

IRENE C CARDWELL ELEMENTARY

Campus Improvement Plan

2020/2021

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

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Date Reviewed:

Date Approved:

IRENE C CARDWELL ELEMENTARY

Mission

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

Vision

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

Nondiscrimination Notice

IRENE C CARDWELL ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency, fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

IRENE C CARDWELL ELEMENTARY Site Base

Name	Position
Dixon, Patricia	Mental Health & Disabilities Coordinator
Padilla, Pam	Assistant Principal/Head Start Coordinator
Talamantez, Alanna	Principal/Director
Kuechmann, Christopher	Community member
Garcia, Valerie	Certified Nurse's Assistant
Gonzales, Diana	School board member
Galvan, Velma	Principal's Secretary
Cervera-Aguilar, Anakaren	Teacher
Rodriguez, Johanna	Parent
Cardenas, Cindy	Teacher
Buffone, Angelica	Teacher Assistant
Garcia, Melissa	Parent
Webb, Linda	School Board member
Rodriguez, Antonia	Parental Aide
Forester, Winnie	Teacher
Guerrero, Jose	Business Representative
Helgerman, Alida	Business Representative

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Curriculum Based Assessments	Formative Assessments	Portfolios
Surveys	Professional Development	Teacher leader input
Teacher evaluation results	Principal/Teacher self evaluation	Parent /Community data
Walk-Through observations	Staff Perception data	Community involvement
Parent Survey	Teacher Input	Policy Council
	Number of parent conferences held	Number of activities/workshops for parents
Records of home visits	PFE meeting sign ins/agendas	School Board Meetings
Director Meetings	Administrator Meetings	Enrollment Data

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	Multiple assessment report systems including LAMP, grouping and individualization for classroom and by student Nine week progress monitoring report card. Student portfolios progress Kinder Readiness monthly parent trainings with surveys Curriculum team provides annual lesson plans.	Increase instructional time schedule for academic tracking of students progress within district including Bilingual students Age appropriate lesson activities and manipulatives. Build solid background knowledge. Increase differentiated instruction in all classrooms Before and after school tutorials.	Increase instructional day Progress monitoring Encourage literacy and math at home Kinder readiness/ transition
Staff Quality	Professional support including F-TESS, CLASS and Growth Metrics Training for Practice Based Coaching (PBC) mentoring new employees School Readiness Committee collaboration with Kinder teachers for alignment of TEKS Instructional assistants have to college hours and PFA Parent engagement in weekly committee planning meetings Ongoing professional development opportunities in Early Childhood CLASS observations by colleges and mentors	Provide staff development opportunities for specialized professional development opportunities for special education for instructional Continue classroom management/ discipline professional development for all staff. Mentoring for new para professional staff. New staff training for all new employees including Head Start Standards Offer employees support groups (ex. Dealing with cancer, divorce, etc.) Analyze the data from parent surveys to address family needs on a timely basis	C.D.A. certified Learning walks Teacher/Teacher Assistant Mentoring Highly Qualified teachers

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Climate/ Safe & Healthy Schools	variety of parental engagement opportunities monthly and ongoing communication with parents All area staff weekly committee planning meetings. Staff team building activities including monthly mental health activities and recognition Student Support Team to address family needs. Active Policy Council composed of parents, community reps. with participation by school board	Provide additional training opportunities for parent volunteers Improvement of school facility for safety of students, parents and staff including those who volunteer at home Increase mental health events for staff and parents	Health Safety Coordinator Wellness checks Customer service Volunteers Emergency Drills
College & Career Readiness/ Graduation/ Dropout Reduction	College Shirt Day SWTJC visit to campus Career Day Financial Aid training for parents	Awareness of College Readiness	Communication and awareness with Colleges
Family and Community Involvement	Many parent engagement opportunities and activities on weekly basis. Monthly literacy trainings, kinder readiness trainings for families Community trainings on many topics from community Community interagency agreements with agencies and businesses in our community Parent home visits conducted by teachers 2x per year Documents for parents translated and Spanish (notes, calendars, flyers, agendas)	Create an on-site parent resource center. Updating information of campus activities on school website regularly Incentives / recognition for parents Provide parent survey analysis information to staff on a timely basis Increase outreach in community to promote program awareness	Literacy programs before and after school Family/school calendar All calls Volunteers
District/Campus Commitments	Students receive a nutritional breakfast and lunch District provides transportation, facilities, and pays 75% of salaries Updates are made available to Cardwell Reconstruction process is in place Maintenance department address work orders Technology addresses IT issues on campus computers	Repairs need to be done in a timely manner Rodents on campus security system 8 ft fence	Facilities checks Wellness checks

NOTE : Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
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above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.



Comprehensive Needs Assessment

Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Site Based Committee Sign In

District: SFDR

Date: February

Role	Name	Signature
Parent	Johanna Rodriguez	
Parent	Melissa Garcia	
Business Representative	Orlando Vicuna	
Business Representative	Guadalupe De La Paz	
Community Representative	Jose Guerrero	
Community Representative	Alida Helgerman	
Teacher	Anakaren Aguilar	
Teacher	Cindy Cardenas	
Teacher	Winnie Forester	
Teacher	Angelica Buffone	
Teacher	Maricela Garcia	
Teacher	Vanessa Luna	
Teacher	Lourdes McClellan	
Teacher	Alva Nieto	
Teacher	Melinda Escanuela	
Teacher		
District Personnel	Patricia Dixon	
District Personnel	Valerie Garcia	
District Personnel	Alanna Talamantez	
District Personnel	Antoniela Rodriguez	

