning Notes, Pictures, Committee Meeting Planning Form -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent trainings at least once per month with a variety of presenters on topics such as areas of interest as indicated on parent survey at registration to include Math focused lessons, Reading Readiness, Fatherhood Initiatives, Title I, Bilingual ESL, Migrant Services, Nutrition, O.W.L., Family Workshops, Health and Fitness, Mental Health and School Readiness goals. ---------- Resources **Program staff, ChildPlus report, Area Specialist, teachers, counselor, Fatherhood Council shirts, O.W.L. resources, educational manipulatives, Legos, building manipulatives, School Readiness Plan, materials, prizes. ABC-123 Saturday Literacy camps (Title I SW: 2,6) (Target Group: PRE K, K)	Campus Administrators, Counselors, Family Community & Engagement Coordinator, Teachers	September thru May	(F)Federal Grant - $1,500, (F)Title I - $500	Summative - Sign-in sheets, pictures, meeting agenda, training schedule -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Volunteers are informed of their rights, responsibilities, campus procedures, and guidelines through a volunteer training. A volunteer handbook will be completed, maintained and distributed in English and Spanish for each volunteer who meets Head Start volunteer requirements and who provides services to students or the program excluding parents who volunteer outside the classroom or at home. ---------- Resources **Head Start standards, background checks, TB test results, volunteer handbooks, multimedia equipment, parent activity room, resources, equipment (Title I SW: 6) (Target Group: PRE K, K)	Campus Administrators, Family Community & Engagement Coordinator, Teachers	October	(F)Federal Grant - $500	Summative - Finished handbooks, sign-in sheets, volunteer training log, pictures ---------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
3. Provide Family Service personnel with appropriate training related to parents and families including training on Parent Curriculum, Love and Logic, as well as ongoing Head Start trainings. ---------- Resources **Presentation materials, credential trainings, HS FCE training suite, Region XV, FCE Survey results, T&TA Plan, School Readiness Plan, Teaching & Learning training, Love and Logic (Title I SW: 6,10) (Target Group: PRE K, K)	Campus Administrators, ED Coordinator, Family Community & Engagement Coordinator	All Year	(F)Federal Grant - $2,900	Summative - Sign-in sheets, pictures, certificates --Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018-------------------------------

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Maintain a CPR, Vision, and Hearing instructor certification and all staff with CPR and first aid training as needed. --------- Resources **Training manuals and books, mannequins, mouth pieces, renewal cards, updated CDs. (Title I SW: 4) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Health, Safety & Nutrition Coordinator	January	(F)Federal Grant - $2,500	Summative - Sign-in sheets, certification cards --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
5. Provide bus monitors training in the use of seat belt cutters, basic first aid and CPR, Bus/Pedestrian Safety. Teachers, assistants, and students are trained twice a year on Bus/Pedestrian Safety. ---------- Resources **Head Start bus, DVD, training schedules, Head Start training manual, I'm Safe curriculum supplement. (Title I SW: 1,4) (Target Group: PRE K, K)	Campus Administrators, Teachers, Transportation Coordinator	August / September, January	(F)Federal Grant - $500	Summative - Sign-in sheets, pictures --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide staff members trainings to enhance their proficiencies to include topics in Math, Science, Music, Literacy, Special Needs, Technology, CLASS Minisuites, ELL, Multicultural, teaching strategies, family needs, Conscious Discipline, Head Start Monitoring System, Head Start Act, Head Start Beginning Teachers Training, Policies & Procedures to promote School Readiness including STEAM initiative, coaching and mentoring for new teachers. ---------- Resources **Head Start Act & Standards, Implementation Plans, Head Start Monitoring System, CLASS Minisuites, Conscious Discipline, T&TA Plan, Consultants, Kindness Curriculum, Child Plus training, Mental Health Motivational Speaker (Title I SW: 1,4) (Target Group: PRE K, K)	Campus Administrators, Computer Aides, Family Community & Engagement Coordinator, Teachers	All Year	(F)E-Grant - $5,000, (F)Federal Grant - $3,000	Summative - GoSignMeUp, certificates, sign-in sheets --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
7. Provide training to all staff on the referral process/child study process when student and/or family needs are identified. ---------- Resources **Counselor, Referral forms, Head Start/PK Program Handbook, CORE Team, SST's, Community Resource Guide (Title I SW: 4,9) (Target Group: PRE K, K)	Campus Administrators, Counselors, Teachers	All Year	(F)Federal Grant - $1,000	Summative - Sign-in sheets, Referral forms --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 3.   Campuses shall maintain an attendance rate of 96% or higher for students and staff.

