

# IRENE C CARDWELL ELEMENTARY

## **Campus Improvement Plan**

### **2019/2020**

*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 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.*

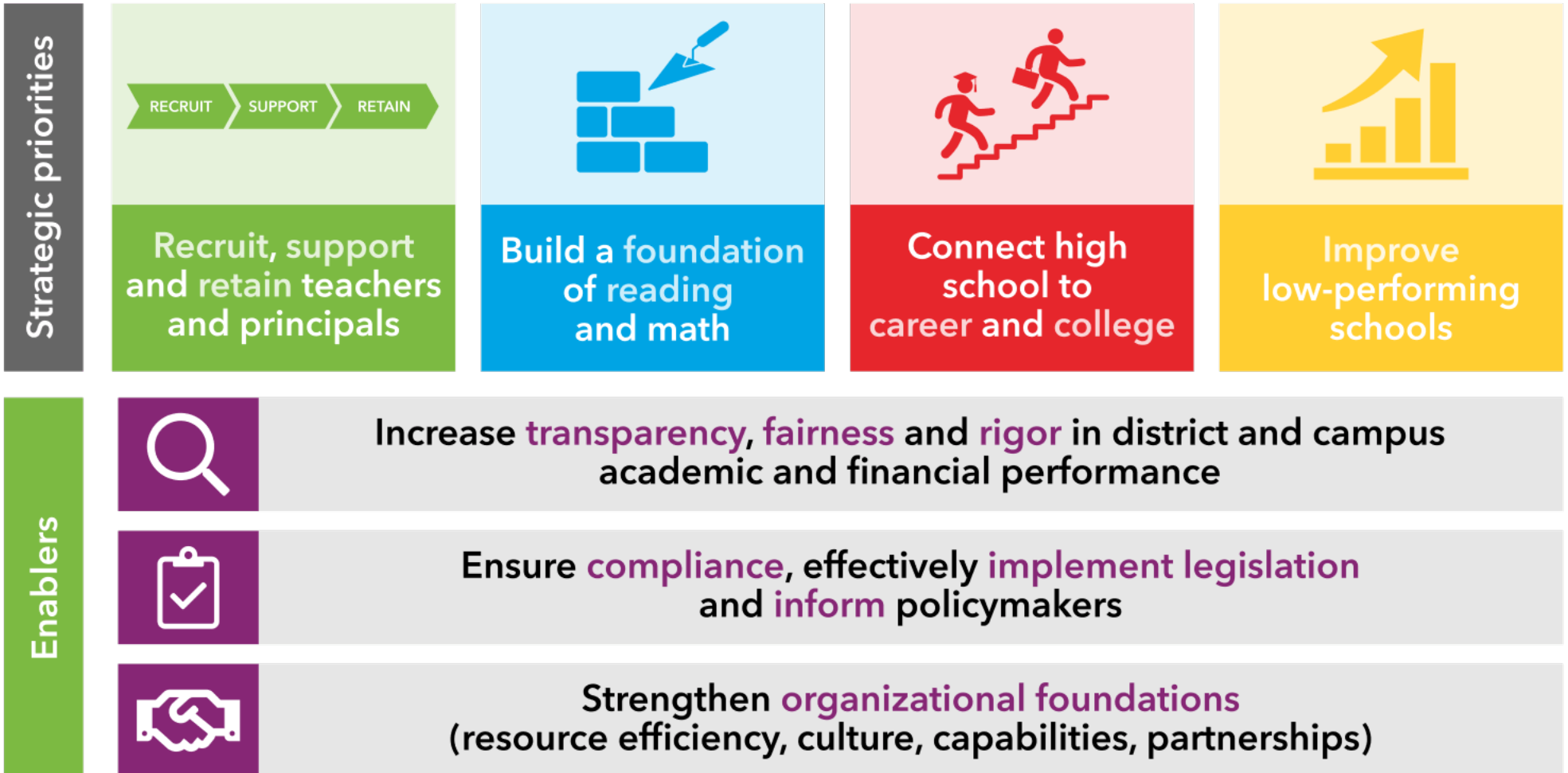
## **Vision**

*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.*

### 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.



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

# IRENE C CARDWELL ELEMENTARY Site Base

| Name                   | Position                                   |
|------------------------|--|
| Adams, Ruby            | Principal/Director                         |
| Dixon, Patricia        | Mental Health & Disabilities Coordinator   |
| Dominguez, Veronica    | Teacher Assistant                          |
| Escobedo, Faustina     | Teacher                                    |
| Fuentes, Maricela      | Parental Aide                              |
| Galindo, Sara          | Teacher                                    |
| Galvan, Velma          | Principal's Secretary                      |
| Garcia, Melissa        | Parent                                     |
| Gonzales, Diana        | School board member                        |
| Gutierrez, Chavell     | Instructional Aide                         |
| Kuechmann, Christopher | Community member                           |
| Martinez, Myriam       | Parent                                     |
| Padilla, Pam           | Assistant Principal/Head Start Coordinator |
| Rodriguez, Antonia     | Parental Aide                              |
| Rodriguez, Joanna      | Parent                                     |
| Webb, Linda            | School Board member                        |





## 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.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● ChildPlus data including enrollment/attendance</li> </ul>                                  | <ul style="list-style-type: none"> <li>● Technical and Training Assistance Plan (T/TA)</li> </ul>        |
| <ul style="list-style-type: none"> <li>● Program Information Report (PIR)</li> </ul>  | <ul style="list-style-type: none"> <li>● Program Self/Community Needs Assessment</li> </ul>              |
| <ul style="list-style-type: none"> <li>● PEIMS/Region XV</li> </ul>   | <ul style="list-style-type: none"> <li>● Federal forms for Military or Civil Service students</li> </ul> |
| <ul style="list-style-type: none"> <li>● Skyward Special Population Reports (504, Special Education, Bilingual, Migrant)</li> </ul> | <ul style="list-style-type: none"> <li>● Parental Engagement Plan/Kinder</li> </ul>                      |
| <ul style="list-style-type: none"> <li>● Parent/Staff surveys</li> </ul>  | <ul style="list-style-type: none"> <li>● Readiness Plan/Program Goals</li> </ul>                         |
|   | <ul style="list-style-type: none"> <li>● Head Start Standards</li> </ul>                                 |

## 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

- Multiple data resources including ChildPlus and Skyward
- MOU Community Interagency agreements
- Student Support Team (SST) improving to address family needs
- ERSEA reports monitoring/maintaining enrollment counts
- Ongoing recruitment and enrollment
- Multiple opportunities for parent trainings to address concerns
- Open communication between staff and parents
- Waiting list for students
- Active supervision
- 

### Needs

- Ongoing data report staff trainings
- ChildPlus training for para-professionals
- Head Start training for new employees/review for veterans annually
- Upgrade/remodel/relocate school facility to meet student demographic age
- More trainings (CLASS, discipline, ChildPlus, PBC, etc.)
- Attendance to 96%
- Offer more opportunities for parents to volunteer
- More health trainings for parents
- Offer parent trainings in Spanish
- Community and staff knowledge of the Head Start program

## Summary of Needs

- Update/remodel/relocate deteriorating school facility to student demographic age
- Community and staff knowledge of the Head Start program
- More staff trainings (Classroom Assessment Scoring System (CLASS), discipline, ChildPlus, Practice Based Coaching(PBC), etc.)
- Offer parent trainings in Spanish
- Encourage more parent volunteers to volunteer
- Increase attendance to 96%





## 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 | ● ARD, SST, IEP, 504 plan, Form 6 and Form 9 Growth report |
| ● Student Progress Monitoring Report                 | ● DECA Mental Health Screener and DECA and Burke report    |
| ● Pre-LAS reports (English/Spanish)                  | ● Program Assessment Monitoring Report                     |
| ● Kinder Readiness Plan                              | ● Weekly lesson plans                                      |
| ● Student work portfolios, journals                  | ● Curriculum alignment (federal and state guidelines)      |
| ● Professional Development Training Plan             | ● CLASS reports  |

