# IRENE C CARDWELL ELEMENTARY

## Campus Improvement Plan

## 2018/2019

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

Date Reviewed: 04/16/18

Date Approved: 05/31/18

# 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.*

# Strategic Priorities

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

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools

# IRENE C CARDWELL ELEMENTARY Site Base

| Name | Position |
|---|---|
| Adams, Ruby | Director |
| Alvarez, Dolores | Parent/PC member |
| Dixon, Patricia | Mental Health & Disabilities Coordinator |
| Fluth, Martye | Teacher |
| Galindo, Sara | Teacher |
| Galvan, Velma | Principal's Secretary |
| Gonzales, Diana | School board Member |
| Gutierrez, Chavell | Instructional Aide |
| Huerta, Raema | Parental Aide/Parent |
| Kuechmann, Christopher | Community Member |
| Nieto, Alva | Teacher |
| Nino, Noelia | Parent |
| Olivo, Don | Education Coordinator |
| Padilla, Amanda | Bilingual Teacher |
| Padilla, Pam | Assistant Director |
| Uribe, Gabriela | Parent |

Comprehensive Needs Assessment

## Demographics

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

- ChildPlus data including enrollment/attendance
- Program Information Report (PIR)
- PEIMS/Region XV
- Skyward Special Population Reports (504, Special Education, Bilingual, Migrant)
- Parent/Staff surveys
- Technical and Training Assistance Plan (T/TA)
- Program Self/Community Needs Assessment
- Federal forms for Military or Civil Service students
- Parental Engagement Plan/School Readiness Plan/Program Goals
- Head Start Standards

See page 7 of the guide for probing questions related to Demographics.

# 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 opportunity for parent trainings to address concerns
- Community and knowledge of program
- Waiting list for students
- Active supervision
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**Needs**

- Ongoing data report staff trainings
- ChildPlus training for all staff
- Head Start training for new employees/review for veterans annually
- Upgrade/remodel school facility to meet student demographic age
- More trainings (CLASS, discipline, ChildPlus, PBC, etc.)
- Attendance to 96%
- Offer more opportunities for parents to volunteer
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# Summary of Needs

- Provide new staff with ChildPlus and Skyward training/review for veterans
- Increase attendance to 96%
- More trainings (CLASS, discipline, ChildPlus, PBC, etc.)
- Head Start training for new employees/review for veterans annually
- Encourage more parent volunteers to volunteer
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Comprehensive Needs Assessment

## Student Achievement

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

- LAP-3 reports, OWL Progress Monitoring Assessments
- Student Progress Monitoring Report
- Woodcock-Munoz and Pre-LAS reports
- School Readiness Plan
- Student work portfolios, journals
- Professional Development Training Plan
- ARD, SST, IEP, 504 plan, Form 6 and Form 9 Growth report
- DECA Mental Health Screener and DECA and Burke report
- Assessment Monitoring Report
- Weekly lesson plans
- Curriculum alignment (federal and state guidelines)
- CLASS reports

See page 8 of the guide for probing questions related to Student Achievement.

# 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**

- LAP-3 grouping and individualization
- Multiple assessment report system including OWL Progress Monitoring Assessments
- School Readiness Plan
- Books on the Move Community Outreach and Families Reading Together monthly events
- ABC-123 Saturday Tutoring Camp
- Before and after school tutorials
- Nine week Progess Monitoring Report Card
- School Readiness Committee (Pre-K and Kindergarten Collaboration)
- Reading Readiness Academy (parent trainings)
- Attendance

**Needs**

- Differentiated instruction increase in all classrooms
- Assessment data aggregation and analysis for LAP-3 and OWL
- Increase instructional time schedule
- Provide data on all Bilingual students
- Tracking on all students within district
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# Summary of Needs

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

Comprehensive Needs Assessment

## School Culture and Climate

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent surveys (school culture, parental involvement, HB5)
- Home Visit and Parent-teacher conferences (each 2 x per year)
- CLASS (Teacher Sensitivity)
- Bus and Pedestrian Safety and Bus Evacuation Drills/Training for all staff, students and parents
- Parent suggestion boxes throughout campus
- Staff committee planning meetings
- Staff team building activities
- Student Support Team to address family needs
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See page 9 of the guide for probing questions related to School Culture and Climate.

# 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**

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

**Needs**

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

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

Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

# Findings/Analysis

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

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

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

# Summary of Needs

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

Comprehensive Needs Assessment

## 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
- Age appropriate curriculum and instructional materials
- School Readiness Plan
- ARD, IEP, and SST interventions
- Enrichment labs
- OWL Timeline and Progress Monitoring assessments
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See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

# 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**

- State-adopted OWL Curriculum
- State-adopted assessment (LAP-3)
- Detailed, uniformed lesson plans
- Technical Training and Assitance Plan
- Enrichment labs
- Tutoring
- Multiple literacy and school readiness programs (ABC-123 Saturday Camp, Books on the Move, Literacy Festival, and Families Reading Together)

**Needs**

- Documentation of Differentiated instruction
- Health and safety lessons by health staff
- Practice-Based Coaching plan
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# Summary of Needs

- Provide on-going monitoring training (LAP-3) for instructional staff
- Design and implement lesson plans focusing on health and safety
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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
- Health Services Advisory Committee (HSAC) meeting documentation
- Policy Council meeting documentation
- Library book counts
- School Readiness Activity Logs
- Individualized Partnership Plan
- Parent surveys
- Interagency agreements /donations
- Community Needs Assessment
- School and Family Compact
- Family Engagement Plan

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

# Findings/Analysis

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

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

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

# Summary of Needs

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

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
- Campus Committee Team Leader Meeting documentation
- Classroom Master schedule
- Student supervisory daily duty schedule (AM/PM)
- Student Support Team meetings documentation
- Emergency Operations Plan
- Campus map, Evacuation map, Organizational chart and drill log
- After school programs (ABC-123 Saturday Camp and before/after school tutoring)
- Campus Improvement Plan, School Readiness Plan & Family Engagement Plan
- Daily campus communication

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

# Findings/Analysis

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

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

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

# Summary of Needs

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

## Technology

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

Potential Data Sources:

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

## Data Sources Reviewed

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

List the actual data sources reviewed below.