Objective 1.   By June 2018, the average daily attendance rate will increase by a percentage point for the campus and will be at 96%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to improve and maintain attendance rates, the Attendance Committee will meet bi-monthly or as needs are identified to carry out proper attendance procedures including parent referrals, parent conferences, SST's, home visits, and letters sent home. ---------- Resources **ChildPlus reports, Skyward reports and forms (Title I SW: 1,10) (Target Group: PRE K, K)	Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Teachers	All Year		Summative - Attendance records, SST Documentation, Attendance Procedure Form, Parent/School Compact, Parent Conferences, Home Visits, Parent Contact Log --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Provide incentives and classroom awards assemblies to recognize students, parents, classes, and staff with perfect attendance for each six weeks, each semester, and the full year. Incentives include: certificates, prizes, medals, castle bounce, ice cream celebration,movie & snacks, field trips. Resources **Castle bounce, ice cream, Jett Bowl, prizes, certificates, medals, snacks, movie, attendance rosters, Attendance Procedure Form, public performance site license (Title I SW: 1,10) (Target Group: PRE K, K)	Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Librarian	October, November, January, February, April, May	(F)Federal Grant - $1,700	Summative - Six weeks, Semesters, End of Year, Attendance Rosters --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 4. The district shall provide meaningful and effective communications in a timely manner to all stakeholders.

Objective 1. The program will provide effective communication with community businesses and organizations to include district staff, Policy Council, and SFDRCISD school board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Irene Cardwell Head Start/Pre-K will hold three Health Services Advisory Committee (HSAC) meetings to allow the exchange of information and sharing of expertise between volunteer/community agencies and the school. ---------- Resources **Monthly menus, Health reports, Monthly USDA report, certificates/plaques (Title I SW: 10) (Target Group: PRE K, K)	Campus Administrators, Family Community & Engagement Coordinator, Health, Safety & Nutrition Coordinator	October, January, April	(F)Federal Grant - $450	Summative - Sign-in sheets, Meeting minutes, Pictures --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Provide effective communication via a variety of media sources such as trainings, newsletters, district website, and campus meetings to staff, new parents, district administration, board members, Policy Council, and community representatives as needed. Provide make-up trainings for governing board and Policy Council members as needed, initial training with consultant for Policy Council and School Board. ---------- Resources **Head Start binder, Program Governance training manuals & DVDs, webinars, webmasters, multimedia equipment, counselor, T&TA Plan (Title I SW: 4,10) (Target Group: PRE K, K)	Campus Administrators, Counselors, Curriculum Coordinators, Family Community & Engagement Coordinator	September, December, March	(F)Federal Grant - $2,500	Summative - Sign-in sheets, pictures, meeting agenda, volunteer training log, certificate of training ---Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018------------------------------
3. Work with district maintenance and security staff to align the campus' EOP with the district's EOP. ---------- Resources **HeadStart standards, campus EOP, district's EOP (Title I SW: 8) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Counselors	May		Summative - Completed campus EOP, drill logs --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 4. The district shall provide meaningful and effective communications in a timely manner to all stakeholders.