## 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

- RTI days (data review/planning days)
- Multiple assessment report system
- including OWL Progress Monitoring Assessments
- School Readiness Plan
- Families Reading Together monthly events
- LAP-3 grouping and individualization
- Curriculum committee provides annual lesson plans
- Nine week Progress Monitoring Report Card
- School Readiness Committee (Pre-K and Kindergarten Collaboration)
- Kinder Readiness Academy (parent trainings)
- Attendance

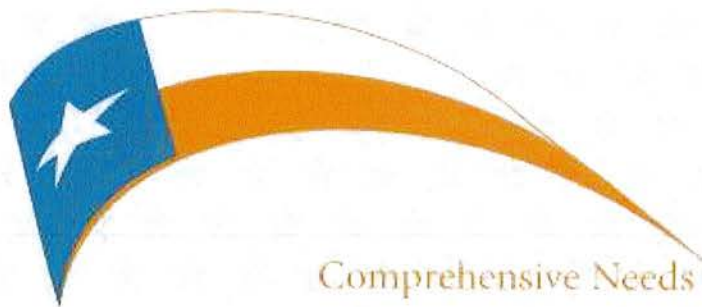
### Needs

- Differentiated instruction increase in all classrooms
- Before and after school tutorials
- Increase instructional time schedule
- Tracking of all students within district including bilingual students
- Age appropriate lesson activities and manipulatives
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## Summary of Needs

- Age appropriate lessons, activities, and manipulatives
- Increase instructional time
- Tracking of all students within the district including bilingual students





## Comprehensive Needs Assessment

### School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, 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)                                       | ● Staff committee planning meetings            |
| ● Home Visit and Parent-teacher conferences (each 2 x per year)                                    | ● Staff team building activities               |
| ● CLASS results  | ● Student Support Team to address family needs |
| ● Bus and Pedestrian Safety and Bus Evacuation Drills/Training for all staff, students and parents | ●  |
| ● Parent suggestion boxes throughout campus  | ●  |

## 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

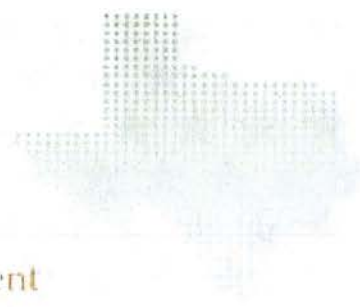
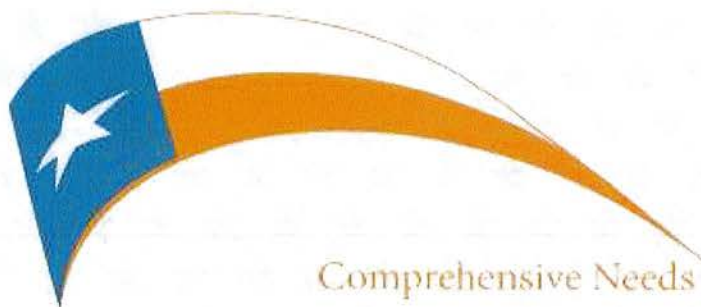
- Parental engagement activities
- Family Literacy Program (library)
- Open-door policy and welcoming environment
- Active Policy Council composed of parents, community representatives, and school board members
- Opportunities for student performances
- On-going parent and teacher communication
- Fatherhood engagement opportunities
- Multicultural awareness events
- Morning announcements
- Monthly staff mental wellness activities and 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
- Analyze the data from parent surveys to address family needs on a timely basis
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## Summary of Needs

- Increase parent volunteers
- Analyze the data from parent surveys to address family needs on a timely basis.
- vary the parent training schedule



## 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                        | ● Instructional Interventionalist                 |
| ● Team Leader/Mentor  | ● Go Sign Me Up report to track staff development |
| ● Campus and Kindergarten Learning Walks                            | ● Teacher planning collaboration                  |
| ● Local, state, and national professional development opportunities | ● CLASS reports                                   |
| ● District Grow Your Own Program                                    | ● CPR and First Aid training                      |



See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

## Findings/Analysis

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### Strengths

- All teachers certified in Early Childhood and/or Bilingual Education

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- Vertical alignment with HS/PK curriculum

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- Vertical alignment with Kindergarten TEKS

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- Parent involvement in weekly committee meetings

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- All staff is CPR and First Aid certified

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- Instructional assistants have 60 college credit hours in Early Childhood Education or CDA credential

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- Professional support including CLASS, TTESS and Coach/Mentor

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- Training for Practice Based Coaching (PBC), mentoring new employees

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### Needs

- Mentoring for new para-professionals

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- Head Start training for new employees

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- Head Start Performance Standards training for all staff

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- Special education training

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- Continue discipline training

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## Summary of Needs

- provide special education training

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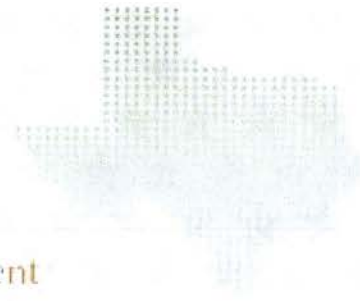
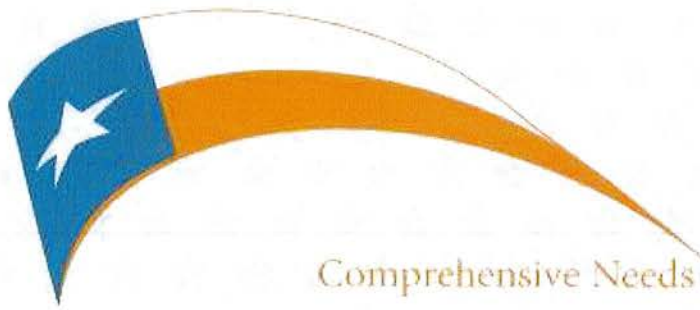
- Practice- Based Coaching plan for para-professionals

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- provide discipline training

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## 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 | ● Alignment of Head Start, Pre-K and Kindergarten state curriculum |
| ● Customized LAP-3 reports  | ● Head Start Outcomes (including bilingual students)               |
| ● Age appropriate curriculum and instructional materials                      | ● School Readiness Plan  |
| ● ARD, IEP, and SST interventions   | ● Enrichment labs  |
| ● OWL Timeline and Progress Monitoring assessments                            | ●  |

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 Assistance Plan
- Enrichment labs
- Practice-Based Coaching Plan
- Multiple literacy and kinder readiness programs

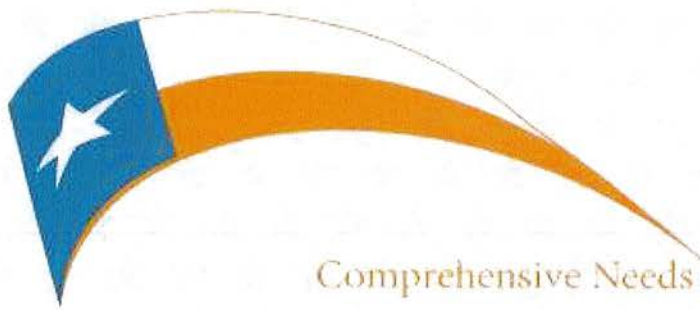
### Needs

- Revise student assessment schedule (OWL timeline)
- Bilingual health and safety lessons by health staff

● Tutoring

## Summary of Needs

- Revise student assessment schedule (OWL timeline)
- Design and implement bilingual lesson plans focusing on health and safety



## Comprehensive Needs Assessment

### 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                                | ● Parent surveys  |
| ● Health Services Advisory Committee (HSAC) meeting documentation | ● Interagency agreements /donations                           |
| ● Policy Council meeting documentation                            | ● Community Needs Assessment and CIP                          |
| ● Library book counts   | ● Parent training sign-ins                                    |
| ● School Readiness Activity Logs                                  | ● School and Family Compact and attendance procedure document |
| ● Individualized Partnership Plan                                 | ● Family Engagement Plan                                      |



See page 12 of the guide for probing questions related to Family and Community Involvement.