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

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
<p>1. EARLY LITERACY - Implement comprehensive research-based early literacy strategies to primarily promote School Readiness & STEAM initiative including STEAM, O.W.L., vocabulary grammar/letter walls, library books, journals, shared reading & writing, whole/small group instruction, circle time, phonemic awareness & numeracy, read alouds, enrichment labs (Fine Arts to include Music, Art, Science, Literacy, Technology), Dr. Seuss Literacy Festival/Parade, Spring Math Festival, Arts performances, Fatherhood trainings, Families Reading Together, Books on the Move Community Reading Program, Family Literacy Program, Parent Reading Readiness and Outdoor interactive classroom.</p> <p>-----</p> <p>Resources **Student incentives, big books, O.W.L. Curriculum, updated Technology Lab, books, enhance library center furniture, celebrity readers, cameras, outdoor speaker system, Starfall software, School Readiness Plan, STEAM kits, literacy, listening centers, Ipads (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant - \$22,300, (F)Title I - \$3,000, (O)Local Districts - \$2,600, (S)Local Funds - \$1,200	<p>Criteria: Lesson plans, class schedules, pictures, sign-in sheets -----</p> <p>10/12/20 - On Track 09/17/20 - Pending 06/23/20 - Some Progress 01/15/20 - On Track</p>
<p>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, 50th day of school, 100 Days of school, Families in Action, transitional flash cards, ABC-123 Saturday</p>	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant - \$10,000, (S)Local Funds - \$1,000	<p>Criteria: Lesson plans, class schedules, pictures, sign-in sheets</p> <p>09/23/20 - On Track 01/15/20 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Camps, Math manipulative kits and Outdoor interactive classroom.) Use allowable methods under CDC guidelines to maximize student achievement.</p> <p>-----</p> <p>Resources **O.W.L. Curriculum, camera, Supplements: Math manipulatives, enhance math center furniture, PE curriculum, Enrichment Labs, High Five Math, School Readiness Plan, Die-cut plates, STEAM kits, LAP-3 online resources, student Ipads (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>				
<p>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 Saturday camps, Butterfly Life Cycle, Earth Day, Science Fair, Sul Ross University Science Field Trip, Casa Cultura Multiculture Field Trip, Touch n Tell Science, Science Lab microscopes, recycling program and outdoor interactive classroom .</p> <p>-----</p> <p>Resources **O.W.L. Curriculum, books, enhance Science center furniture, lesson enrichment videos, Science vocabulary, Science lab telescope, classroom telescopes, cameras, more Starfall software, sand & water tables, Science</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$13,000, (F)Title I - \$1,000, (S)Local Funds - \$3,000</p>	<p>Criteria: Lesson plans, class schedules, pictures, sign up sheets</p> <p>-----</p> <p>10/12/20 - On Track 01/15/20 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Enrichment Lab, campus gardens, scientific method parent trainings, Science Fair, parent notes and flyers, School Readiness Plan, buses, Brain Pop (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)				
<p>4. LANGUAGE DEVELOPMENT - 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, center manipulative, phonological awareness activities, journals, fingerplays, gardens, field trips, and special events (Black Heritage, Hispanic 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 college Science trips).</p> <p>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/activities. As allowable (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant - \$4,300, (F)Title I - \$200, (S)Local Funds - \$200	<p>Criteria: Lesson plans, class schedules, Technology Lab Log, pictures, sign in sheets</p> <p>-----</p> <p>10/12/20 - On Track 10/12/20 - On Track 01/15/20 - On Track</p>
<p>5. ENRICHMENT LABS- Throughout the school year, the program will implement the use of weekly enrichment labs to increase students' Fine Arts, Math, Science, Technology, and Literacy skills to support School Readiness goals.</p> <p>-----</p>	Cluster/Department Leaders, Teachers	October - May	(F)Federal Grant - \$300	<p>Criteria: Master schedule, pictures, sign-in sheets</p> <p>-----</p> <p>10/12/20 - On Track 01/15/20 - On Track</p>

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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
Resources **Curriculum supplemental binders & materials, Lab timelines, Brain Pop, Jr., More Starfall software, Ipads and accessories, Theatre music and plays, art paints and supplies to Enrichment Lab lessons. (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)				
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 utilized for staff and parent trainings to help students, parents and teachers meet School Readiness goals and develop STEAM initiatives. ----- Resources CD players, audio speakers, Book Flex License, projectors, IPADS, mini-IPADS. (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)	Directors	All Year	(F)Federal Grant - \$1,000	Criteria: Technology Lab computers, projectors, MP3 Players ----- 10/12/20 - On Track 01/16/20 - Some Progress
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 (Title I SW:	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	All Year	(F)Federal Grant - \$3,000	Criteria: All LAP-3 reports including dual language learner checklist, lesson plans, student portfolios----- -- 10/12/20 - On Track 01/16/20 - On Track