- Work order history of Technology Lab
- Technology Lab Sign-in logs
- Computer app - Starfall Program
- Technology Inventory List
- Library Catalog System
- ChildPlus Web based program
- Skyward Database program
- Progress monitoring reports- Technology
- Campus Technology Layout
- Curriculum online resources

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

# Findings/Analyses

***"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.

**Strenths**

- 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**

- Computers in student computer lab need to be replaced over ten yrs.old
- Student Computers in classrooms need to be replaced over ten yrs. Old
- Purchase digital monitor for information center for parents
- Facilitating access to district website for updating
- Wi-Fi Access campus wide
- Update computers of other personnel not in classrooms
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# Summary of Needs

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

# Agenda Item Input
# [CIP/CNA] Meeting

| Date Submitted: October 16, 2017<br>12:00 p.m.- 2:00p.m. | Submitted by: Ruby Adams |
|---|---|

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

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

Additional Information/Notes:
Evaluating needs of our students at Cardwell Head Start Parent Involvement Policy for campus success.

Attachments: ☐No ☒Yes If yes, title of attachment: ESSA Comprehensive Needs Assessment Parent Involvement Policy

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

Background Information:

Additional Information/Notes:

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

**San Felipe Del Rio CISD**
**Head Start**

**DATE:** 10/16/17

**Topic:** CIP and CNA Meeting

**Sign In**

| Printed Name | Title | Signature |
|---|---|---|
| Christopher Kuechmann | Policy Council | Christopher Kuechmann Community Member |
| Noelia Galindo | mama | Noelia Galindo |
| Gabriela Uribe | mamá | GABRIELA URIBE |
| DIANA GONZALES | BOARD Member | Diana Gonzales |
| LIZA P. PADILLA | Asst. to Director | Liza P. Padilla |
| Raema Huerta | PFCE | Raema Huerta |
| Martye Fluth | Teacher | Martye Fluth |
| Patricia Dixon | Mental Health & Disabilities Coordinator/Counselor | Patricia Dixon |
| Don Olin | Ed. Coord. | Don Olin |
| Sara Galindo | Teacher | Sara Galindo |
| Alva E. Nieto | Teacher | |
| Ruby Adams | Director | RCAdams |
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# Agenda Item Input
# [CNA] Meeting

| Date Submitted: February 9, 2018<br>11:30-3:00p.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:
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

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

Background Information:

Additional Information/Notes:

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

# Sign-In Sheet

## Title I Comprehensive Needs Assessment

**February 9, 2018** **11:30-3:00 p.m.** **Irene Cardwell**

| Name – Print | Role – *principal, teacher, parent, etc.* | Signature |
|---|---|---|
| R Adams | Director/Principal | R Adams |
| C. Kuechmann | Policy Council Representative | C. Kuechmann |
| D. Gonzales | Sch BD. | D. Gonzales |
| Gabriela Uribe | Parent | GABRIELA URIBE |
| Martye Fluth | Teacher | Martye Fluth |
| Alva E. Nieto | Teacher | [illegible] |
| Sara D. Galindo | Teacher | [illegible] |
| Liza P. Padilla | Assistant Director | Liza P. Padilla |
| Don Olivo | Ed. Coordinator | [illegible] |
| Velma Galva | Principal Secretary | [illegible] |
| Raema Huerta | PFCE Title I | [illegible] |
| | | |
| | | |

# San Felipe Del Rio CISD

## Irene Cardwell Head Start/Pre-kindergarten Program

**MEETING TITLE:** CIP

**DATE:** 2/9/18

| Name (Print) | Title | Signature |
|---|---|---|
| R. Adams | Director | R Adams |
| C. Kuechmann | Policy Council Representative | C. Kuechmann |
| D. Gonzales | Sch BD | D gonzales |
| Gabriela Uribe | Padre. | GABRIELA URIBE |
| Martye Fluth | Teacher | Martye Fluth |
| Alva E. Nieto | Teacher | [illegible] |
| Sara D Galindo | Teacher | Sara D Galindo |
| Liza P. Padilla | Asst. Director | Liza P. Padilla |
| Velma Galva | Principal Secretary | [illegible] |
| Ruema Huerta | PFCE Title I | [illegible] |
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**Topic : CNA Meeting**

**Presenters: Ruby Adams**

**Date : Wednesday, March 7, 2018**

| Head Start Staff | | | |
|---|---|---|---|
| Adams, Rufina | | Esquivel, JoElda | |
| Amaya, Noe | | Estrada, Robert | |
| Barrera, Analia | Analia Barrera | Flores, Celestina | C. Flores. |
| Barrera, Patricia | | Flores, Rebecca | |
| Benson, Bertha | Absent | Fluth, Martye R. | |
| Brijalba, Melinda | | **Fuentez, Marisela** | |
| Buffone, Angelica | A. Buffone | [redacted] | |
| C[illegible]etillo, Isabel | | Galindo, Sara | |
| Cardenas, Cindy | Absent. | Galvan, Velma | |
| Casarez, Tess | | Garcia, Maricela | |
| Chavarria, Claudia | C. Chavarria | Garcia, Valarie | Absent. |
| Coronado, Liz | Liz Coronado | Garza, Nancy | |
| Culbertson, Gay | | Gavirio, Sandra | |
| Cura, Cecilia | | Gloria, Monica | |
| De Leon , Tania | | [redacted] | |
| Dixon, Patricia | | Guadiana, Viola | |
| Dominguez, Veronica | | Guerra, Iracema | |
| Escanuela, Melinda | | Gutierrez, Chavell | |
| Escareno, Elsa | | Huerta, Raema | |
| E[illegible]bedo, Faustina | | Hughes, Mariselda | |
| | | | |

Elsie Garza

## Head Start Staff

| | | | |
|---|---|---|---|
| Juarez, Jennifer | | Pena, Gabriella | |
| Lowe, Rose | | Penaloza, Zulema | |
| Luna, Vanessa | | Pruneda, Cindy | |
| Martinez, Katherine | | Rios, Mari | |
| McClellan, Lourdes | | Rodriguez, Yvonne | |
| McNamara, Yolanda | | Rodriguez, Nora | |
| Mendez, April | | Romo, Flor | |
| Molano, Roger | | Salas, Selina | |
| Nieto, Alva C | | Sandoval, Juanita | Absent |
| Nunez, Sheila E | | Sandoval, Santa | |
| Ocada, Martha | | Sauceda, Jo Nicole | |
| Olivo, Donald | | Sorola, Paulina | |
| Olivo, Julie | | Torres, Wendy | |
| Ortiz, Guadalupe | | Villanueva, Sobeida | |
| Ortiz, Veronica | | Zapata, Socorro | |
| Padilla, Amanda | | Zarazua, Socorro | |
| Padilla, Liza P | | | |
| | | | |