## Findings/Analysis

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### Strengths

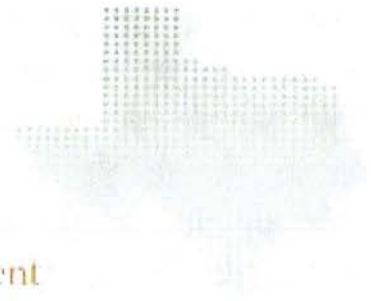
- Parent-teacher conferences and home visits (2 times per year and as needed)
- Monthly literacy training (Families Reading Together, Reading Readiness Academy and Fatherhood Engagement trainings)
- GED, Ingles Sin Barreras, Love and Logic Parenting Classes, and computer classes
- On-site parent training by community agencies
- Numerous interagency agreements meeting all content areas
- PFCE Staff consists of eight staff members
- Consistent activities generating in-kind throughout the school year

### Needs

- Provide parent trainings in the dominant language of the parents
- Staff training for the implementation of parenting education (Love & Logic)
- Updating information of campus website regularly
- Create an on-site parent resource center
- Provide parent survey analysis information
- Increase outreach in community to promote program awareness (public events)
- Incentives/recognition for parent engagement (door prizes, refreshments)

## Summary of Needs

- Updating information of campus website regularly
- Designate different areas on campus as parent resource centers and provide program information in all content areas and up-date as needed.
- Provide parent survey analysis information



## Comprehensive Needs Assessment

### 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  | ● Emergency Operations Plan   |
| ● Campus Committee Team Leader Meeting documentation | ● Campus map, Evacuation map, Organizational chart and drill log          |
| ● Classroom Master schedule                          | ● Campus Improvement Plan, School Readiness Plan & Family Engagement Plan |
| ● Student supervisory daily duty schedule (AM/PM)    | ● Daily campus communication  |
| ● Student Support Team meetings documentation        |   |



See page 13 of the guide for probing questions related to School Context and Organization.

## Findings/Analysis

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### Strengths

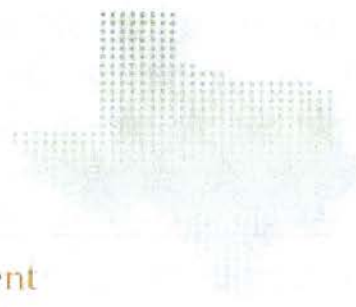
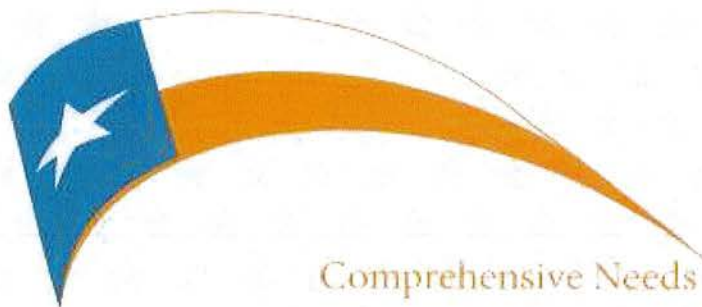
- Student Support Team meetings are held as needed to address student and family needs
- Instructional planning and implementation completed through committee meetings
- OWL timeline and Parent training schedule
- Updated Training and Technical Assistance Plan
- Playground facilities
- Scope and Sequence YAG

### Needs

- Monthly service monitoring meeting
- Update facility lighting, enclose bus and daycare pick up/drop off areas and add 8-foot fence around perimeter of school
- Communication speaker system for breezeways and playgrounds
- Support traction on classroom doors for safety
- Update outdoor water fountains
- 

## Summary of Needs

- Eight foot perimeter fence to be in federal compliance with student safety.
- Update outdoor water fountains
- 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.
- Update/replace all restroom heaters/air conditioners
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## 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
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## 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 | ● ChildPlus Web based program             |
| ● Technology Lab Sign-in logs          | ● Skyward Database program                |
| ● Computer app - Starfall Program      | ● Progress monitoring reports- Technology |
| ● Technology Inventory List            | ● Campus Technology Layout                |
| ● Library Catalog System               | ● Curriculum online resources             |

## Findings/Analyses

***"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

- High Speed Internet
- New teacher touch screen computers and Ipads
- About 50% of classrooms have projectors with projection screens and/ or smartboards
- Online CDA Training for all teachers through CLI Engage.
- OWL online resources with CDROMs
- Web-based assessments for LAP3/ OWL/ DECA
- 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

### Needs

- New computers for some teachers and support staff
- Child Plus training and access for para-professionals
- Facilitating access to district website for updating
- Child Plus Attendance inefficient on tablets
- Access to more color printers
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## Summary of Needs

- In-house, Child Plus training and access for para-professionals
- Access to more color printers
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## Demographics

Update/remodel/relocate deteriorating school facility to student demographic age  
Community and staff knowledge of the Head Start program  
More staff trainings (Classroom Assessment Scoring System (CLASS), discipline, ChildPlus, Practice Based Coaching(PBC), etc.)  
Offer parent trainings in Spanish  
Encourage more parent volunteers to volunteer  
Increase attendance to 96%

## School Culture and Climate

Increase parent volunteers  
Analyze the data from parent surveys to address family needs on a timely basis.  
vary the parent training schedule

## Curriculum, Instruction and Assessment

Revise student assessment schedule (OWL timeline)  
Design and implement bilingual lesson plans focusing on health and safety  
provide special education training

## School Context & Organization

Eight foot perimeter fence to be in federal compliance with student safety.  
Update outdoor water fountains  
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.  
Update/replace all restroom heaters/air conditioners

## Student Achievement

Age appropriate lessons, activities, and manipulatives  
Increase instructional time  
Tracking of all students within the district including bilingual students

## Teacher Quality

Practice- Based Coaching plan for para-professionals  
provide discipline training

## Family & Community Involvement

Updating information of campus website regularly  
Designate different areas on campus as parent resource centers and provide program information in all content areas and up-date as needed.  
Provide parent survey analysis information

## Technology

In-house, Child Plus training and access for para-professionals  
Access to more color printers

**Irene Cardwell Head Start /Pre-K**

**Campus Improvement Plan**

**Meeting Agenda**

**Wednesday, October 24, 2018**

- I. Introduction of members**
- II. Discussion of CIP requirements**
- III. Discussion of CIP contents**
- IV. Discussion of CNA/set date**
- V. Review CIP**
- VI. Questions?**





San Felipe Del Rio CISD  
Head Start/Pre-K Program  
CIP Meeting



DATE: October 24, 2018

**Sign In**

| Printed Name               | Signature             |
|----------------------------|-----------------------|
| Rufina Adams               | R Adams               |
| Liza Padilla               | Liza Padilla          |
| Patricia Dixon             | Patricia Dixon        |
| Faustina Escobedo          | Faustina Escobedo     |
| Sara Galindo               | absent                |
| Chavell Gutierrez          | Chavell Gutierrez     |
| Veronica Dominguez         | Veronica Dominguez    |
| Marisela Fuentes           | Marisela Fuentes      |
| Selina Salas               | Selina Salas          |
| Christopher Kuechmann      | Christopher Kuechmann |
| Diana Gonzales             | absent                |
| Linda Webb                 | absent                |
| Melissa Garza Garcia       | Melissa Garcia        |
| Johanna Rodriguez          | Johanna Rodriguez     |
| <del>Lizbeth Aguilar</del> | <del>_____</del>      |
| Velma Galvan               | Velma Galvan          |
| Myriam Martinez            | Myriam Mtz            |
| Antoniela Rodriguez        | Antoniela Rodriguez   |

## Agenda Item Input

### [CNA] Meeting

Date Submitted: February 20, 2019  
2:30-3:30 p.m.