Objective 1. The program will provide effective communication with community businesses and organizations to include district staff, Policy Council, and SFDRCISD school board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Maintain mandatory Team Leader meetings twice a month and/or as needed to discuss school needs and/or mini professional development. ----- Resources **Meeting agendas (Title I SW: 1,8) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders	August - June		Summative - Sign-in sheets, committee meeting agendas, meeting minutes -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
5. Maintain mandatory weekly committee meetings and monthly coordinator meetings or any scheduled support meetings to provide information and provide mini-professional development as needed. Staff meetings once a month. ---------- Resources **Planning forms, field trip requisition forms, sack lunch forms, curriculum, lesson plans, review of HS protocol (Title I SW: 4,8) (Target Group: PRE K, K)	Campus Administrators, Cluster/Department Leaders, Teachers	All Year		Summative - Signed planning form, completed lesson plans, completed forms as needed -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 1. In order to maintain the required number of students at 100%, the program will implement a continuous plan of enrollment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities to enroll and maintain all eligible 3 and 4 year old children including 10% of students with disabilities within the community into the Head Start/PK programs and Language Lab. ---------- Resources **ChildPlus, Registration Packet, Parent-Teacher Conference forms and Attendance Procedure forms, scanners (Title I SW: 1,10) (Target Group: PRE K, K)	Cluster/Department Leaders, Counselors, ECI, Family Community & Engagement Coordinator, Teachers	All Year	(F)Federal Grant - $4,000	Summative - Student folders, flyers & brochures, TV advertisements, public service announcements, school marquee --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Assign an initial placement for all eligible students enrolled to appropriate classrooms based on their home language survey and Woodcock-Munoz/Pre-LAS Oral Language test results. --------- Resources **Woodcock-Munoz Assessment/Pre-LAS Assessment & results, Home Language Survey, student folders, class rosters, LPAC student folders (Title I SW: 8,10) (Target Group: PRE K, K)	Campus Administrators, ECI, ELD Advocates, ELPAC Committee	All Year		Summative - Enrollment cards, Woodcock-Munoz Assessment, Class Rosters --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 2. By the end of May 2018, numerous transition activities will have been provided for all students entering and leaving the prekindergarten program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide kindergarten transition activities into the Head Start Program from home, ECI and AVANCE as well as provide transition activities from Head Start Program to perspective elementary campuses. Examples: Transition trips, transition pep rally, Transition 3 to 4yrs. ---------- Resources **Elementary Field trips, pep rallies, buses, student t-shirts for safety identification, name tags, transition-focused classroom activities, transition rosters, pom poms, school band, refreshments. (Title I SW: 7) (Target Group: PRE K, K)	Campus Administrators, Counselors, Teachers	August, May	(F)Federal Grant - $1,110, (S)Local Funds - $500	Summative - Lesson plans, Permission slips, ARD minutes, IEP's, Pictures, Language experience activities, Field trip schedules -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Teachers and assistants conduct required home visits in collaboration with FCE staff prior to starting school or within 2 weeks of enrollment. Also, in January, conduct 2nd parent conference to register students for 2nd year prekindergarten or kindergarten. ---------- Resources **Welcome packet, enrollment cards, parent conference forms, local travel expense statement, time sheets, substitutes (Title I SW: 7) (Target Group: PRE K, K)	Campus Administrators, Counselors, Teachers	All Year	(F)Federal Grant - $3,300	Summative - Home visit and parent conference half sheets -------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 5.   The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 3.   