## PPCD Staff

| | | | |
|---|---|---|---|
| Blackburn, Rita | Absent. | Maria (Marisa) Galindo | |
| Gonzalez, Maria | | **Perez, Eva** | |
| | | | |

## Special Education Staff

| | | | |
|---|---|---|---|
| Guzman, Christina | | Darley, Ann | |
| | | Galindo, Araceli | |

## Custodian Staff

| | | | |
|---|---|---|---|
| Ramirez, Ana | | Jimenez, Mario | |
| Ortega, Magarita | | Resendiz, Marcos | |
| Ramirez, Alvaro | | | |

## Bus Monitors

| | | | |
|---|---|---|---|
| Cadena, Maria | Ma Cadena | Ramirez, Mariana | Mariana Ramirez |
| Cantu, Aleida | Aleida Cantu | Ramirez, Pastora | Pastora A Ramirez |
| Correa, Araceli | Araceli M Correa | Ramos, Soraida | |
| Espinoza, Marisol | | Vasquez, Jacinta | Vasquez |
| Longoria , Juanita | Juanita Longoria | Zertutce, Maria G | |
| Morales, Imelda | Imelda Morales | | |
| Quirino, Andrea | Andrea R Quirino | | |

## Cafeteria Staff

| | | | |
|---|---|---|---|
| Johnson, Cynthia | | Leija , Dolores | |
| Angiano, Dora | | Mancha , Maria | |
| Chavez, Aracley | | Vasquez, Karina | |

## Subs

| Name | Signature |
|---|---|
| Garza, Elsa Letica | |
| | |
| | |
| | |
| | |
| | |

# San Felipe Del Rio CISD

## Irene Cardwell Head Start/Pre-kindergarten Program

**MEETING TITLE:** CIP Workshop **DATE:** 04-09-18

| Name (Print) | Title | Signature |
|---|---|---|
| Chavell Gutierrez | Teacher Assistant | |
| Alva E. Nieto | Teacher | |
| Sara D Balinda | Teacher | |
| Ruby Adams | Director / Principal | |
| Don Olivo | Ed. Coord / Teacher | |
| Martye Fluth | Teacher | |
| Patricia Dixon | Counselor | |
| Liza P. Padilla | Asst. Director | |
| Don Olivo | Ed. Coord. / Teacher | |
| Velma Galvan | Principal Search | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# San Felipe Del Rio CISD

## Irene Cardwell Head Start/Pre-kindergarten Program

MEETING TITLE: CIP Workshop

DATE: 04-12-18

| Name (Print) | Title | Signature |
|---|---|---|
| Ruby Adams | Director/Principal | RCAdams |
| Christopher Kuechmann | Policy Council | Christopher Kuechmann |
| Diana Gonzales | School Board | Diana Gonzales |
| Amanda Padrilla | Teacher | Amanda Padrilla |
| Chavell Gutierrez | Aide | Chavell Gutierrez |
| Dora Olivo | Ed. Coord./Teacher | [illegible] |
| Liza P. Padilla | Asst. Director HS | Liza P. Padilla |
| Martye Fluth | Teacher | Martye Fluth |
| Alva E. Nieto | Teacher | [illegible] |
| Sara D. Galindo | Teacher | Sara D. Galindo |
| Patricia Dyer | Counselor | Patricia Dyer |
| Velma Galvan | Secretary | [illegible] |
| | | |
| | | |
| | | |
| | | |

# CIP/CNA SIGN-in SHEET

Cardwell Head Start

2017-2018

**AREA:** Irene Cardwell Elementary

| Date | Print Name | Agency | Signature |
|---|---|---|---|
| 4/12/18 | Martye Fluth | Teacher | Martye Fluth |
| 4/12/18 | DIANA E. GONZALES | SCHOOL BOARD | Diana E. Gonzales |
| 4/12/18 | Ruby Adams | Director | R Adams |
| 4/12/18 | Alva E. Nieto | Teacher | Alva Nieto |
| 4/12/18 | Sara D Galindo | Teacher | Sara D Galindo |
| 4/12/18 | Amanda Padilla | Teacher | Amanda P |
| 4/12/18 | Chanell | Aide | Chanell |
| 4-12-18 | Patricia Dixon | Counselor | Patricia Dixon |
| 4-12-18 | Christopher Kuechmann | Policy Council | Christopher Kuechmann |
| 4-12-18 | Liza P. Padilla | Asst. Director | Liza P. Padilla |
| 4-12-18 | Velme Galva | Secretary | V. Galva |
| | | | |

# 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 2019, a positive campus climate will be promoted through the implementation of team building activities and motivational meetings and strategies.