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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
1,7,8,9) (Target Group: PRE K,K) (Strategic Priorities: 2)				
<p>8. STAFF DEVELOPMENT- 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, Relationship Based Competencies (RBC), Child Plus.) Via zoom or online platforms.</p> <p>-----</p> <p>Resources Dr. Amodei, Counselor, Region XV, Dr. Barnes with the University of Texas Health Science Center (UTHSC), BCFS Consultant, Nutritionist Training, Physical Fitness Training, Bus/Pedestrian & Safety Training, E-DECA trainings, CLASS Trainings, Bureau of Education Resource (BER), Conscious Discipline curriculum/training, Second Step curriculum, Love and Logic parent curriculum. (Title I SW: 4) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Campus Administrators, Cluster/Department Leaders, Counselors, Reliable Staff (CLASS), Teachers	All Year	(F)Federal Grant - \$15,000, (F)Title I - \$0, (S)Local Funds - \$3,200	<p>Criteria: GoSignMeUp reports, staff development plan, sign-in sheets, Form 9 Report, Occupational Therapist evaluation.</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>9. RECRUITMENT- Recruit and retain highly qualified instructional staff by offering opportunities and support to obtain professional development including CLASS, CDA certification, mentoring, and observations in order to meet academic achievement standards for all students.</p> <p>-----</p> <p>Resources **Conscious Discipline training and DVD's,</p>	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Reliable Staff (CLASS)	All Year	(F)Federal Grant - \$2,000	<p>Criteria: GoSignMeUp, Professional Development Plan, SST Documentation, Walk through documentation</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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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
CLASS trainings, Teacher Time Mini Series, ECKLC, professional development conferences and trainings, CDA training kits and books, Mini-Ipads, Practice Based Coaching (PBC), T-TESS, CORE Team, Child Study Team (Title I SW: 3,4,5) (Target Group: PRE K,K) (Strategic Priorities: 1)				
<p>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.</p> <p>-----</p> <p>Resources **Child Plus training, staff development conferences, trainings and substitutes, CLASS monitoring tool, CLASS Training Suites(ECKLC), CLASS observation schedules, LAP-3 training by Kaplan, checkpoint data with teachers, Practice Based Coaching (PBC), Conscious Discipline training/curriculum. (Title I SW: 2,8,9) (Target Group: PRE K) (Strategic Priorities: 1)</p>	Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS)	September, January, April	(F)Federal Grant - \$5,000	<p>Criteria: ChildPlus, Completed CLASS forms, Education Action Plans, Feedback forms</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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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
<p>1. POSITIVE REINFORCEMENT- 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.</p> <p>-----</p> <p>Resources Conscious Discipline Consultant, walk through documentation, positive reinforcement and participation citizenship recognition, reward boards, treasure chest (per semester), Student Support Team (SST), six weeks awards and prizes, Love & Logic parental curriculum. (Title I SW: 1,2,4,6,8) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	All Year	(F)Federal Grant - \$10,700	<p>Criteria: Walk through documentation, student behavior reports</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>2. Implement and monitor effective strategies in all classrooms to positively impact student behavior throughout the school year. Via zoom</p> <p>-----</p> <p>Resources Professional development and training with presenter, Bureau of Education and Research Cathy Morris, Conscious Discipline curriculum, safe place materials, counselor staff development and class trainings, Second Step curriculum, Love & Logic parental curriculum. (Title I SW: 1,2) (Target Group: PRE K) (Strategic Priorities: 1)</p>	Counselors, Region 15, Teachers	All Year	(F)Federal Grant - \$7,000	<p>Criteria: Calming techniques, safe place, reward board, classroom rules posters, treasure box</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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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 2021, 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
<p>1. MENTAL HEALTH EDUCATION- 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, 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. As per CDC guidelines</p> <p>-----</p> <p>Resources **Family and Community Social Worker, Counselor, Mental Health Consultant, flyers, pictures, activity schedule, Red Ribbon materials, Drug Awareness Consultant, BCFS guest speaker, school mascot, Conscious Discipline, Second Step curriculum. (Title I SW: 1,2,4,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Campus Administrators, Counselors, Teachers	All Year	(F)Federal Grant - \$1,500, (S)Local Funds - \$1,200	<p>Criteria: Lesson plans, homework, sign in sheets</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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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 4.** Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	Sept. 2020-Sept. 2021		Criteria: Attendance logs, lesson plans, student packets 10/12/20 - On Track 09/01/20 - On Track
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021		Criteria: Distribution logs 09/01/20 - On Track
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs 09/01/20 - On Track
4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs 09/01/20 - On Track

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- 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 2021, 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
<p>1. STAFF DEVELOPMENT /TRAININGS- 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, CPI/TBSI, School Readiness Plan, Teacher Sensitivity, ECKLC, Center for Learning and Instruction (CLI)/Child Development Associates (CDA), Conscious Discipline, Second Step curriculum, Love & Logic Parental Curriculum, Program Governance Training, PFCE credential training, Write out of the Box staff training. Training will be virtual training.</p> <p>-----</p> <p>Resources **Presentation material, Fine Motor staff training, Head Start Outcome Framework Early Learning binder, CLASS DVDs & online resources, Conscious Discipline, Love and Logic, Second Step curriculums. (Title I SW: 1,4,10) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	All Year	(F)Federal Grant - \$3,500	<p>Criteria: Sign-in sheets, pictures, presentation evaluation -----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
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) (Strategic Priorities: 1)	Directors	Ongoing	(F)Title IIA Principal and Teacher Improvement	<p>Criteria: HQ Report</p> <p>10/12/20 - On Track 10/12/20 - On Track 01/16/20 - On Track</p>
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) (Strategic Priorities: 1)	Campus Administrators	Ongoing	(F)Title IIA Principal and Teacher Improvement - \$1,500	<p>Criteria: HQ Report -----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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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 2021, 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.