By May 2018, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor/adjust all initial required Head Start child health, dental, and hygiene screenings and immunizations of all students. (Height, weight, hemoglobin, lead, TB, physicals, vision, hearing, blood pressure, screenings). ---------- Resources **Student files, ChildPlus software, health forms (Title I SW: 10) (Target Group: PRE K, K)	Health, Safety & Nutrition Coordinator	All Year	(F)Federal Grant - $1,560	Summative - All completed health forms, health committee meeting minutes Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Provide follow up services for students who failed routine screenings and provide/offer referrals and assistance with appointments, counseling, etc. ---------- Resources **Registration packet, Parent-teacher conference forms and Attendance Procedure forms, Referral forms, Student Screening Monitoring Form, ChildPlus reports (Title I SW: 10) (Target Group: PRE K, K)	Health, Safety & Nutrition Coordinator	All Year		Summative - Required health reports, health committee meeting minutes, referral forms --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 3. By May 2018, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Administer in-school vision, hearing, height, weight, blood pressure, lice, and hygiene screenings. (Student dentals & physicals administered out of school once a year.) ---------- Resources Screening/cleaning supplies, lice treatment kits (Title I SW: 10) (Target Group: PRE K, K)	Health, Safety & Nutrition Coordinator	All Year	(F)Federal Grant - $400	Summative - Required health reports --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
4. Perform random checks every 6 weeks to all facilities used by students to monitor safety, dental & health hygiene including tooth brushing and hand washing along with the daily classroom safety checklist. ----------- Resources **Health & Safety checklist, Classroom Cleaning checklist, fire drill log, tooth brush containers (Title I SW: 9,10) (Target Group: PRE K, K)	Health, Safety & Nutrition Coordinator	All Year	(F)Federal Grant - $1,000	Summative - Completed logs & checklists --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 3. By May 2018, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Maintain and monitor staff records to ensure that TB test and physicals meet HS requirements as well as new staff physical within 30 days of hire. ---------- Resources **Staff records, ChildPlus (Title I SW: 10) (Target Group: PRE K, K)	Campus Administrators, Health, Safety & Nutrition Coordinator	October	(F)Federal Grant - $3,868	Summative - Staff records, TB results, completed physicals --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 4. 100% of all identified students will receive appropriate medical attention and proper documentation will be kept on ChildPlus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to all staff including nursing staff on medication dispensation and communicate with parents on a regular basis and as needed documenting every dose and medication. ---------- Resources **ChildPlus, Medication Log (Title I SW: 10) (Target Group: PRE K, K)	Campus Administrators, Health, Safety & Nutrition Coordinator	All Year		Summative - Medication Log, Parent Communication Logs, Sign-in sheets --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Maintain documentation to monitor reported injuries and dispensation of medications under lock and key. ---------- Resources **ChildPlus, Dispensation Log, Authorization Waiver, Ouch Notes (Title I SW: 10) (Target Group: PRE K, K)	Health, Safety & Nutrition Coordinator	All Year		Summative - Completed dispensation log, signed waivers, incident log --------------------------------- Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
3. Provide two trainings (one in Fall and one in Spring) on understanding health records and requirements and procedures to all staff and parents. (Title I SW: 6,10)	Health, Safety & Nutrition Coordinator			Summative - Parent Communication Log, Sign-in sheet Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 5. By May 2018, Irene Cardwell Head Start/Pre-K teachers will meet a minimum of two times with district kindergarten teachers in order to collaborate on School Readiness plan as well as conduct learning walks at all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Irene Cardwell Head Start/Pre-K teachers will meet a minimum of two days with district kinder teachers collaborating, updating and aligning School Readiness Plan with vertical alignment. (Title I SW: 1,7,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	All year		Summative - Sign in sheets, agendas, School Readiness Plan Quarterly Compliance Review Oct. 2017 Yes or No Dec. 2017 Jan. 2018 Yes or No Feb. 2018 April 2018 Yes or No April 2018
2. Irene Cardwell Head Start/Pre-K will work with district kindergarten teachers to conduct Learning Walks at all campuses for all Head Start Pre-K teachers to tour kinder classrooms. Kinder teachers will tour Cardwell teacher classrooms. (once in Fall, one in Spring) (Title I SW: 7,8) (Strategic Priorities: 2)	Campus Administrators, Teachers	all year		Summative - Sign in sheets, learning walk forms, agendas Twice a year (Fall/Spring)