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

- Performance Objective 1: By the end of 2019, 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 2019, 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 2019, 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 2019, 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 2019, 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 |
|---|---|---|---|---|
| 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 & writing, whole/small group instruction, circle time, phonemic awareness & 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.<br><br>----------<br>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) | 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 | Formative - Lesson plans, class schedules, pictures, sign-in sheets<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 2. MATH - Implement comprehensive research based math strategies to primarily promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, center-based activities, cross-curriculum lessons/activities, small groups, cooking activities, and special events(Fall/Spring festivals, 100 Days, Families in Action, transitional flash cards, ABC-123 Saturday Camps, Math manipulative kits and Outdoor interactive classroom.)<br><br>----------<br>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) | Campus Administrators, Cluster/Department Leaders, Teachers | All Year | (F)Federal Grant - $10,000, (S)Local Funds - $1,000 | Formative - Lesson plans, class schedules, pictures<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 3. SCIENCE - Implement comprehensive research-based science strategies to promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, small groups, center-based activities, sand & water exploration, Science Enrichment Lab vocabulary & journals, gardens, shared writing, and special events (Pumpkin explorations through Fall Literacy Festival, ABC-123 Saturday camps, Butterfly Life Cycle, Earth Day, Science Fair, Sul Ross University Science Field Trip, Casa de la Cultura Field Trip, Touch n Tell Science, Science Lab microscopes, recycling program and outdoor interactive classroom .<br><br>---------<br>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 & water tables, Science Enrichment Lab, campus gardens, scientific method parent trainings, Science Fair, parent notes and flyers, School Readiness Plan, buses, Brain Pop Jr. (Title I SW: 1,2,3) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Teachers | All Year | (F)Federal Grant - $13,000, (F)Title I - $1,000, (S)Local Funds - $3,000 | Formative - Lesson plans, class schedules, pictures, sign up sheets<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 4. ORAL LANGUAGE - Implement comprehensive research based oral language strategies to primarily promote School Readiness and STEAM initiative components utilizing vocabulary walls, morning meeting, read alouds, transitions, music, cooking activities, phonological awareness activities, journals, fingerplays, gardens, soil,field trips, and special events (Black Heritage, 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 University Science field trips).<br><br>----------<br>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 and activities. (Title I SW: 1,2,3) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Teachers | All Year | (F)Federal Grant - $4,300, (F)Title I - $200, (S)Local Funds - $200 | Summative - Lesson plans, class schedules, Technology Lab Log, pictures, sign in sheets<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 5. 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.<br>----------<br>Resources<br>**Curriculum supplemental binders & materials, Lab timelines, Brain Pop, Jr., More Starfall software, Ipads and accessories, Theatre music and plays, art paints and supplies to Enrichment Lab lessons. (Title I SW: 1,2,3) (Target Group: PRE K, K) | Cluster/Department Leaders, Teachers | October - May | (F)Federal Grant - $300 | Formative - Master schedule, pictures, sign-in sheets<br>----------<br>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 |
| 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.<br><br>----------<br>Resources<br>CD players, audio speakers, Book Flex License, projectors, laptops, IPADS, mini-IPADS. (Title I SW: 1,2,3) (Target Group: PRE K, K) | Directors | All Year | (F)Federal Grant - $1,000 | Formative - Technology Lab computers, projectors, MP3 Players<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 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.<br><br>----------<br>Resources<br>LAP-3 data aggregation & analysis reports, LAP-3 kit, license & software, test booklets & manipulatives, LAP-3 Grouping Report for 3 year old and 4 year old regular and 4 year old bilingual, binders, data days (Title I SW: 1,7,8,9) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | All Year | (F)Federal Grant - $3,000 | Formative - All LAP-3 reports including dual language learner checklist, lesson plans, student portfolios----------<br>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 |
| 8. Provide ongoing mentoring and coaching for instructional staff as well as parent trainings to include Fine & Gross Motor, Health & Safety, and Mental Health Development and CLASS Training Suites, Head Start Domains(Nutrition, Dental, Health and Hygiene, Safety, Family Service Coaching Plan, Practice Based Coaching, Child Plus.)<br><br>---------<br>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 & Safety Training, e-deca trainings, CLASS Trainings, Conscious Discipline curriculum/training, Second Step curriculum, Love and Logic parent curriculum.<br><br>(Title I SW: 4) (Target Group: PRE K, K) | 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 | Formative - GoSignMeUp reports, staff development plan, sign-in sheets, Form 9 Report, Occupational Therapist evaluation.<br>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 |

# 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 |
|---|---|---|---|---|
| 9. 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.<br><br>----------<br>Resources<br>**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, SST's (Title I SW: 3,4,5) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Reliable Staff (CLASS) | All Year | (F)Federal Grant - $2,000 | Formative - GoSignMeUp, Professional Development Plan, SST Documentation, Walk through documentation<br>----------<br>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 |
| 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.<br>----------<br>Resources<br>**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) | Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS) | September, January, April | (F)Federal Grant - $5,000 | Summative - ChildPlus, Completed CLASS forms, Education Action Plans, Feedback forms<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 1. Enforcement of Student Code of Conduct and campus/classroom discipline plans by staff through the use of classroom management strategies including positive reinforcement and manipulatives. Examples: safe place, reward board, treasure chest, behavior plans.<br><br>----------<br>Resources<br>**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 & Logic parental curriculum. (Title I SW: 1,2,8) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | All Year | (F)Federal Grant - $10,700 | Summative - Walk through documentation, student behavior reports<br>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 |
| 2. Implement and monitor effective strategies in all classrooms to positively impact student behavior throughout the school year.<br>-----<br>Resources<br>Professional development and training with presenter, Bureau of Education and Research Cathy Morris, Conscious Discipline curriculum, safe place materials, counselor staff development and class trainings, Second Step curriculum, Love & Logic parental curriculum. (Title I SW: 1,2) (Target Group: PRE K) | Counselors, Region 15, Teachers | All Year | (F)Federal Grant - $7,000 | Summative - Calming techniques, safe place, reward board, classroom rules posters, treasure box<br>----------<br>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 |