Submitted by: Rufina Adams

Agenda Item (Short Title): Comprehensive Needs Assessment

Time Allotment: 60 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 Mid Year Review and Finalize

---

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:



# Sign-In Sheet

## Title I Comprehensive Needs Assessment

February 20, 2019

2:30-3:30 p.m.

Irene Cardwell

| Name - Print     | Role - principal, teacher, parent, etc. | Signature        |
|------------------|---|------------------|
| Myriam Tarfinez  | parent                                  | Myriam Mfr       |
| Ivan Martinez    | parent                                  | Ivan MIZ         |
| Santa Sandoval   | FSH                                     | Santa Sandoval   |
| Julie Ortiz      | PfCE                                    | Julie Ortiz      |
| Maricela Fuentes | PfCE                                    | Maricela Fuentes |
| Carla Santos     | PfCE                                    | Carla Santos     |
| Denifer Reyna    | PfCE                                    | Denifer Reyna    |
| Alva E Nieto     | Teacher                                 | Alva E Nieto     |
| Socorro Zarazua  | Aide                                    | Socorro Zarazua  |
| Paulina Sorola   | Aide                                    | Paulina Sorola   |
| Rebecca Torres   | Aide                                    | Rebecca Torres   |
| Ornela Blackburn | Teacher                                 | Ornela Blackburn |
| Maria Cardwell   | Aide                                    | Maria Cardwell   |

# Sign-In Sheet

## Title I Comprehensive Needs Assessment

February 20, 2019

2:30-3:30 p.m.

Irene Cardwell

| Name - Print       | Role - principal, teacher, parent, etc. | Signature          |
|--------------------|---|--------------------|
| Don Olivo          | teacher                                 | adi                |
| Seirina Salas      | CMT                                     | Seirina Salas      |
| Valerie Garcia     | CMT                                     | Valerie Garcia     |
| Margarita          | aid                                     | Margarita          |
| Maria Ocada        | aid                                     | m. Ocada           |
| Melinda Escamela   | Teacher                                 | Melinda Escamela   |
| Socorro Zapata     | aid                                     | Socorro Zapata     |
| Ketty Martinez     | Teacher Aide                            | Ketty Martinez     |
| Sandra Garino      | Teacher Aide                            | Sandra Garino      |
| Amanda Padilla     | Teacher                                 | A. Padilla         |
| Maria Saucedo      | Teacher                                 | Maria Saucedo      |
| Marisela Hughes    | Teacher                                 | Marisela Hughes    |
| Elizabeth Coronado | Librarian Assist                        | Elizabeth Coronado |



# Sign-In Sheet

## Title I Comprehensive Needs Assessment

February 20, 2019

2:30-3:30 p.m.

Irene Cardwell

| Name – Print         | Role – principal, teacher, parent, etc. | Signature            |
|----------------------|---|----------------------|
| Imelda Morales       | Bus Monitor                             | Imelda Morales       |
| Soraida Ramos        | Bus Monitor                             | Soraida              |
| Ma. Genoveva Zerucha | Bus Monitor                             | Ma. Genoveva         |
| Madre D. De Martinez | Bus Monitor                             | Madre D. De Martinez |
| Jasica Vasquez       | Bus Monitor                             | J.V.                 |
| Juanita A. Longoria  | Bus Monitor                             | Juanita A. Longoria  |
| Liliana Sandoval     | Bus Monitor                             | Liliana Sandoval     |
|                      |   |                      |
|                      |   |                      |
|                      |   |                      |
|                      |   |                      |
|                      |   |                      |
|                      |   |                      |
|                      |   |                      |














# Sign-In Sheet

## Title I Comprehensive Needs Assessment

February 20, 2019

2:30-3:30 p.m.

Irene Cardwell

| Name - Print        | Role - principal, teacher, parent, etc. | Signature   |
|---------------------|---|---|
| Juanita Sandoval    | Teacher                                 |  |
| Noelia Nino         | AIDE                                    |   |
| Shady Cardenas      | Teacher                                 |   |
| Ernie Cepetillo     | Aide                                    |    |
| Abelma Lapelle      | Aide                                    |    |
| M. Rodriguez        | T.A                                     |    |
| Eva Perez           | Sp. Ed. Aide                            |    |
| Stephanie Teran     | Aide                                    |    |
| Maria C. Gonzalez   | Sp. Ed. Aide                            |    |
| Tracena Guerra      | Deata Entry Clerk                       |    |
| Marcell Stuties     | Aide                                    |    |
| Paustina Escobedo   | Teacher                                 |    |
| Juanita A. Longoria | Bus Monitor                             |    |
















# Sign-In Sheet

## Title I Comprehensive Needs Assessment

February 20, 2019

2:30-3:30 p.m.

Irene Cardwell

| Name - Print        | Role - principal, teacher, parent, etc. | Signature   |
|---------------------|---|---|
| Veronica Ortiz      | T-Asst Aide                             |  |
| Cecilia Cera        | T-Asst Aide                             |  |
| Maria A. Cadena     | Bus Monitor                             |   |
| Isabel Capetillo    | Aide                                    |    |
| Stephania Capetillo | Aide                                    |    |
| Rogelio, Molano     | Nurse                                   |    |
| Pleus               | ASSISTANT                               |    |
| Robt Estred         | Aide                                    |    |
| Ariel Mader         | Teacher                                 |    |
| Veronica Dominguez  | Assistant                               |    |
| Melinda M. Bojardo  | Teacher                                 |    |
| Martye Fluth        | Teacher                                 |    |
| Yolanda McNamara    | Asst                                    |    |

# Sign-In Sheet

## Title I Comprehensive Needs Assessment

February 20, 2019

2:30-3:30 p.m.

Irene Cardwell

| Name - Print          | Role - principal, teacher, parent, etc. | Signature             |
|-----------------------|---|-----------------------|
| Amalia Barrera        | Assistant                               | Amalia Barrera        |
| Sara Deluna Galindo   | Teacher                                 | Sara Deluna Galindo   |
| Guadalupe Ortiz       | Teacher                                 | Guadalupe Ortiz       |
| Solomon Rodriguez     | Parent                                  | Solomon Rodriguez     |
| Jess Casarez          | Teacher                                 | Jess Casarez          |
| Vanessa Luna          | Teacher                                 | Vanessa Luna          |
| Elsa Escareno         | Assistant                               | Elsa Escareno         |
| Zulema Penaloza       | Assistant                               | Zulema Penaloza       |
| JOEIDE Esquivel       | Assistant                               | JOEIDE Esquivel       |
| Christopher Kuechmann | Community Council                       | Christopher Kuechmann |
| Rosario A. Ramirez    | Bus Monitor                             | Rosario A. Ramirez    |
| Aleida Cardenas       | Bus Monitor                             | Aleida Cardenas       |
| Frank Guzman-Webb     | Board VP                                | Frank Guzman-Webb     |



# Title I Comprehensive Needs Assessment

**2:30-3:30 p.m.**

[illegible]

# Title I Comprehensive Needs Assessment

**Irene Cardwell**

[illegible]

**Irene Cardwell Head Start /Pre-K**

**Campus Improvement Plan**

**Meeting Agenda**

**Wednesday, April 10, 2019**

- I. Review January meeting**
- II. Review each area of CNA**
- III. Update CNA**
- IV. Review CIP**
- V. Questions?**