Cardwell

Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:
- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.
- ChildPlus data including enrollment/attendance
- Program Information Report (PIR)
- PEIMS/Region XV
- Skyward Special Population Reports (504, Special Education, Bilingual, Migrant)
- Parent/Staff surveys

- Technical and Training Assistance Plan (T/TA)
- Program Self/Community Needs Assessment
- Federal forms for Military or Civil Service students
- Parental Engagement Plan/School Readiness Plan
- 2016 New Head Start Standards

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	**Needs**
• Multiple data resources including ChildPlus and Skyward	• Ongoing data report staff trainings
• MOU Community Interagency agreements	• ChildPlus training for all staff
• Student Support Team (SST) improving to address family needs	• Follow up meetings
• ERSEA reports monitoring/maintaining enrollment counts	• Upgrade/remodel school facility to meet student demographic age
• Ongoing recruitment and enrollment	• Parenting education curriculum
• Multiple parent trainings to address School Readiness	•
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•	•

Summary of Needs

• Provide staff with additional ChildPlus and Skyward training

• Purchase and implement the use of a parenting education curriculum

• Upgrade/remodel school facility to meet student demographic

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Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- LAP-3 reports, OWL Progress Monitoring Assessments
- Student Progress Monitoring Report
- Woodcock-Munoz and Pre-LAS reports
- School Readiness Plan
- Student work portfolios, journals
- Professional Development Training Plan

- ARD, SST, IEP, 504 plan, Form 6 and Form 9 Growth report
- DECA Mental Health Screener and DECA and Burke report
- Assessment Monitoring Report
- Weekly lesson plans
- Curriculum alignment (federal and state guidelines)
- CLASS reports

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
LAP-3 grouping and individualization	Differentiated instruction increase in all classrooms
Multiple assessment report system including OWL Progress Monitoring Assessments	Assessment data aggregation and analysis for LAP-3 and OWL
School Readiness Plan	Increase instructional time schedule
Books on the Move Community Outreach and Families Reading Together monthly events	Provide data on all Bilingual students
ABC-123 Saturday Tutoring Camp	Tracking on all students within district
Before and after school tutorials	
Nine week Progess Monitoring Report Card	
School Readiness Committee (Pre-K and Kindergarten Collaboration)	
Reading Readiness Academy (parent trainings)	
Attendance	

Summary of Needs

- Instructional staff training to provide individualized instruction to address student needs
- Implement teacher database including OWL, LAP-3, and Student Progress Monitoring Report (9week)
- Modify daily schedule to increase instructional time by 2019.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Parent surveys (school culture, parental involvement, HB5)
- Home Visit and Parent-teacher conferences (each 2 x per year)
- CLASS (Teacher Sensitivity)
- Bus and Pedestrian Safety and Bus Evacuation Drills/Training for all staff, students and parents
- Parent suggestion boxes throughout campus

- Staff committee planning meetings
- Staff team building activities
- Student Support Team to address family needs
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Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- Parental engagement activities
- Family Literacy Program (library)
- Open-door policy and welcoming environment
- Active Policy Council composed of parents
- Opportunites for student performances
- On-going parent and teacher communication
- Fatherhood engagement opportunities
- Home visits
- Morning announcements
- Monthly staff birthday celebration

Needs
- Increase mental health events for staff and parents
- Vary parent training time schedule
- Increase parent and staff recognition
- Increase number of parent volunteers
- Improvement of school facility
- Community referrals by all staff to address family needs

Summary of Needs

- School will provide incentives and increase the recognition of parents and staff.
- Need for expansion and remodeling of cafeteria and restroom facilities.
- Analyze the data from parent surveys to address family needs on a timely basis.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:
- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.
- T-TESS Walk-throughs and formal evaluation
- Team Leader/Mentor
- Campus and Kindergarten Learning Walks
- Local, state, and national professional development opportunities
- District Grow Your Own Program

- Instructional Interventionalist
- Go Sign Me Up report to track staff development
- Teacher planning collaboration
- CLASS reports
- CPR and First Aid training

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	**Needs**
• All teachers certified in Early Childhood and/or Bilingual Education	• Training for Practice Based Coaching (PBC)
• Vertical alignment with HS/PK curriculum	• Head Start training for new employees
• Vertical alignment with Kindergarten TEKS	• Head Start Performance Standards training for all staff
• Teachers working towards CDA credentials	• Special Education training
• All staff is CPR and First Aid certified	• Continue Discipline training
• Instructional assistants have 60 college credit hours or CDA credential	• Implement Conscious Discipline
• Professional support including CLASS, TTESS and Coach/Mentor	•
• Training and Technical Assistance yearly funding for professional development	•

Summary of Needs

- Practice- Based Coaching plan including classroom observation, face-to-face coaching, and individualized professional development plan
- Implement Conscious Discipline Plan
- Head Start Performance Standards training for all staff