# 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 2019, a positive campus climate will be promoted through the implementation of activities and self-discipline strategies for all students, staff, parents and community members by a 10% increase on survey.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide activities and lessons to students on drug, alcohol, anti-violence and anti-bullying prevention. Examples: Red Ribbon Week materials, My Body Belongs to Me, CPS agent guest speaker, Counselor, flyers, pictures, activity schedule, Drug Awareness Consultant, BCFS guest speaker, CPI, TBSI training, Conscious Discipline trainings and techniques, Mental Health/teacher lessons including Second Step curriculum.<br><br>----------<br>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) | Campus Administrators, Counselors, Teachers | All Year | (F)Federal Grant - $1,500, (S)Local Funds - $1,200 | Summative - Lesson plans, homework, sign in sheets<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Implement a campus staff development plan aligned with respective department/campus budgets that correlates with the Comprehensive Needs Assessment. Trainings will include: CIP, new Head Start Standards & Act, Head Start Orientation, CLASS Mini Suites, Bus/Pedestrian safety, Nutrition/Health, Science, Curriculum, 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 & Logic Parental Curriculum, Program Governance Training, PFCE credential training, Write out of the Box staff training.<br><br>----------<br>Resources<br>**Presentation material, Fine Motor staff training, Head Start Outcome Framework Early Learning binder, CLASS DVDs & online resources, Conscious Discipline, Love and Logic, Second Step curriculums. (Title I SW: 1,4,10) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators | All Year | (F)Federal Grant - $3,500 | Summative - Sign-in sheets, pictures, presentation evaluation<br>----------<br>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 |
| 2. Utilize Title II funds to provide stipends as sign-on bonus to offer new teacher recruits of highly qualified teachers. (Title I SW: 5) (Target Group: PRE K) | Directors | Ongoing | (F)Title IIA Principal and Teacher Improvement | Summative - HQ Report<br>----------<br>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 |
| 3. Utilize Title II funds to reimburse teachers if they pass an exam and also reimburse for mileage to increase highly qualified teachers. (Title I SW: 5) (Target Group: PRE K) | Campus Administrators | Ongoing | (F)Title IIA Principal and Teacher Improvement - $1,500 | Summative - HQ Report<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 4. Utilize TExES Generalist Study Aid located in the library to help teachers study and pass exit exams. (Title I SW: 5) (Target Group: PRE K) | Librarian, Teachers | Ongoing | (F)Title IIA Principal and Teacher Improvement - $500 | Summative - HQ Report<br>----------<br>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 |
| 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) | Campus Administrators | All year | | Summative - CDA/CLI summary reports<br><br>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 |
| 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>Resources: Certificate of completion<br><br>(Title I SW: 6) (Target Group: H, W, AA, ECD, ESL, Migrant, LEP, SPED, M, F, AtRisk, PRE K) (Strategic Priorities: 4) (CSFs: 5) | | | (F)Federal Grant | Summative - 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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Encourage parents to participate in specialized School Readiness trainings including Family Literacy Festivals (Fall & Spring), Policy Council meetings, Parent Committee meetings, Fatherhood training, ABC-123 Saturday Camps, Books on the Move Reading Program, Student Fine Arts Showcases, Science Fair, PCM (parent committee meetings), Reading Readiness Academies, Love & Logic curriculum, Early bird classroom activities.<br><br>----------<br>Resources<br>**Newsletters, Fine Arts consultants/special guests, reminder notes, events calendar, marquee, cordless mic, canvas, paints, music, brushes, stands, smocks, watercolors, parent computers & printers (library), School Readiness Assessment process, School Readiness Plan, OWL Family Newsletter, LAP-3 reports, projection screen, program banners. (Title I SW: 1,6) (Target Group: PRE K, K) | Campus Administrators, Parents, Teachers | All Year | (F)Federal Grant - $1,800, (S)Local Funds - $300 | Summative - School/Family Compact, In-Kind, Visitor's Log<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 2. Provide parents with daily opportunities to check out materials targeting all core areas from the library to use at home or school including Family Literacy & Book Fair. Family Literacy program will consist of: total 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.<br><br>----------<br>Resources<br>**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) | Campus Administrators, Librarian, Parents, Teachers | October thru May | (F)Federal Grant - $3,000 | Summative - Library In-Kind, Class Check-Out Rosters<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 3. Encourage opportunities for parents to participate in curriculum planning such as Policy Council, Parent Committee Meetings (PCM), Weekly curriculum planning meetings, special events planning, Comprehensive Needs Assessment (CNA), LPAC, CIP, curriculum development meetings, Self Assessment, School Readiness Plan as well as participate in Love and Logic parent curriculum.<br><br>----------<br>Resources: Educational tools for Policy Council meetings and parent committee meetings, Policy Council meetings, CIP, CNA, LPAC, Self Assessment, School Readiness Plan, Love & Logic parent curriculum, Early Learning Outcome Framework(ELOF), appreciation supply tokens.<br><br>(Title I SW: 6) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Family Community & Engagement Coordinator, Parents | All Year | (F)Federal Grant - $3,500 | Summative - In-kind, Planning Notes, Pictures, Committee Meeting Planning Form<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide parent trainings at 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.<br><br>----------<br>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,<br>ABC-123 Saturday camps, Love & Logic, monthly Financial Literacy trainings for parents.<br><br>(Title I SW: 2,6) (Target Group: PRE K, K) | Campus Administrators, Counselors, Family Community & Engagement Coordinator, Teachers | September thru May | (F)Federal Grant - $1,500,<br>(F)Title I - $500 | Summative - Sign-in sheets, pictures, meeting agenda, training schedule<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 2. Volunteers are informed of their rights, responsibilities, campus procedures, and guidelines through 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.<br><br>----------<br>Resources<br>**Head Start standards, background checks, confidentiality statement, TB test results, volunteer handbooks, multimedia equipment, parent activity room, resources, equipment<br><br>(Title I SW: 6) (Target Group: PRE K, K) | Campus Administrators, Family Community & Engagement Coordinator, Teachers | October | (F)Federal Grant - $500 | Summative - Finished handbooks, sign-in sheets, volunteer training log, pictures<br>----------<br>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 |
| 3. Provide Family Service personnel with appropriate training related to parents and families including training, Love & Logic parent curriculum, as well as ongoing Head Start trainings for PFCE framework (Family Outcome Framework).<br><br>----------<br>Resources<br>**Presentation materials, credential trainings, HS FCE training suite, Region XV, Family Outcome Survey results, T&TA Plan, School Readiness Plan, Teaching & Learning training, Love & Logic parent curriculum. (Title I SW: 6,10) (Target Group: PRE K, K) | Campus Administrators, ED Coordinator, Family Community & Engagement Coordinator | All Year | (F)Federal Grant - $2,900 | Summative - Sign-in sheets, pictures, certificates<br><br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 4. 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.<br><br>---------<br>Resources<br>**Training manuals and books, mannequins, mouth pieces, renewal cards, updated CDs for CPR training (English and Spanish), TB test result.<br><br>(Title I SW: 4) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Health, Safety & Nutrition Coordinator | January | (F)Federal Grant - $2,500 | Summative - Sign-in sheets, certification cards<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 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.<br><br>----------<br>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) | Campus Administrators, Teachers, Transportation Coordinator | August / September, January | (F)Federal Grant - $500 | Summative - Sign-in sheets, pictures<br>----------<br>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 |
| 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) | Campus Administrators, Computer Aides, Family Community & Engagement Coordinator, Teachers | All Year | (F)Federal Grant - $3,000 | Summative - GoSignMeUp, certificates, sign-in sheets<br>----------<br>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 |