San Felipe Del Rio CISD  
Head Start/Pre-K Program  
CIP Meeting



DATE: April 10, 2019

**Sign In**

| Printed Name          | Signature             |
|-----------------------|-----------------------|
| Rufina Adams          | Rufina Adams          |
| Liza Padilla          | Liza Padilla          |
| Patricia Dixon        | P. Dixon              |
| Faustina Escobedo     | absent                |
| Sara Galindo          | Sara Galindo          |
| Chavell Gutierrez     | Chavell Gutierrez     |
| Veronica Dominguez    | Veronica Dominguez    |
| Marisela Fuentes      | M. Fuentes            |
| Selina Salas          | Selina Salas          |
| Christopher Kuechmann | Christopher Kuechmann |
| Diana Gonzales        | absent                |
| Linda Webb            | absent                |
| Melissa Garza Garcia  | Melissa Garza Garcia  |
| Johanna Rodriguez     | Johanna Rodriguez     |
| Velma Galvan          | V. Galvan             |
| Antonela Rodriguez    | Antonela Rodriguez    |
|                       |                       |
|                       |                       |

## Agenda Item Input [CNA] Meeting

Date Submitted: April 10, 2019  
12:30-3:00p.m.

Submitted by: Rufina Adams

Agenda Item (Short Title): Comprehensive Needs Assessment

Time Allotment: 210 minutes

☒ Information Item

☒ Discussion Item

☒ Action Item

Background Information:

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

Additional Information/Notes:

2018-2019 Evaluating needs of our students at Cardwell Head Start/PK, Finalize CNA, Review of Data assessment results, Facility Needs of the campus

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

---

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:



# Sign-In Sheet

## Title I Comprehensive Needs Assessment

April 10, 2019

12:30-3:00 p.m.

Irene Cardwell

| Name – Print          | Role – principal, teacher, parent, etc. | Signature             |
|-----------------------|---|-----------------------|
| Ruby Adams            | Principal/Director                      | Ruby Adams            |
| Johanna Rodriguez     | Committee Chair                         | Johanna Rodriguez     |
| Sara O. Galindo       | teacher                                 | Sara O. Galindo       |
| Veronica Dominguez    | Assistant                               | Veronica Dominguez    |
| Melissa Garcia        | VP PC                                   | Melissa Garcia        |
| Christopher Kuechmann | PC Community                            | Christopher Kuechmann |
| Liza P. Padilla       | Asst. Director Head Start Corr.         | Liza P. Padilla       |
| Maurell V. Cruz       | Assistant                               | Maurell V. Cruz       |
| Myriam Martinez       | (Assistant) Packe.                      | Myriam Martinez       |
| Antonieta Rodriguez   | PfCE                                    | Antonieta Rodriguez   |
| Marivela Fuentes      | PfCE                                    | Marivela Fuentes      |
| Selina Salas          | CIA                                     | Selina Salas          |



# 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 2020, a positive campus climate will be promoted through the implementation of team building activities and motivational meetings and :

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 May 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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.



# 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 and STEAM initiative including STEAM, O.W.L., vocabulary grammar/letter walls, library books, journals, shared reading &amp; writing, whole/small group instruction, circle time, phonemic awareness &amp; numeracy, read alouds, enrichment labs (Fine Arts to include Music, Art and Theatre, Science, Literacy, Technology), Dr. Seuss Literacy Festival/Parade, Spring Math Festival, Arts performances, Fatherhood trainings, Families Reading Together, ABC-123 Saturday Camps, Books on the Move Community Reading Program, Family Literacy Program, Parent Reading Readiness and Outdoor interactive classroom.</p> <p>-----</p> <p>Resources<br/> **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, 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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>01/15/20 - On Track<br/> 01/15/20 - On Track<br/> 01/15/20 - On Track</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,   | Campus Administrators, Cluster/Department Leaders, Teachers | All Year | (F)Federal Grant - \$10,000, (S)Local Funds - \$1,000   | 01/15/20 - On Track   |



# 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>100 Days of school, Families in Action, transitional flash cards, ABC-123 Saturday Camps, Math manipulative kits and Outdoor interactive classroom.)</p> <p>-----</p> <p>Resources<br/> **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)</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 &amp; water exploration, Science Enrichment Lab vocabulary &amp; 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<br/> **O.W.L. Curriculum, books, enhance Science center furniture, lesson enrichment videos, Science vocabulary, Science lab telescope, classroom telescopes, cameras, more Starfall software, sand &amp; 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>Quarterly Compliance Review<br/> Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>01/15/20 - On Track<br/> 01/15/20 - On Track</p> |

# 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  |
|--|---|---------------|---|---|
| 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>-----</p> <p>Resources<br/> **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 (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,<br>(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>Quarterly Compliance Review<br/> Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>01/15/20 - On Track</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.  | Cluster/Department Leaders, Teachers                        | October - May | (F)Federal Grant - \$300  | <p>Criteria: Master schedule, pictures, sign-in sheets</p> <p>-----</p> <p>Quarterly Compliance Review<br/> Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019</p>  |

# 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>-----</p> <p>Resources</p> <p>**Curriculum supplemental binders &amp; 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)</p>   |   |          |                            | <p>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>01/15/20 - On Track<br/>01/15/20 - On Track</p>   |
| <p>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.</p> <p>-----</p> <p>Resources</p> <p>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)</p> | Directors   | All Year | (F)Federal Grant - \$1,000 | <p>Criteria: Technology Lab computers, projectors, MP3 Players</p> <p>-----</p> <p>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>01/16/20 - Some Progress<br/>01/16/20 - On Track</p>                  |
| <p>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.</p> <p>-----</p> <p>Resources</p> <p>LAP-3 data aggregation &amp; analysis reports, LAP-3 kit, license &amp; software, test booklets &amp; manipulatives, LAP-3 Grouping Report for 3 year old and 4 year old regular and 4 year old</p>   | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | All Year | (F)Federal Grant - \$3,000 | <p>Criteria: All LAP-3 reports including dual language learner checklist, lesson plans, student portfolios-----</p> <p>--</p> <p>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p> |



# 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   |
|--|--|----------|---|--|
| bilingual, binders, data days (Title I SW: 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 &amp; Gross Motor, Health &amp; 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.)</p> <p>-----</p> <p>Resources<br/>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 &amp; 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>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019 Jan. 2020 Yes or No Feb. 2020 April 2020 Yes or No April 2020</p> <p>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</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>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019 Jan. 2020 Yes or No Feb. 2020 April 2020 Yes or No April 2020</p>                                    |

# 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  |
|---|---|---------------------------|----------------------------|---|
| **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, 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)  |   |                           |                            | 01/16/20 - On Track   |
| <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</p> <p>**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>Quarterly Compliance Review</p> <p>Oct. 2019 Yes or No Dec. 2019</p> <p>Jan. 2020 Yes or No Feb. 2020</p> <p>April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p> |

# 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 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</p> <p>**Conscious Discipline, Bureau of Education and Research Cathy Morris, 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 &amp; Logic parental curriculum. (Title I SW: 1,2,8) (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>Quarterly Compliance Review</p> <p>Oct. 2019 Yes or No Dec. 2019</p> <p>Jan. 2020 Yes or No Feb. 2020</p> <p>April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p> <p>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.</p> <p>-----</p> <p>Resources</p> <p>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 &amp; 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>Quarterly Compliance Review</p> <p>Oct. 2019 Yes or No Dec. 2019</p> <p>Jan. 2020 Yes or No Feb. 2020</p> <p>April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p> |