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

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- CLASS reports
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Findings/Analysis

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Strengths

- All teachers certified in Early Childhood and/or Bilingual Education
- Vertical alignment with HS/PK curriculum
- Vertical alignment with Kindergarten TEKS
- Teachers working towards CDA credentials
- All staff is CPR and First Aid certified
- Instructional assistants have 60 college credit hours or CDA credential
- Professional support including CLASS, TTESS and Coach/Mentor
- Training and Technical Assistance yearly funding for professional development

Needs

- Training for Practice Based Coaching (PBC)
- Head Start training for new employees
- Head Start Performance Standards training for all staff
- Special Education training
- Continue Discipline training
- Implement Conscious Discipline
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Summary of Needs

- Practice- Based Coaching plan including classroom observation, face-to-face coaching, and individualized professional development plan
- Implement Conscious Discipline Plan
- Head Start Performance Standards training for all staff

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Master schedule, classroom daily schedules, and lesson plans of all classes
- Customized LAP-3 reports
- Age appropriate curriculum and instructional materials
- ARD, IEP, and SST interventions
- OWL Timeline and Progress Monitoring assessments

- Alignment of Head Start, Pre-K and Kindergarten state curriculum
- Head Start Outcomes
- School Readiness Plan
- Enrichment labs

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- State-adopted OWL Curriculum

- State-adopted assessment (LAP-3)

- Detailed, uniformed lesson plans

- Technical Training and Assitance Plan

- Enrichment labs

- Tutoring

- Multiple literacy and school readiness programs (ABC-123 Saturday Camp, Books on the Move, Literacy Festival, and Families Reading Together)

Needs

- Documentation of Differentiated instruction

- Health and safety lessons by health staff

- Practice-Based Coaching plan

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Summary of Needs

- Provide on-going monitoring training (LAP-3) for instructional staff

- Design and implement lesson plans focusing on health and safety

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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:
- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent contact logs in ChildPlus
- Health Services Advisory Committee (HSAC) meeting documentation
- Policy Council meeting documentation
- Library book counts
- School Readiness Activity Logs
- Individualized Partnership Plan

- Parent surveys
- Interagency agreements /donations
- Community Needs Assessment

- School and Family Compact
- Family Engagement Plan

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Parent-teacher conferences and home visits (2 times per year and as needed)	Purchase of parenting education curriculum
Monthly literacy training (Families Reading Together, Reading Readiness Academy, Books on the Move and Fatherhood Engagement trainings)	Staff training for the implementation of new parenting education
GED, Ingles Sin Barreras, and computer classes	Updating information of campus website regularly
On-site parent training by community agencies	Create an on-site parent resource center
Numerous interagency agreements meeting all content areas	Credentials for new PFCE Staff
PFCE Staff consists of seven staff members	Increase outreach in community to promote program awareness (public events)
Consistent activities generating in-kind throughout the school year	Incentives/recognizition for parent engagement

Summary of Needs

- Purchase and receive training to implement a parenting education curriculum before August 2017 to be in compliance with Head Start Performance Standards
- Designate different areas on campus as parent resource centers and provide program information in all content areas and up-date as needed.
- Coordinate training for PFCE Credentials to be completed by the end of the school year.

- Increase outreach in community to promote program awareness.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:
- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- Teacher planning committee meetings documentation
- Campus Committee Team Leader Meeting documentation
- Classroom Master schedule
- Student supervisory daily duty schedule (AM/PM)
- Student Support Team meetings documentation

- Emergency Operations Plan
- Campus map, Evacuation map, Organizational chart and drill log
- After school programs (ABC-123 Saturday Camp and before/after school tutoring)
- Campus Improvement Plan, School Readiness Plan & Family Engagement Plan
- Daily campus communication

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● Student Support Team meetings are held as needed to address student and family needs	● Monthly service monitoring meeting
● Instructional planning and implementation completed through committee meetings	● Update facility lighting, enclose bus and daycare pick up/drop off areas and add 6-foot fence around perimeter of school
● OWL timeline and Parent training schedule	● Communication speaker system for breezeways and playgrounds
● Updated Training and Technical Assistance Plan	● Support traction on classroom doors for safety
● Playground facilities	●
● Scope and Sequence YAG	●

Summary of Needs

● Six foot perimeter fence to be in federal compliance with student safety.