# 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 |
|---|---|---|---|---|
| 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, Community Resource Guide (Title I SW: 4,9) (Target Group: PRE K, K) | Campus Administrators, Counselors, Teachers | All Year | (F)Federal Grant - $1,000 | Summative - Sign-in sheets, Referral forms<br>----------<br>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 |

# 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 2019, the average daily attendance rate will increase by a percentage point for the campus and will be at 96%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. In order to improve and maintain attendance rates, the Attendance Committee will meet bi-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.<br><br>----------<br>Resources<br>**ChildPlus reports, Skyward reports, attendance procedure forms, parent school compact, and special conference form<br>(Title I SW: 1,10) (Target Group: PRE K, K) | Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Teachers | All Year | | Summative - Attendance records, SST Documentation, Attendance Procedure Form, Parent/School Compact, Parent Conferences, Home Visits, Parent Contact Log<br>----------<br>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 |
| 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.<br><br>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) | Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Librarian | October, November, January, February, April, May | (F)Federal Grant - $1,700 | Summative - Six weeks, Semesters, End of Year, Attendance Rosters<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Irene Cardwell Head Start/Pre-K will hold three Health Services Advisory Committee (HSAC) meetings to allow the exchange of information and sharing of expertise between volunteer/community agencies, parents, teachers and the school support staff.<br><br>----------<br>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) | Campus Administrators, Family Community & Engagement Coordinator, Health, Safety & Nutrition Coordinator | October, January, April | (F)Federal Grant - $450 | Summative - Sign-in sheets, Meeting minutes, Pictures<br>----------<br>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 |
| 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.<br><br>----------<br>Resources<br>**Head Start binder, Program Governance training manuals & DVDs, webinars, webmasters, multimedia equipment, counselor, T&TA Plan, miscellaneous cost (lunch provided) (Title I SW: 4,10) (Target Group: PRE K, K) | Campus Administrators, Counselors, Curriculum Coordinators, Family Community & Engagement Coordinator | September, December, March | (F)Federal Grant - $2,500 | Summative - Sign-in sheets, pictures, meeting agenda, volunteer training log, certificate of training<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 3. Work with district maintenance and security staff to align the campus' EOP with the district's Emergency Operation Plan (EOP).<br><br>----------<br>Resources<br>**HeadStart standards, campus EOP, district's EOP (Title I SW: 8) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders, Counselors | May | | Summative - Completed campus EOP, drill logs<br>----------<br>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 |
| 4. Maintain mandatory Team Leader meetings twice a month and/or as needed to discuss school needs and/or professional evelopment.<br>-----<br>Resources<br>**Meeting agendas, sign in sheets, handouts (Title I SW: 1,8) (Target Group: PRE K, K) | Campus Administrators, Cluster/Department Leaders | August - June | | Summative - Sign-in sheets, committee meeting agendas, meeting minutes<br>----------<br>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 |
| 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>----------<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) | Campus Administrators, Cluster/Department Leaders, Teachers | All Year | | Summative - Signed planning form, completed lesson plans, completed forms as needed<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide opportunities to enroll and maintain 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.<br><br>----------<br>Resources<br>**ChildPlus, Registration Packet, Parent-Teacher Conference forms and Attendance Procedure forms, scanners (Title I SW: 1,10) (Target Group: PRE K, K) | Cluster/Department Leaders, Counselors, ECI, Family Community & Engagement Coordinator, Teachers | All Year | (F)Federal Grant - $4,000 | Summative - Student folders, flyers & brochures,<br>TV advertisements, public service announcements, school marquee<br>----------<br>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 |
| 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.<br><br>----------<br>Resources<br>**Pre-LAS Assessment & results in English and Spanish, Home Language Survey, student folders, class rosters, LPAC student folders, Bilingual Assessment Logs, LPAC recommendation and parent consent.<br><br>(Title I SW: 8,10) (Target Group: PRE K, K) | Campus Administrators, ECI, ELD Advocates, ELPAC Committee | All Year | | Summative - Enrollment cards, Woodcock-Munoz Assessment, Class Rosters<br>----------<br>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 |

# 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 2019, numerous transition activities will have been provided for all students entering and leaving the prekindergarten program.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide 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.<br><br>----------<br>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) | Campus Administrators, Counselors, Teachers | August, May | (F)Federal Grant - $1,110, (S)Local Funds - $500 | Summative - Lesson plans, Permission slips, ARD minutes, IEP's, Pictures, Language experience activities, Field trip schedules<br>----------<br>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 |
| 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.<br><br>----------<br>Resources<br>**Welcome packet, enrollment cards, parent conference forms, local travel expense statement, time sheets, substitutes, home visit packets<br>(Title I SW: 7) (Target Group: PRE K, K) | Campus Administrators, Counselors, Teachers | All Year | (F)Federal Grant - $3,300 | Summative - Home visit and parent conference half sheets<br>----------<br>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 |

# 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 2019, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Monitor/adjust all initial required Head Start child health, dental, and hygiene screenings and immunizations of all students.<br>(Height, weight, hemoglobin, lead, TB, physicals, vision, hearing, blood pressure, screenings).<br><br>----------<br>Resources<br>**Student files, ChildPlus software, health forms, Nurse SST's, wellness check-up form<br>(Title I SW: 10) (Target Group: PRE K, K) | Health, Safety & Nutrition Coordinator | All Year | (F)Federal Grant - $1,560 | Summative - All completed health forms, health committee meeting minutes<br><br>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 |
| 2. Provide follow up services for students who failed routine screenings and provide/offer referrals and assistance with appointments, counseling, etc.<br><br>----------<br>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<br><br>(Title I SW: 10) (Target Group: PRE K, K) | Health, Safety & Nutrition Coordinator | All Year | | Summative - Required health reports, health committee meeting minutes, referral forms<br>----------<br>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 |