# 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 3.** By May 2020, 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, 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.</p> <p>-----</p> <p>Resources<br/> **Family and Community Social Worker, Counselor, 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,<br>(S)Local Funds - \$1,200 | <p>Criteria: Lesson plans, homework, sign in sheets</p> <p>-----</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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 1.** By June 2020, 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 &amp; Act, Head Start Orientation, CLASS Mini Suites, Bus/Pedestrian safety, Nutrition/Health, Science, Curriculum, High Five Math, CPI/TBSI, School Readiness Plan, Teacher Sensitivity, ECKLC, Center for Learning and Instruction (CLI)/Child Development Associates (CDA), Conscious Discipline, Second Step curriculum, Love &amp; Logic Parental Curriculum, Program Governance Training, PFCE credential training, Write out of the Box staff training.</p> <p>-----</p> <p>Resources<br/>**Presentation material, Fine Motor staff training, Head Start Outcome Framework Early Learning binder, CLASS DVDs &amp; 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<br/>-----</p> <p>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p> |
| <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)</p>  | Directors  | Ongoing  | (F)Title IIA Principal and Teacher Improvement           | <p>Criteria: HQ Report<br/>-----</p> <p>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p>   |
| <p>3. Utilize Title II funds to reimburse teachers if they pass an exam and also reimburse for</p>   | Campus Administrators  | Ongoing  | (F)Title IIA Principal and Teacher Improvement - \$1,500 | <p>Criteria: HQ Report<br/>-----</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 1.** By June 2020, 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   |
|--|-----------------------|----------|--|--|
| mileage to increase highly qualified teachers.<br>(Title I SW: 5) (Target Group: PRE K)<br>(Strategic Priorities: 1)   |                       |          |  | Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track  |
| 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) (Strategic Priorities: 1)   | Librarian, Teachers   | Ongoing  | (F)Title IIA Principal and Teacher Improvement - \$500 | Criteria: HQ Report<br>-----<br>Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track          |
| 5. Teachers will complete CDA/CLI increasing teaching capacity in Early Childhood education and complete 90-120 hours and pay for CDA certification. (Title I SW: 4) (Strategic Priorities: 1,2)   | Campus Administrators | All year |  | Criteria: CDA/CLI summary reports<br><br>Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track |
| 6. Parent Family and Community Engagement staff will have an opportunity to receive family service credentials through Region XX for certification as required by Head Start Act and procedures.<br><br><br><br><br><br><br><br><br><br>Resources: Certificate of completion (Title I SW: 6) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,M,F,At |                       |          | (F)Federal Grant                                       | Criteria: Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track                                |



# 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 2020, 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 |
|---|-----------------------|----------|-----------|------------|
| Risk,PRE K) (Strategic Priorities: 4) (CSFs: 5) |                       |          |           |            |

# 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 2020, 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 &amp; Spring), Policy Council meetings, Parent Committee meetings, Fatherhood training, ABC-123 Saturday Camps, Books on the Move Reading Program, Student Fine Arts Showcases, Science Fair, PCM (parent committee meetings), Reading Readiness Academies, Love &amp; Logic curriculum, Early bird classroom activities.</p> <p>-----</p> <p>Resources</p> <p>**Newsletters, Fine Arts consultants/special guests, reminder notes, events calendar, marquee, cordless mic, canvas, paints, music, brushes, stands, smocks, watercolors, parent computers &amp; printers (library), School Readiness Assessment process, School Readiness Plan, OWL Family Newsletter, LAP-3 reports, projection screen, program banners. (Title I SW: 1,6) (Target Group: PRE K,K)</p> | Campus Administrators, Parents, Teachers            | All Year         | (F)Federal Grant - \$1,800,<br>(S)Local Funds - \$300 | <p>Criteria: School/Family Compact, In-Kind, Visitor's Log</p> <p>-----</p> <p>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>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 &amp; 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.</p> <p>-----</p> <p>Resources</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>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>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 2020, various opportunities will have been made available for parents to reinforce student educational outcomes.

| Activity/Strategy  | Person(s) Responsible  | Timeline | Resources                  | Evaluation  |
|--|--|----------|----------------------------|---|
| **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>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.</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 &amp; 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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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 4 per month with a variety of presenters on topics 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, Financial and School Readiness.</p> <p>-----</p> <p>Resources<br/> **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, snacks, ABC-123 Saturday camps, Love &amp; Logic, monthly Financial Literacy trainings for parents. (Title I SW: 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,<br>(F)Title I - \$500 | <p>Criteria: Sign-in sheets, pictures, meeting agenda, training schedule<br/> -----</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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<br/> **Head Start standards, background checks, confidentiality statement, TB test results, volunteer handbooks, multimedia equipment,</p>   | Campus Administrators, Family Community & Engagement Coordinator, Teachers             | October            | (F)Federal Grant - \$500                          | <p>Criteria: Finished handbooks, sign-in sheets, volunteer training log, pictures<br/> -----</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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   |
|--|---|-----------------------------|----------------------------|--|
| parent activity room, resources, equipment<br>(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 &amp; Logic parent curriculum, as well as ongoing Head Start trainings for PFCE framework (Family Outcome Framework).</p> <p>-----</p> <p>Resources<br/> **Presentation materials, credential trainings, HS FCE training suite, Region XV, Family Outcome Survey results, T&amp;TA Plan, School Readiness Plan, Teaching &amp; Learning training, Love &amp; Logic parent curriculum. (Title I SW: 6,10) (Target Group: PRE K,K)</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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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<br/> **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)</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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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> <p>-----</p>  | Campus Administrators, Teachers, Transportation Coordinator                               | August / September, January | (F)Federal Grant - \$500   | <p>Criteria: Sign-in sheets, pictures</p> <p>-----</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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   |
|--|--|----------|----------------------------|--|
| Resources<br>**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)  |  |          |                            |  |
| 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).<br><br>-----<br>Resources<br>**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) | Campus Administrators, Computer Aides, Family Community & Engagement Coordinator, Teachers | All Year | (F)Federal Grant - \$3,000 | Criteria: GoSignMeUp, certificates, sign-in sheets<br>-----<br>Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track |
| 7. Provide training to all staff on the referral process/child study process when student and/or family needs are identified.<br><br>-----<br>Resources<br>**Counselor, Referral forms, Head Start/PK Program Handbook, CORE Team, SST's,  | Campus Administrators, Counselors, Teachers  | All Year | (F)Federal Grant - \$1,000 | Criteria: Sign-in sheets, Referral forms<br>-----<br>Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020                                      |

# 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          |
|--|-----------------------|----------|-----------|---------------------|
| Community Resource Guide (Title I SW: 4,9)<br>(Target Group: PRE K,K) (Strategic Priorities:<br>1) |                       |          |           | 01/16/20 - On Track |

# 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.** By June 2020, 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 bi-weekly 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<br/> **ChildPlus reports, Skyward reports, attendance procedure forms, parent school compact, and special conference form (Title I SW: 1,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>   | Attendance Staff,<br>Cluster/Department Leaders,<br>Counselors, Family Community & Engagement Coordinator,<br>Teachers  | All Year   |                            | <p>Criteria: Attendance records, SST Documentation, Attendance Procedure Form, Parent/School Compact, Parent Conferences, Home Visits, Parent Contact Log</p> <p>-----</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>01/15/20 - On Track<br/> 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<br/> **Castle bounce, Jett Bowl, Mr. Gattis, prizes, hats, certificates, medals, snacks, movie, attendance rosters, traveling trophy, Attendance Procedure Form, public performance site license, and donated 6 weeks bikes (female and male). (Title I SW: 1,10) (Target Group: PRE K,K)</p> | Attendance Staff,<br>Cluster/Department Leaders,<br>Counselors, Family Community & Engagement Coordinator,<br>Librarian | October,<br>November,<br>January,<br>February, April,<br>May | (F)Federal Grant - \$1,700 | <p>Summative - Six weeks, Semesters, End of Year, Attendance Rosters</p> <p>-----</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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 SFDRCSID 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<br/>**Monthly menus, Health reports, Monthly USDA report, certificates/plaques, agenda, meeting minutes, presentations, lunch provided (Title I SW: 10) (Target Group: PRE K,K)</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>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>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<br/>**Head Start binder, Program Governance training manuals &amp; DVDs, webinars, webmasters, multimedia equipment, counselor, T&amp;TA Plan, miscellaneous cost (lunch provided) (Title I SW: 4,10) (Target Group: PRE K,K)</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>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019<br/>Jan. 2020 Yes or No Feb. 2020<br/>April 2020 Yes or No April 2020</p> <p>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> <p>-----</p>  | Campus Administrators, Cluster/Department Leaders, Counselors  | May                        |                            | <p>Criteria: Completed campus EOP, drill logs</p> <p>-----</p> <p>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019</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 SFDRCSID school board members.