● Complete playground canopy extension to cover rest of playground.

● Appropriate sink faucets to suit hand strength of four year olds in all classrooms.

● Public announcement speakers to reach outdoor areas in breezeways, playgrounds, bus drop-off, and restrooms. (for fair warning during drills and emergencies)

● Traction support for all doors for safety where non-existent.

● Build an enclosed area to protect students from weather elements as they wait for buses or daycare vans.

●

●

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:
- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- Work order history of Technology Lab
- Technology Lab Sign-in logs
- Computer app - Starfall Program
- Technology Inventory List
- Library Catalog System

- ChildPlus Web based program
- Skyward Database program
- Progress monitoring reports- Technology
- Campus Technology Layout
- Curriculum online resources

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

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Strenths	Needs
• High Speed Internet	• Computers in student computer lab need to be replaced over ten yrs.old
• New teacher touch screen computers and Ipads	• Student Computers in classrooms need to be replaced over ten yrs. Old
• About 50% of classrooms have projectors with projection screens and/ or smartboards	• Purchase digital monitor for information center for parents
• Online CDA Training for all teachers through CLI Engage.	• Facilitating access to district website for updating
• OWL online resources with CDROMs	• Wi-Fi Access campus wide
• Web-based assessments for LAP3/ OWL/ DECA	• Update computers of other personnel not in classrooms
• 2 ipads with wifi for every student	•
• Mini Ipads & MP3 players for every teacher	•
• Web-based monitoring & tracking of services	•
• Maintained by district technology department	•

Summary of Needs

• Campus is in dire need of Wi-Fi access to facilitate monitoring, training, and assessments with present technology such as Ipad, and laptops.

• To improve channels of communication with parents we need to establish a digital resource center to effectively communicate with parents. i.e. digital monitor display

• New student computers in Technology Lab.

• Aging computers in the classrooms and other areas must be replaced.

Demographics

Provide staff with additional ChildPlus and Skyward training
Purchase and implement the use of a parenting education curriculum
Upgrade/remodel school facility to meet student demographic

School Culture and Climate

School will provide incentives and increase the recognition of parents and staff.
Need for expansion and remodeling of cafeteria and restroom facilities.
Analyze the data from parent surveys to address family needs on a timely basis.

Curriculum, Instruction and Assessment

Provide on-going monitoring training (LAP-3) for instructional staff
Design and implement lesson plans focusing on health and safety
Practice- Based Coaching plan including classroom observation, face-to-face coaching, and individualized professional development plan

School Context & Organization

Six foot perimeter fence to be in federal compliance with student safety.
Complete playground canopy extension to cover rest of playground.
Appropriate sink faucets to suit hand strength of four year olds in all classrooms.
Public announcement speakers to reach outdoor areas in breezeways, playgrounds, bus drop-off, and restrooms. (for fair warning during drills and emergen
Traction support for all doors for safety where non-existent.
Build an enclosed area to protect students from weather elements as they wait for buses or daycare vans.

Student Achievement

Instructional staff training to provide individualized instruction to address student needs
Implement teacher database including OWL, LAP-3, and Student Progress Monitoring Report (9week)
Modify daily schedule to increase instructional time by 2019.

Teacher Quality

Implement Conscious Discipline Plan
Head Start Performance Standards training for all staff

Family & Community Involvement

Purchase and receive training to implement a parenting education curriculum before August 2017 to be in compliance with Head Start Performance Standard
Designate different areas on campus as parent resource centers and provide program information in all content areas and up-date as needed.
Coordinate training for PFCE Credentials to be completed by the end of the school year.
Increase outreach in community to promote program awareness.

Technology

Campus is in dire need of Wi-Fi access to facilitate monitoring, training, and assessments with present technology such as Ipad, and laptops.
To improve channels of communication with parents we need to establish a digital resource center to effectively communicate with parents. i.e.   digital monit
New student computers in Technology Lab.
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