[illegible]

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 2021, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Encourage parents to participate in specialized School Readiness trainings including Family Literacy Festivals (Fall & Spring), Policy Council meetings, Parent Committee meetings, Fatherhood training, Books on the Move Reading Program, Student Fine Arts Showcases, Science Fair, Kinder Readiness Academies, Love & Logic curriculum, Early bird classroom activities. Via remote access</p> <p>-----</p> <p>Resources</p> <p>**Newsletters, special guests, reminder notes, events calendar, marquee, cordless mic, canvas, paints, music, brushes, stands, smocks, watercolors, parent computers & printers (library), School Readiness Assessment process, School Readiness Plan, OWL Family Newsletter, LAP-3 reports, projection screen, program banners, and all call. (Title I SW: 1,6,7) (Target Group: PRE K,K)</p>	Campus Administrators, Parents, Teachers	All Year	(F)Federal Grant - \$1,800, (S)Local Funds - \$300	<p>Criteria: School/Family Compact, In-Kind, Visitor's Log</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>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 1500 read from students in a class will receive an pizza party, 2500 total books will receive field trip to county library and a class picnic, 3500 total books will receive a after school McDonalds party. CDs and Read Alouds will be provided for all classrooms. Due to COVID, online books are read through MyON. Librarian keeps track of each student and parents number of books read.</p>	Campus Administrators, Librarian, Parents, Teachers	October thru May	(F)Federal Grant - \$3,000	<p>Criteria: Library In-Kind, Class Check-Out Rosters</p> <p>-----</p> <p>10/12/20 - Pending 01/16/20 - On Track</p>

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 2021, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>-----</p> <p>Resources</p> <p>**Library, replenished library books, class check-out rosters, medals, class incentives, juice and cookies, Disney movie license, certificates, printer cartridges, costumes, DVDs, student field trips, transportation. (Title I SW: 1,6) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>				
<p>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, Comprehensive Needs Assessment (CNA), LPAC, CIP, curriculum development meetings, Self Assessment, School Readiness Plan as well as participate in Love and Logic parent curriculum. Via digital platform.</p> <p>-----</p> <p>Resources: Educational tools for Policy Council meetings and parent committee meetings, Policy Council meetings, CIP, CNA, LPAC, Self Assessment, School Readiness Plan, Love & Logic parent curriculum, Early Learning Outcome Framework(ELOF), appreciation supply tokens. (Title I SW: 6) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Family Community & Engagement Coordinator, Parents	All Year	(F)Federal Grant - \$3,500	<p>Criteria: In-kind, Planning Notes, Pictures, Committee Meeting Planning Form</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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
<p>1. Provide parent trainings at least 3 per month with a variety of presenters on topics indicated on parent survey at registration and family outcome checklist to include Math focused lessons, Kinder Readiness, Fatherhood Initiatives, Title I, Bilingual ESL, Migrant Services, Nutrition, O.W.L., Family literacy/math festivals, Health and Fitness, Mental Health, money management, parenting skills, financial and school Readiness.</p> <p>-----</p> <p>Resources **Program staff, ChildPlus report, Area Specialist, teachers, counselor, Fatherhood Council, O.W.L. resources, educational manipulatives, Legos, building manipulatives, School Readiness Plan, materials, prizes, snacks, Love & Logic, monthly Financial Literacy trainings for parents. (Title I SW: 1,2,6) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Counselors, Family Community & Engagement Coordinator, Teachers	September thru May	(F)Federal Grant - \$1,500, (F)Title I - \$500	<p>Criteria: Sign-in sheets, pictures, meeting agenda, training schedule -----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>2. Volunteers are informed of their rights, responsibilities, campus procedures, and guidelines through an ongoing 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.</p> <p>-----</p> <p>Resources **Head Start standards, background checks, confidentiality statement, TB test results,</p>	Campus Administrators, Family Community & Engagement Coordinator, Teachers	October	(F)Federal Grant - \$500	<p>Criteria: Finished handbooks, sign-in sheets, volunteer training log, pictures -----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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
volunteer handbooks, multimedia equipment, parent activity room, resources, equipment (Title I SW: 6) (Target Group: PRE K,K)				
<p>3. Provide Family Service personnel with appropriate training related to parents and families including training, Love & Logic parent curriculum, as well as ongoing Head Start trainings for PFCE framework (Family Outcome Framework).</p> <p>-----</p> <p>Resources **Presentation materials, credential trainings, HS FCE training suite, Region XV, Family Outcome Survey results, T&TA Plan, School Readiness Plan, Teaching & Learning training, Love & Logic parent curriculum. (Title I SW: 6,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, ED Coordinator, Family Community & Engagement Coordinator	All Year	(F)Federal Grant - \$2,900	<p>Criteria: Sign-in sheets, pictures, certificates</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>4. Health and Safety staff will maintain a CPR, Vision, and Hearing instructor certification. All staff with Health physical, TB test, CPR and first aid training as required by Head Start.</p> <p>-----</p> <p>Resources **Training manuals and books, mannequins, mouth pieces, renewal cards, updated CDs for CPR training (English and Spanish), TB test result. (Title I SW: 4) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Cluster/Department Leaders, Health, Safety & Nutrition Coordinator	January	(F)Federal Grant - \$2,500	<p>Criteria: Sign-in sheets, certification cards</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>5. Provide bus monitors training in the use of seat belt cutters, basic first aid and CPR, Bus/Pedestrian Safety. Teachers, assistants, parents and students are trained twice a year on Bus/Pedestrian Safety. Annual crossing guard training.</p>	Campus Administrators, Teachers, Transportation Coordinator	August / September, January	(F)Federal Grant - \$500	<p>Criteria: Sign-in sheets, pictures</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

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- 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
<p>-----</p> <p>Resources</p> <p>**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) (Strategic Priorities: 2)</p>				
<p>6. Provide staff members trainings to enhance their proficiencies to include topics in Math, Science, Music, Literacy, Special Needs, Technology, CLASS Mini suites, English Language Learners (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, Head Start coaching and mentoring for new teachers Practice Based Coaching (PBC).</p> <p>-----</p> <p>Resources</p> <p>**Head Start Act & Standards, Implementation Plans, Head Start Monitoring System, CLASS Minisuites, Conscious Discipline, T&TA Plan, Consultants, Second Step Curriculum, Child Plus training, Mental Health Motivational Speaker, ECKLC (Teacher time) (Title I SW: 1,4) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	Campus Administrators, Computer Aides, Family Community & Engagement Coordinator, Teachers	All Year	(F)Federal Grant - \$3,000	<p>Criteria: GoSignMeUp, certificates, sign-in sheets</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>7. Provide training to all staff on the referral process/child study process when student and/or family needs are identified.</p> <p>-----</p> <p>Resources</p>	Campus Administrators, Counselors, Teachers	All Year	(F)Federal Grant - \$1,000	<p>Criteria: Sign-in sheets, Referral forms</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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
**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) (Strategic Priorities: 1)				

IRENE C CARDWELL ELEMENTARY

Goal 3. Campuses shall maintain an attendance rate of 96% or higher for students and staff to meet district goal. Head Start goal 85%.