| Activity/Strategy  | Person(s) Responsible                                       | Timeline      | Resources | Evaluation  |
|--|---|---------------|-----------|---|
| Resources<br>**HeadStart standards, campus EOP, district's EOP (Title I SW: 8) (Target Group: PRE K,K)   |   |               |           | Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track   |
| 4. Maintain mandatory Team Leader meetings twice a month and/or as needed to discuss school needs and/or professional development.<br>-----<br>Resources<br>**Meeting agendas, sign in sheets, handouts (Title I SW: 1,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2)  | Campus Administrators, Cluster/Department Leaders           | August - June |           | Criteria: Sign-in sheets, committee meeting agendas, meeting minutes<br>-----<br>Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track              |
| 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.<br>-----<br>Resources<br>**Meeting agenda, minutes, Child plus Reports, Review of Head Start protocol, handouts, sign in sheets (Title I SW: 4,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2) | Campus Administrators, Cluster/Department Leaders, Teachers | All Year      |           | Criteria: Signed planning form, completed lesson plans, completed forms as needed<br>-----<br>Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>01/16/20 - On Track |

# 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, PPCD, and community.</p> <p>-----</p> <p>Resources<br/> **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 &amp; brochures, TV advertisements, public service announcements, school marquee</p> <p>-----</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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<br/> **Pre-LAS Assessment &amp; 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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</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 2.** By the end of May 2020, 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, ECI and AVANCE. 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<br/> **Elementary Field trips, pep rallies, parent trainings from elementary representatives, 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) (Strategic Priorities: 1)</p> | Campus Administrators, Counselors, Teachers | August, May | (F)Federal Grant - \$1,110,<br>(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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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<br/> **Welcome packet, enrollment cards, parent conference forms, local travel expense statement, time sheets, substitutes, home visit packets (Title I SW: 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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</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 3.** By May 2020, 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<br/>**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>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019 Jan. 2020 Yes or No Feb. 2020 April 2020 Yes or No April 2020</p> <p>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<br/>**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: 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<br/>Oct. 2019 Yes or No Dec. 2019 Jan. 2020 Yes or No Feb. 2020 April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p> |
| <p>3. Provide all students with in-school vision, hearing, height, weight, blood pressure. (Student dentals &amp; physicals administered out of school once a year.)</p> <p>-----</p> <p>Resources<br/>Screening reports, paper eye covers, Child plus monitor and referrals (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>  | Health, Safety & Nutrition Coordinator | All Year | (F)Federal Grant - \$500   | <p>Criteria: Required health reports</p> <p>Quarterly Compliance Review<br/>Oct. 2019 Yes or No Dec. 2019 Jan. 2020 Yes or No Feb. 2020 April 2020 Yes or No April 2020</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 3.** By May 2020, 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>4. Perform random checks every 6 weeks to all facilities used by students to monitor safety, dental &amp; health hygiene including tooth brushing and hand washing along with the daily classroom safety checklist.</p> <p>-----</p> <p>Resources<br/> **Health &amp; 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 &amp; checklists</p> <p>-----</p> <p>Quarterly Compliance Review<br/> Oct. 2018 Yes or No Dec. 2018<br/> Jan. 2019 Yes or No Feb. 2019<br/> April 2019 Yes or No April 2019</p> <p>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<br/> **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 | 01/16/20 - On Track  |

# 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<br/> **ChildPlus, Medication Log, 504 documentation (Title I SW: 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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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<br/> **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>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>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. (Title I SW: 6,10)</p>   | Health, Safety & Nutrition Coordinator                        |          |           | <p>Criteria: Parent Communication Log, Sign-in sheet</p> <p>Quarterly Compliance Review<br/> Oct. 2019 Yes or No Dec. 2019<br/> Jan. 2020 Yes or No Feb. 2020<br/> April 2020 Yes or No April 2020</p> <p>01/16/20 - On Track</p>                                |

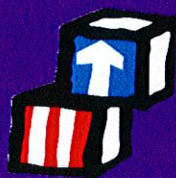
# IRENE C CARDWELL ELEMENTARY

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

**Objective 5.** By May 2020, 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. (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<br><br>Quarterly Compliance Review<br>Oct. 2019 Yes or No Dec. 2019<br>Jan. 2020 Yes or No Feb. 2020<br>April 2020 Yes or No April 2020<br><br>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<br><br>Twice a year (Fall/Spring)<br><br>01/16/20 - On Track   |





# Irene Cardwell Head Start 2019 - 2020 Program Goals Program Data- Year 5

| 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>   |
| <b>GOAL (1)</b><br>The Irene Cardwell Head Start Program will enhance children's language development. | The ICHS Program will continue to implement a high quality state-adopted curriculum that focuses on early literacy, numeracy, and oral language development. | 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.                              | <b>SRG(5-6)</b> 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.).<br><b>SRG(7)</b> 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.<br><b>SRG(8)</b> Children will name numerals 1-20 and count to 50 .<br><b>(SRP Impacts- Literacy, Oral Lang. Dev. &amp; Mathematics)</b> | Effect                  | LAP-3 Data<br><br>OWL Review and Check Progress Monitoring Data<br><br>Practice Based Coaching Data<br><br>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. | <b>SRG-PFCE(2)</b> 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.<br><b>(PFCE Impacts- Families as Lifelong Educators &amp; Learners)</b>  | 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 training plan in response to checkpoint data.





# Irene Cardwell Head Start 2019 - 2020 Program Goals Program Data- Year 5

| Program Goal<br>(BROAD)  | Program Objective<br>(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>   |
| <b>GOAL (2)</b><br>The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program.   | <b>(A)</b> 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.         | <b>SRG(13)</b> 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.<br><br><b>(PFCE Impact- Family Well Being &amp; Families as Learners)</b> | Effort and Effect       | Lap-3 Data<br><br>Child Plus Reports<br><br>T/TA Plan & MOU"s<br><br>Training Surveys and Sign in Logs<br><br>Training Handouts/ Agendas/ Minutes |
|  | <b>(B)</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.<br><br>Love & Logic Parental Curriculum Implementation<br><br>Implementation of Financial Literacy Program | <b>SRG-PFCE(2)</b> 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.<br><br><b>(PFCE Impacts- Families as Lifelong Educators; Families Connections to Peers and Community)</b>            | Effort                  | SST- Doc.<br><br>Referral Forms<br><br>PFCE Data Reports<br><br>Family Outcomes Form  |
| <b>Current Challenges</b> experienced by the program in achieving these goals were:<br>1.Create specialized learning opportunities prioritizing outreach efforts.<br>2. Limited resources within the rural community to meet needs of the family, policy accepting only U.S. documentation<br>3. Work schedules, transportation, no insurance, parent follow thru of not turning in documentation<br><b>Justification for modifications to objectives:</b><br>Specialized PFCE data reports required to identify specific needs. |  |  |  |                         |   |