# 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 2019, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 3. Provide all students with in-school vision, hearing, height, weight, blood pressure. (Student dentals & physicals administered out of school once a year.)<br><br>----------<br>Resources<br>Screening reports, paper eye covers, Child plus monitor and referrals (Title I SW: 10) (Target Group: PRE K, K) | Health, Safety & Nutrition Coordinator | All Year | (F)Federal Grant - $500 | Summative - Required health reports<br>----------<br>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 |
| 4. Perform random checks every 6 weeks to all facilities used by students to monitor safety, dental & health hygiene including tooth brushing and hand washing along with the daily classroom safety checklist.<br><br>----------<br>Resources<br>**Health & Safety checklist, Classroom Cleaning checklist, fire drill log, tooth brush containers, tooth brush and toothpaste, hand washing classroom lessons. (Title I SW: 9,10) (Target Group: PRE K, K) | Health, Safety & Nutrition Coordinator | All Year | (F)Federal Grant - $1,000 | Summative - Completed logs & checklists<br>----------<br>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 |

# 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 2019, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 5. Maintain and monitor staff records to ensure that TB test and physicals meet HS requirements as well as new staff physical within 30 days of hire.<br><br>----------<br>Resources<br>**Staff records, ChildPlus and physical exam results<br><br>(Title I SW: 10) (Target Group: PRE K, K) | Campus Administrators, Health, Safety & Nutrition Coordinator | October | (F)Federal Grant - $3,500 | Summative - Staff records, TB results, completed physicals<br>----------<br>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 |

# IRENE C CARDWELL ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide training to all staff including nursing staff on medication dispensation and communicate with parents on a regular basis and as needed documenting every dose and medication.<br><br>----------<br>Resources<br>**ChildPlus, Medication Log, 504 documentation (Title I SW: 10) (Target Group: PRE K, K) | Campus Administrators, Health, Safety & Nutrition Coordinator | All Year | | Summative - Medication Log, Parent Communication Logs, Sign-in sheets<br>----------<br>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 |
| 2. Maintain documentation to monitor reported injuries and dispensation of medications under lock and key.<br><br>----------<br>Resources<br>**ChildPlus, Dispensation Log, Authorization Waiver, Ouch Notes (Title I SW: 10) (Target Group: PRE K, K) | Health, Safety & Nutrition Coordinator | All Year | | Summative - Completed dispensation log, signed waivers, incident log<br>----------<br>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 |
| 3. Provide two trainings (one in Fall and one in Spring) on understanding health records and requirements and procedures to all staff and parents. (Title I SW: 6,10) | Health, Safety & Nutrition Coordinator | | | Summative - Parent Communication Log, Sign-in sheet<br><br>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 |

# 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 2019, 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 | | Summative - Sign in sheets, agendas, School Readiness Plan<br><br>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 |
| 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 | | Summative - Sign in sheets, learning walk forms, agendas<br><br>Twice a year (Fall/Spring)<br><br>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 |

# Irene Cardwell Head Start
# 2018 - 2019 Program Goals
# Program Impact - Year 4

| Program Goal (BROAD) | Program Five Year Impact |
|---|---|
| *What does the program want to accomplish? Within Five Year Period* | *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?* |
| **GOAL (1.) The Irene Cardwell Head Start Program will enhance children's language development.** | As a result of accomplishing this goal,<br><br>* 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.<br><br>* Children will continue to become more successful as they transition from year to year into kindergarten and subsequent grades thereafter as they demonstrate use of highly enriched oral language skills.<br><br>* Children will continue to become more successful readers, speakers, and leaders as they progress into higher grades such as third grade. |
| **GOAL (2) The Irene Cardwell Head Start Program will enhance the health and well being of the families and children served by the program.** | As a reslut of accomplishing this goal,<br><br>* 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.<br><br>* Families will continue to become healthier participants of their community as they become responsible in making healthier choices when it comes to family nutrition.<br><br>* Families will become more knowledgable about managing finances and be able to reach financial security as they will have more time available to search for a job as well as maintain one since their children will be able to attend school regularly and consistently. |
| **GOAL (3) The Irene Cardwell Head Start Program will enhance the quality of relationships within families.** | As a result of accomplishing this goal,<br><br>* 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 there overall development including oral language, social emotional, and physical development.<br><br>* Children will continue to benefit from the high quality learning opportunities that come from their engagement in their families. As their interactions improve so will their skills and concepts in book and print, literacy, math, and science. |

# Irene Cardwell Head Start
# 2018 - 2019 Program Goals
# Program Data- Year 4

| Program Goal (BROAD) | Program Objective (SMART) | Program Support | Program Expected Outcomes | Measure | Data Resource |
|---|---|---|---|---|---|
| *What does the program want to accomplish? Long Term* | *What does the program plan to do to meet the goal?* | *What action does the program plan to take to support the goal?* | *Which Program Outcomes from PFCE and SR Plans are related to this goal?* | *Effort or Effect* | *What data will be used to show progress?* |
| **GOAL (1.)** 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. | **SRG(5-6)** Children, including Dual language learners, will use and comprehend increasingly complex nouns, verbs, adjectives, adverbs, pronouns, and speak in complete sentences in English, while engaged in conversations with peers and adults. **SRG(7)** Children will show progress in letter and sound association and naming at least 20 uppercase and 20 lowercase letters and sounds. **SRG(8)** Children will name numerals and count upto 30 . **(SRP Impacts- Literacy, Oral Lang. Dev. & Mathematics)** | 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 Festivals, Family Literacy Program, Science Fair, Families Reading Together, Reading Readiness Academy, ABC123 & Saturday Camp. | **(PFCE4)** Parents will engage in experiences in school and at home that help them to promote and further reinforce continuity in their child's learning and development.<br><br>**(PFCE Impacts- Families as Lifelong Educators)** | Effort & Effect | Parent Surveys, Event sign in logs, event flyer. |

***Challenges*** experienced by the program in achieving these goals were:
1. Limited engagement
2. Priorities of parents of enrolled children
3. Children enter program with limited prior knowledge.

Justification for modifications made to goal 1.
1. Goal 1 was modified to include numeracy as a recommendation from the School Readiness Advisory Committee. Promoting a balance in Math/ Literacy Dev.