Objective 1. (Head Start) By June 2021, 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
<p>1. In order to improve and maintain attendance rates, the Attendance Committee will meet monthly to monitor or as needs are identified to carry out proper attendance procedures including referrals, parent conferences, SST's, home visits, and letters sent home and Child Plus.</p> <p>-----</p> <p>Resources **ChildPlus reports, Skyward reports, attendance procedure forms, parent school compact, attendance folder and special conference form (Title I SW: 1,6,9,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Teachers	All Year		<p>Criteria: Attendance records, SST Documentation, Attendance Procedure Form, Parent/School Compact, Parent Conferences, Home Visits, Parent Contact Log -----</p> <p>10/12/20 - On Track 01/15/20 - On Track 01/15/20 - Significant Progress</p>
<p>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, movie, snacks, field trips.</p> <p>Resources **Castle bounce, Jett Bowl, Mr. Gattis, prizes, hats, certificates, medals, snacks, movie, attendance rosters, traveling trophy, Attendance Procedure Form, public performance site license, donated 6 weeks bikes (female and male) and donations for parent incentives. (Title I SW: 1,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Librarian	October, November, January, February, April, May	(F)Federal Grant - \$1,700	<p>Criteria: Evaluation survey</p> <p>10/12/20 - On Track 10/12/20 - On Track 01/15/20 - On Track</p>

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 SFDRICISD school board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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, parents, teachers and the school support staff.</p> <p>-----</p> <p>Resources **Monthly menus, Health reports, Monthly USDA report, certificates/plaques, agenda, meeting minutes, presentations, lunch provided (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Family Community & Engagement Coordinator, Health, Safety & Nutrition Coordinator	October, January, April	(F)Federal Grant - \$450	<p>Criteria: Sign-in sheets, Meeting minutes, Pictures</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>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.</p> <p>-----</p> <p>Resources **Head Start binder, Program Governance training manuals & DVDs, webinars, webmasters, multimedia equipment, counselor, T&TA Plan, miscellaneous cost (lunch provided) (Title I SW: 4,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Counselors, Curriculum Coordinators, Family Community & Engagement Coordinator	September, December, March	(F)Federal Grant - \$2,500	<p>Criteria: Sign-in sheets, pictures, meeting agenda, volunteer training log, certificate of training</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>3. Work with district maintenance and security staff to align the campus' EOP with the district's Emergency Operation Plan (EOP).</p>	Campus Administrators, Cluster/Department Leaders, Counselors	May		<p>Criteria: Completed campus EOP, drill logs</p> <p>-----</p>

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 SFDRICISD school board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>-----</p> <p>Resources</p> <p>**HeadStart standards, campus EOP, district's EOP (Title I SW: 1,8,9) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>				<p>10/12/20 - On Track</p> <p>01/16/20 - On Track</p>
<p>4. Maintain mandatory Team Leader meetings twice a month and/or as needed to discuss school needs and/or professional development.</p> <p>-----</p> <p>Resources</p> <p>**Meeting agendas, sign in sheets, handouts (Title I SW: 1,4,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	Campus Administrators, Cluster/Department Leaders	August - June		<p>Criteria: Sign-in sheets, committee meeting agendas, meeting minutes</p> <p>-----</p> <p>10/12/20 - On Track</p> <p>01/16/20 - On Track</p>
<p>5. Maintain mandatory weekly committee meetings and monthly coordinator meetings or any scheduled support meetings to provide information and provide professional development as needed. Staff meetings once a month.</p> <p>-----</p> <p>Resources</p> <p>**Meeting agenda, minutes, Child Plus Reports, Review of Head Start protocol, handouts, sign in sheets (Title I SW: 1,4,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	Campus Administrators, Cluster/Department Leaders, Teachers	All Year		<p>Criteria: Signed planning form, completed lesson plans, completed forms as needed</p> <p>10/12/20 - On Track</p> <p>01/16/20 - On Track</p>