# Irene Cardwell Head Start 2019 - 2020 Program Goals Program Data- Year 5

| 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>   |
| <b>GOAL (3)</b><br>The Irene Cardwell Head Start Program will enhance the quality of relationships within families.  | <b>(A)</b> The ICHS Program will create a training plan to deliver monthly trainings to parents in Eng. / Span. using the appropriate curriculums and resources.<br><br><b>(B)</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.<br><br>The program will provide parents with specialized training focusing on discipline and parenting as needed. | <b>SRG-PFCE(2)</b> 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.<br><b>(PFCE Framework- Parent and Child Relationships)</b><br><b>(PFCE Framework- Families Connections to Peers and Community)</b> | Effort and Effect       | Parent Surveys & Testimonials<br><br>Child Plus Tracking Reports<br><br>Campus Improvement Plan<br><br>Training Surveys and Sign in Logs<br><br>Training Handouts/ Agendas/ Minutes |
| <b>Challenges</b> experienced by the program in achieving the goal were:<br>1. Limited engagement as a result of work schedules.<br>2. Cultural barriers<br><b>Justification for creating an additional objective.</b><br>Objective (B) was developed to support Goal (3) in increasing the quality and quantity of participation from not only Fathers but Mothers as well through Love & Logic Parenting Curriculum. |  |   |  |                         |   |





# Irene Cardwell Head Start

## 2019 - 2020 Program Goals

### Program Impact - Year 5

| Program Goal<br>(BROAD)  | Program Five Year Impact  |
|--|---|
| <i>What does the program want to accomplish?<br/>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>  |
| <b>GOAL (1)</b><br>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"> <li>* 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.</li> <li>* 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.</li> <li>* Children will continue to improve in reading fluency and comprehension, speakers, and leaders as they progress into higher grades such as third grade.</li> </ul>  |
| <b>GOAL (2)</b><br>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"> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> </ul> |
| <b>GOAL (3)</b><br>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"> <li>* 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.</li> <li>* 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.</li> </ul>  |

# Resources

Head Start Grant 205

Local Funds 167

Title 1 211

Principal's Account 461



**San Felipe Del Rio Consolidated Independent School District**

**Campus Title I Parent Survey**

**Irene C. Cardwell Elementary 2018-2019 (+6% Return from 2017-2018)**

**Surveys returned # 514**

**100%**

**Enrollment# 514**

| #   | Title I Programs Survey   | Agree | %    | Disagree | %     | No opinion | %     |  |
|-----|---|-------|------|----------|-------|------------|-------|--|
| 1.  | I feel welcome at my child's school   | 513   | 100% | 1        | 0%    | 0          | 0     |  |
| 2.  | The campus provides various parental engagement opportunities, such as informational meetings, trainings and activities.                                    | 513   | 100% | 0        | 0.00% | 1          | 0.19% |  |
| 3.  | Parent engagement activities, such as meetings and trainings are provided at various times and days of the week to accommodate parent work schedules.       | 505   | 98%  | 3        | 0.58% | 6          | 1.16% |  |
| 4.  | Were you provided with a copy of the School-Parent-Student Compact?   | 507   | 99%  | 1        | 0%    | 6          | 1.16% |  |
| 5.  | The campus keeps me informed of current and changing policies and events.   | 507   | 99%  | 2        | 0.38% | 5          | 0.97% |  |
| 6.  | The campus provides at least one opportunity, such as parent/teacher conference for two-way communication and to discuss the School-Parent-Student Compact. | 512   | 100% | 1        | 0.19% | 1          | 0.19% |  |
| 7.  | The campus provides timely communication such as progress reports and report cards, to parents regarding student progress.                                  | 509   | 99%  | 4        | 0.77% | 1          | 0.19% |  |
| 8.  | I receive timely information about state and local assessments such as STAAR, End of Course (EOC), and Benchmark assessments.                               | 499   | 97%  | 3        | 0.58% | 12         | 2%    |  |
| 9.  | I am informed at the beginning of each year about resources and support available for students.   | 508   | 99%  | 2        | 0.38% | 4          | 0.77% |  |
| 10. | Did you attend any parental involvement activities offered by the school this year?   | 462   | 90%  | 44       | 9%    | 8          | 1.55% |  |
| 11. | The campus communicates with me in a format and language I can easily understand.   | 513   | 100% | 0        | 0%    | 1          | 0%    |  |
| 12. | Parents are encouraged to join various campus parent committees.  | 508   | 99%  | 4        | 1%    | 2          | 0%    |  |
| 13. | Campus leadership meets and works with parent and community groups to address campus opportunities or issues.   | 511   | 99%  | 1        | 0.19% | 2          | 0%    |  |
| 14. | Were you invited to participate in the planning of the Campus Parental Policy and School-Parent-Student Compact?  | 486   | 95%  | 16       | 3.11% | 12         | 2.33% |  |
| 15. | Were you invited to attend the Annual Title I Meeting?  | 485   | 94%  | 17       | 3%    | 12         | 2.33% |  |
| 16. | Did you attend the Annual Title I Meeting during which the Title I Programs and activities were explained?  | 419   | 82%  | 78       | 15%   | 17         | 3%    |  |
| 17. | I have been provided with information about how I can help my child with his/her school work and how to access Grade Book to check my child's progress.     | 499   | 97%  | 12       | 2.33% | 3          | 1%    |  |
| 18. | I have seen improvement in my child's reading comprehension/skills this year.   | 507   | 99%  | 5        | 0.97% | 2          | 0.38% |  |
| 19. | I have seen improvement in my child's math abilities this year.   | 503   | 98%  | 4        | 0.77% | 7          | 1.36% |  |
|     | Approval Rating   |       | 97%  |          |       |            |       |  |

## Cardwell Head Start

1. Mayor interacción entre los maestros y papas, ya que nosotros como papas somos nuevas en la escuela y nos gusta ser un salón activo y que participa.
2. No me parece bien que los niños solo vayan a la librería para acumular libros si no los leen!! Unos solo van a marcarlos libros.
3. None at this time
4. . I am glad and happy with the School campus . With all the helpful information given to me .
5. Having a child at Cardwell has been a great experience, it is like being with family . I feel welcome and am able to express my ideas, as well as my concerns with ease. Ms. Adams & her staff are wonderful.
6. I love Cardwell Head Start. Very welcoming and awesome staff.
7. I love my child's teachers they are awesome! Cardwell has great parent involvement.
8. Ms. De Leon is an awesome teacher !
9. Keep up the good work!
- 10.Thank you!
- 11.We love Cardwell
- 12.School is great
- 13.Muy contenta con el programa y el desarrollo académico de mi hijo.
- 14.Estoy muy satisfecha con los resultados y con las maestras.
- 15.I have no complaints on teachers, they are awesome!!
- 16.Mejorar la escuela
17. Working as a team to get better education .
18. Very pleased with everything
- 19.Cardwell is such a wonderful school
- 20.You need to reevaluate your staff to make sure they are trustworthy and care for our kids! We are happy with Mrs. McClellan and Mrs. Penaloza .
- 21..The ((Disagree" and uNo Opinion" were only marked due to my inability to attend, it was no fault to the school.
22. Thank you for all the hard and motivating work!!
- 23..Cardwell has an excellent leader as well as a great team work.
24. Los maestros están haciendo muy bien trabajo con la educación de mi hijo
- 25.Wouldn't say he hasn't improved in math just haven't tested myself.
- 26.My child has really improved from the first day until now.
- 27.Thank you
- 28.I am very pleased with the school overall. Considering my granddaughter started school late.

29.Thank you for everything you all do for my child.

30.Excelente trabajo felicidades!

31.Muy contenta con sus maestras y lo que ha aprendido mi hija en este ano.

32.Thank you for all you do for my child.

33.



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