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
<p>1. Provide opportunities to enroll and maintain waitlist for all eligible 3 and 4 year old children including 10% of students with disabilities within the community into the Head Start/PK programs. Recruiting for 10% disabilities from students Language Lab, ECSE, and community.</p> <p>-----</p> <p>Resources **ChildPlus, Registration Packet, Parent-Teacher Conference forms and Attendance Procedure forms, scanners (Title I SW: 1,10) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	Cluster/Department Leaders, Counselors, ECI, Family Community & Engagement Coordinator, Teachers	All Year	(F)Federal Grant - \$4,000	<p>Criteria: Student folders, flyers & brochures, TV advertisements, public service announcements, school marquee</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>2. Assign an initial placement for all eligible students enrolled to appropriate classrooms based on their home language survey and Pre-LAS Oral Language test results with LPAC recommendation and parent consent.</p> <p>-----</p> <p>Resources **Pre-LAS Assessment & results in English and Spanish, Home Language Survey, student folders, class rosters, LPAC student folders, Bilingual Assessment Logs, LPAC recommendation and parent consent. (Title I SW: 8,10) (Target Group: PRE K,K)</p>	Campus Administrators, ECI, ELD Advocates, ELPAC Committee	All Year		<p>Criteria: Enrollment cards, Woodcock-Munoz Assessment, Class Rosters</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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 2021, numerous transition activities will have been provided for all students entering and leaving the prekindergarten program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide Head Start/ Pre-kindergarten transition activities into the Head Start Program from home, and ECI. In addition provide transition activities from Head Start Program to Kindergarten respective SFDRCISD elementary campuses. Examples: Transition trips, transition pep rally, transition 3 year olds to 4 year old classrooms.</p> <p>-----</p> <p>Resources **Elementary Field trips, pep rallies, parent trainings from elementary school representatives, buses, student t-shirts for safety identification, name tags, transition-focused classroom activities, transition rosters, pom poms, school band, refreshments. (Title I SW: 1,7,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Campus Administrators, Counselors, Teachers	August, May	(F)Federal Grant - \$1,110, (S)Local Funds - \$500	<p>Criteria: Lesson plans, Permission slips, ARD minutes, IEP's, Pictures, Language experience activities, Field trip schedules</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>2. Teachers and assistants conduct required home visits prior to starting school program year or within 2 weeks of enrollment. First parent conference conducted in November. In January, conduct 2nd home visit and in May, conduct 2nd parent conference to register students for 2nd year Prekindergarten or Kindergarten.</p> <p>-----</p> <p>Resources **Welcome packet, enrollment cards, parent conference forms, local travel expense statement, time sheets, substitutes, home visit packets (Title I SW: 1,7) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Counselors, Teachers	All Year	(F)Federal Grant - \$3,300	<p>Criteria: Home visit and parent conference half sheets</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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 2021, 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
<p>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).</p> <p>-----</p> <p>Resources **Student files, ChildPlus software, health forms, Nurse SST's, wellness check-up form (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Health, Safety & Nutrition Coordinator	All Year	(F)Federal Grant - \$1,560	<p>Criteria: All completed health forms, health committee meeting minutes</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>2. Provide follow up services for students who failed routine screenings and provide/offer referrals and assistance with appointments, counseling, etc.</p> <p>-----</p> <p>Resources **Registration packet, Parent-teacher conference forms and Attendance Procedure forms, Referral forms, Student Screening Monitoring Form, ChildPlus reports, Nurse SST meetings with parents (Title I SW: 1,6,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Health, Safety & Nutrition Coordinator	All Year		<p>Criteria: Required health reports, health committee meeting minutes, referral forms</p> <p>-----</p> <p>Quarterly Compliance Review</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>3. Provide all students with in-school vision, hearing, height, weight, blood pressure. (Student dentals & physicals administered out of school once a year.)</p> <p>-----</p> <p>Resources Screening reports, paper eye covers, Child plus monitor and referrals (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities:</p>	Health, Safety & Nutrition Coordinator	All Year	(F)Federal Grant - \$500	<p>Criteria: Required health reports</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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 2021, 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)				
<p>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.</p> <p>-----</p> <p>Resources **Health & Safety checklist, Classroom Cleaning checklist, fire drill log, tooth brush containers, tooth brush and toothpaste, hand washing classroom lessons. (Title I SW: 9,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Health, Safety & Nutrition Coordinator	All Year	(F)Federal Grant - \$1,000	<p>Criteria: Completed logs & checklists</p> <p>-----</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>
<p>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.</p> <p>-----</p> <p>Resources **Staff records, ChildPlus and physical exam results (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Campus Administrators, Health, Safety & Nutrition Coordinator	October	(F)Federal Grant - \$3,500	<p>Criteria: Health records</p> <p>10/12/20 - On Track 01/16/20 - On Track</p>

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
<p>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.</p> <p>-----</p> <p>Resources **ChildPlus, Medication Log, 504 documentation, continuance form, doctor prescriptions/labels (Title I SW: 6,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	Campus Administrators, Health, Safety & Nutrition Coordinator	All Year		<p>Criteria: Medication Log, Parent Communication Logs, Sign-in sheets</p> <p>-----</p> <p>10/14/20 - On Track 01/16/20 - On Track</p>
<p>2. Maintain documentation to monitor reported injuries and dispensation of medications under lock and key.</p> <p>-----</p> <p>Resources **ChildPlus, Dispensation Log, Authorization Waiver, Ouch Notes (Title I SW: 10) (Target Group: PRE K,K)</p>	Health, Safety & Nutrition Coordinator	All Year		<p>Criteria: Completed dispensation log, signed waivers, incident log</p> <p>-----</p> <p>10/14/20 - On Track 01/16/20 - On Track</p>
<p>3. Provide two trainings (one in Fall and one in Spring) on understanding health records and requirements and procedures to all staff and parents. Nurses review 3015 report on Child Plus to review at committee meetings. (Title I SW: 6,10)</p>	Health, Safety & Nutrition Coordinator			<p>Criteria: Parent Communication Log, Sign-in sheet</p> <p>10/14/20 - On Track 01/16/20 - On Track</p>

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 2021, Irene Cardwell Head Start/Pre-K teachers will meet with district kindergarten teachers in order to collaborate on School Readiness plan as well as conduct learning walks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Irene Cardwell Head Start/Pre-K teachers will meet with district Kindergarten teachers collaborating, updating and aligning School Readiness Plan with vertical alignment. Resources: Lunch is provided (Title I SW: 1,7,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	All year		Criteria: Sign in sheets, agendas, School Readiness Plan 10/14/20 - On Track 01/16/20 - On Track
2. Irene Cardwell Head Start/Pre-K will work with district Kindergarten teachers to conduct Learning Walks at all campuses for all new Head Start/ Pre-K teachers to tour kinder classrooms. Kinder teachers will tour Cardwell teacher classrooms. (Title I SW: 7,8) (Strategic Priorities: 2)	Campus Administrators, Teachers	all year		Criteria: Sign in sheets, learning walk forms, agendas 10/14/20 - On Track 01/16/20 - On Track



Irene Cardwell Head Start 2020 - 2021 Program Goals Program Data- Year 2

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure or Effect	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (1) The Irene Cardwell Head Start Program will enhance children's language development.	The Program will continue to implement a high quality state-adopted curriculum that focuses on early literacy, numeracy, and oral language development. Begin the process of adopting a new curriculum that focuses on all Domains of Child Development and Implement in year 3.	The ICHS Program teachers will implement the OWL curriculum with fidelity to increase student vocabulary, letter and letter sound knowledge. Use recommended strategies such as Building Voc., Letter Knowledge, Early Math & Children's Talk as documented in T/TA Plan.	SRG(5-6) Child will speak in complete sentences using conversational rules of spoken language while increasing ability to use more complex sentences with proper syntax order (adverbs, adjectives, etc.). SRG(7) Children will show progress in naming at least 20 uppercase and 20 lowercase letters, associating 8-12 sounds and identifying at least 10 sight words. SRG(8) Children will name numerals 1-20 and count to 50 . (SRP Impacts- Literacy, Oral Lang. Dev. & Mathematics)	Effect	LAP-3 Data OWL Review and Check Progress Monitoring Data Practice Based Coaching Data Curriculum Fidelity Assessment
	The ICHS Program will design and implement a training plan to include parent trainings focused on early literacy, numeracy, and oral language development.	The ICHS Program will encourage parent participation in all special events that focus on early literacy, numeracy, and oral language development such as Literacy & Math Festivals, Family Literacy Program, Science Fair, Families Reading Together, Reading Readiness Academy, ABC123 Saturday Camp.	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Impacts- Families as Lifelong Educators & Learners)	Effort & Effect	Parent Surveys, Event sign-in logs, event flyer.

Current Challenges experienced by the program in achieving these goals were:

1. Limited engagement when students aren't involved
2. Priorities of parents not aligned with needs assessment.

Justification for modifications to objectives:
 A greater focus on Math Knowledge and Skills has been embedded within the teaching scope of the



Irene Cardwell Head Start

2020 - 2021 Program Goals

Program Data- Year 2

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (2) The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program.	(A) The ICHS Program will design, implement and monitor a training plan to include parents, staff, and children that focuses on mental health, health & safety, and family well being.	The ICHS Program will provide specialized classroom lessons that focus on health and dental hygiene, nutrition, and safety to staff, families, and children. The program will contract with a local nutritionist or dietician to provide services.	SRG(13) Children will demonstrate a growing awareness of being able to follow basic health, nutrition, and safety rules, fire safety, pedestrian, and traffic safety, and be able to recognize potentially harmful objects, substances, and activities. (PFCE Impact- Family Well Being & Families as Learners)	Effort and Effect	Lap-3 Data Child Plus Reports T/TA Plan & MOU's Training Surveys and Sign in Logs Training Handouts/ Agendas/ Minutes
	(B) 100% of the ICHS program families will receive appropriate recommended services that correlate to health, safety, and family well being. As needs arise and become identified through the monitoring process.	Through the Student Support Team process the ICHS program will refer families to appropriate agencies to ensure that needs are being addressed. Love & Logic Parental Curriculum Implementation Implementation of Financial Literacy Program	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Impacts- Families as Lifelong Educators; Families Connections to Peers and Community)	Effort	SST- Doc. Referral Forms PFCE Data Reports Family Outcomes Form
Current Challenges experienced by the program in achieving these goals were: 1.Create specialized learning opportunities prioritizing outreach efforts. 2. Limited resources within the rural community to meet needs of the family, policy accepting only U.S. documentation 3. Work schedules, transportation, no insurance, parent follow thru of not turning in documentation Justification for modifications to objectives: Specialized PFCE data reports required to identify specific needs.					



Irene Cardwell Head Start 2020 - 2021 Program Goals Program Data- Year 2

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (3) The Irene Cardwell Head Start Program will enhance the quality of relationships within families.	(A) The ICHS Program will create a training plan to deliver monthly trainings to parents in Eng. / Span. using the appropriate curriculums and resources. (B) The ICHS Program will implement its monthly training plan to inspire and encourage high quality positive interactions between the child and their family throughout the year.	The ICHS Program's Fatherhood Council will schedule and implement planned trainings for fathers that focus on Literacy, High Quality Relationships, and Family Fitness. Will also provide parents with additional specialized training focusing on discipline, parenting, and peer-to-peer family relationships.	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Framework-Parent and Child Relationships) (PFCE Framework-Families Connections to Peers and Community)	Effort and Effect	Parent Surveys & Testimonials Child Plus Tracking Reports Campus Improvement Plan Training Surveys and Sign in Logs Training Handouts/ Agendas/ Minutes
Challenges experienced by the program in achieving the goal were: 1. Limited engagement as a result of work schedules. 2. Cultural barriers Justification for creating an additional objective. Objective (B) was developed to support Goal (3) in increasing the quality and quantity of participation from both English and Non-English speakers.					



Irene Cardwell Head Start 2020 - 2021 Program Goals Program Impact - Year 2

Program Goal (BROAD)	Program Five Year Impact
<i>What does the program want to accomplish? Within Five Year Period</i>	<i>What possible impact will your program achieve at the conclusion of the five year grant period and what difference will it have made for children, families, and the community?</i>
GOAL (1) The Irene Cardwell Head Start Program will enhance children's language development.	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Children will continue to become more confident in expressing their feelings, and improve their communication with peers, adults, and their families thus improving the quality of relationships they have. * Children will continue to improve their communication skills as they transition from year to year into kindergarten and subsequent grades thereafter, demonstrating use of highly enriched oral language skills. * Children will continue to improve in reading fluency and comprehension, speakers, and leaders as they progress into higher grades such as third grade.
GOAL (2) The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program.	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Children's school attendance will continue to improve as they will demonstrate healthier habits, feel more confident in their relationships, and become more fit further enhancing their physical activity. The school environment will become a more positive, secure and safe place to learn on a daily basis. * Families will continue to become healthier participants of their community as they become more responsible in advocating for healthy family nutrition, and a safe and nurturing home environment for their family. * Families will become more knowledgeable about managing finances and be able to reach financial security as they will have more time available to search for a job as well as maintain one since their children will be able to attend school regularly and consistently.
GOAL (3) The Irene Cardwell Head Start Program will enhance the quality of relationships within families.	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Stability and unity in the families will continue to improve as parent and child relationships improve. High quality interactions will continue to enhance children's experiences therefore improving their overall development including oral language, social emotional, and physical development. * Children will continue to benefit from the high quality learning opportunities that come from their engagement in their families. As their interactions improve so will their skills and concepts in book and print, literacy, math, and science.

Irene C. Cardwell Elementary School	2020	2019	2018	2017	2016	2015	2014	2013
Job Satisfaction and Engagement								
I like the work I do.	100%	100%	100%	99%	100%	98%	100%	98%
On most days I feel good about what I have accomplished.	100%	98%	100%	97%	97%	98%	95%	92%
I understand what is expected of me in my job.	100%	97%	97%	94%	99%	98%	97%	94%
I would recommend my campus or department to a friend as a good place to work.	96%	94%	92%	79%	94%	88%	82%	73%
My job allows me to use my skills and abilities.	97%	96%	97%	90%	94%	92%	94%	94%
Working Conditions								
The hours I work are reasonable.	99%	94%	95%	93%	94%	99%	95%	86%
My workload is appropriate for my position.	92%	89%	90%	76%	84%	87%	76%	67%
I work in a environment that is safe.	79%	78%	81%	79%	96%	87%	90%	94%
I feel secure in my employment with this district.	98%	94%	90%	86%	99%	93%	94%	N/A
I have the equipment, tools, and supplies I need to do my job.	88%	90%	87%	78%	84%	86%	86%	92%
Relationship with Coworkers								
I can depend on my coworkers.	94%	91%	94%	83%	93%	94%	79%	88%
I like the people I work with.	98%	94%	99%	92%	99%	93%	92%	88%
I feel loyal to my immediate team or work group.	99%	96%	100%	95%	99%	95%	97%	94%
My team works well together.	96%	93%	94%	86%	94%	92%	85%	82%
Relationship with Supervisor								
My supervisor sets clear goals and objectives.	99%	94%	90%	72%	96%	86%	85%	80%
I get the training I need to do my job effectively.	93%	92%	86%	74%	79%	84%	76%	84%
I receive useful feedback n my job performance.	95%	91%	90%	76%	82%	82%	71%	71%
My supervisor provides the support I need with problems on the job.	92%	90%	88%	69%	88%	82%	79%	73%
I am allowed to make decisions within my scope of authority.	90%	86%	86%	64%	90%	81%	76%	71%
My supervisor makes timely decisions.	95%	93%	88%	77%	88%	86%	76%	82%
I can communicate openly and honestly with my supervisor.	94%	88%	90%	72%	93%	87%	76%	78%
My work is appreciated by my supervisor.	94%	91%	91%	73%	79%	86%	75%	73%
I trust my supervisor.	94%	90%	87%	68%	90%	88%	79%	71%
I like working for my supervisor.	96%	91%		73%	91%	87%	83%	77%
Campus Environment								
I get the information I need from campus leaders.	97%	93%	92%	87%	88%	95%	92%	82%
My campus is clean and properly maintained.	87%	85%	85%	77%	88%	84%	91%	83%
My principal is effective in leading my campus to achieve its goals.	97%	98%	90%	83%	92%	91%	94%	90%
My principal treats me with respect.	97%	97%	94%	75%	96%	91%	96%	88%
Curriculum and Instruction Support								
I have sufficient access to resources and materials.	96%	96%	88%	95%	80%	81%	100%	71%
I have sufficient access to instructional technology.	76%	72%	77%	53%	85%	58%	90%	94%
Teachers have a role in selecting instructional materials and resources.	88%	92%	81%	74%	75%	85%	85%	65%
Staff development provides teachers with useful knowledge and skills.	96%	96%	90%	89%	85%	88%	100%	94%
I am satisfied with resources for teachers with special populations.	80%	76%	81%	58%	58%	69%	90%	94%
Teachers are held to high professional standards.	96%	96%	90%	89%	100%	96%	95%	88%
I have the opportunity to collaborate with colleagues.	100%	100%	95%	95%	100%	96%	90%	76%
I am provided opportunities to learn from other teachers.	100%	96%	83%	95%	85%	85%	81%	65%
I receive feedback that can help me improve my teaching.	100%	100%	79%	89%	95%	81%	80%	88%
Teachers are involved in decisions about instructional issues.	92%	96%	80%	63%	85%	96%	85%	76%
Student Discipline Support								
The principal provides leadership in setting and maintaining behavioral standards for students.	92%	84%	87%	68%	80%	92%	95%	69%
Our students code of conduct is consistently and fairly enforced.	92%	68%	83%	68%	75%	85%	81%	71%
I am given appropriate assistance to resolve disciplinary problems in my classroom.	88%	72%	65%	68%	80%	88%	90%	59%