# Irene Cardwell Head Start
# 2018 - 2019 Program Goals
# Program Data- Year 4

| Program Goal (BROAD) | Program Objective (SMART) | Program Support | Program Expected Outcomes | Measure | Data Resource |
|---|---|---|---|---|---|
| *What does the program want to accomplish? Long Term* | *What does the program plan to do to meet the goal?* | *What action does the program plan to take to support the goal?* | *Which Program Outcomes from PFCE and SR Plans are related to this goal?* | *Effort or Effect* | *What data will be used to show progress?* |
| **GOAL (2)** The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program. | **(A)** The ICHS Program will design and implement 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 hygeine, nutrition, and safety to staff, families, and children. The program will contract with a local nutritionist or dietician to provide services. | **SRG(13)** Children will demonstrate a growing awareness of being able to follow basic health, nutrition, and safety rules, fire safety, pedestrian, and traffic safety, and be able to recognize potentially harmful objects, substances, and activities. **(PFCE Impact- Family Well Being & Families as Learners)** **(PFCE5)** Families will participate in trainings that reflect and support their interests & life goals. | 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) 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 the process of referrrals and followup will ensure that services are rendered efficiently and effectively. | 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. | **(PFCE4)** Parents will engage in home/school experiences to promote and further reinforce their child's learning and development. **(PFCE Impacts- Families as Lifelong Educators, & Families Connections to Peers and Community)** | Effort | SST- Doc.<br><br>Refferal Forms<br><br>PFCE Data Reports<br><br>Family Outcomes Form |

***Challenges experienced by the program in achieving this goal:***
1. Prioritizing families needs as aligned in Family Partnership Plan. Program monitoring needs to be more consistant.
2. Limited resources within the community to meet needs of the family.
3. Limited and unreliable contact information for follow ups.
4. Staffing needs

**No modifications were done to GOAL (2). Services will remain focused on every family's individual needs using additional resources, documentation, and contact strategies.**

# Irene Cardwell Head Start
# 2018 - 2019 Program Goals
# Program Data- Year 4

| Program Goal (BROAD) | Program Objective (SMART) | Program Support | Program Expected Outcomes | Measure | Data Resource |
|---|---|---|---|---|---|
| *What does the program want to accomplish? Long Term* | *What does the program plan to do to meet the goal?* | *What action does the program plan to take to support the goal?* | *Which Program Outcomes from PFCE and SR Plans are related to this goal?* | *Effort or Effect* | *What data will be used to show progress?* |
| **GOAL (3)**<br>The Irene Cardwell Head Start Program will enhance the quality of relationships within families. | **(A)** The ICHS Program will carryout at least 3 of 4 fatherhood program trainings to inspire and encourage high quality positive interactions between the child and their male role models throughout the year.<br><br>(B) The ICHS Program will create and implement a training schedule to deliver monthly training to parents in Eng. / Spn. using the Love & Logic Parenting Curriculum. | 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. | **(PFCE7)** The Fatherhood program will enhance the quality and offer support for the role of a father in the child's life while establishing positive relationships<br><br>**(PFCE Framework- Parent and Child Relationships)**<br><br>**(PFCE Framework- Families Connections to Peers and Community)** | 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 |

***Challenges*** experienced by the program in achieving the goal were:
1. Limited engagement as a result of work schedules.
2. Cultural barriers

***Justification for creating an additional objective.***
Objective (B) was developed to support Goal (3) in increasing the quality and quantity of participation from not only Fathers but Mothers as well through Love & Logic Parenting Curriculum.

# Resources

Head Start Grant 205

Local Funds 167

Title 1 211

Principal's Account 461

# Texas Education Agency
## 2016-17 Federal Report Card for Texas Public Schools

**Campus Name:** IRENE C CARDWELL EL
**Campus ID:** 233901108
**District Name:** SAN FELIPE-DEL RIO CISD

**Part I:** Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

There is no data for this campus.

**Part II:** Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL + | Total Met | Total Eligible | Percent of Eligible Measures Met |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Status - State** | | | | | | | | | | | | | | | |
| State Target | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | | | | |
| Reading | | | | | | | | | | | | n/a | | | |
| Mathematics | | | | | | | | | | | | n/a | | | |
| Writing | | | | | | | | | | | | n/a | | | |
| Science | | | | | | | | | | | | n/a | | | |
| Social Studies | | | | | | | | | | | | n/a | | | |
| **Total** | | | | | | | | | | | | | | | |
| **Performance Status - Federal** | | | | | | | | | | | | | | | |
| Federal Target | 91% | 91% | 91% | 91% | | | | | 91% | 91% | 91% | | | | |
| Reading | | | | | n/a | n/a | n/a | n/a | | | | n/a | | | |
| Mathematics | | | | | n/a | n/a | n/a | n/a | | | | n/a | | | |
| **Participation Status** | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | 95% | | | |
| Reading | | | | | | | | | | | n/a | | | | |
| Mathematics | | | | | | | | | | | n/a | | | | |
| **Total** | | | | | | | | | | | | | | | |
| **Federal Graduation Status (Target: See Reason Codes)** | | | | | | | | | | | | | | | |
| Graduation Target | | | | | | | | | | | n/a | | 0 | 0 | |
| Met | | | | | | | | | | | | | | | |
| Reason Code *** | | | | | | | | | | | | | | | |
| **Total** | | | | | | | | | | | | | **0** | **0** | |
| **District: Met Federal Limits on Alternative Assessments** | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | |
| Alternate 1% | n/a | | | | | | | | | | | | | | |
| Number | n/a | | | | | | | | | | | | | | |
| Proficient | | | | | | | | | | | | | | | |
| Total Federal | n/a | | | | | | | | | | | | | | |
| Cap Limit | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | |
| Alternate 1% | n/a | | | | | | | | | | | | | | |
| Number | n/a | | | | | | | | | | | | | | |
| Proficient | | | | | | | | | | | | | | | |
| Total Federal | n/a | | | | | | | | | | | | | | |
| Cap Limit | | | | | | | | | | | | | | | |
| **Total** | | | | | | | | | | | | | | | |
| **Overall Total** | | | | | | | | | | | | | **0** | **0** | |

\+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)
*** Federal Graduation Rate Reason Codes:
a = Graduation Rate Goal of 90%
b = Four-year Graduation Rate Target of 88.5%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Rates** | | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Mathematics** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Writing** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Science** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Social Studies** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Participation Rates** | | | | | | | | | | | | |
| **Reading: 2016-2017 Assessments** | | | | | | | | | | | | |
| Number Participating | - | - | - | - | - | - | - | - | - | - | n/a | - |
| Total Students | - | - | - | - | - | - | - | - | - | - | n/a | - |
| Participation Rate | - | - | - | - | - | - | - | - | - | - | n/a | - |
| **Mathematics: 2016-2017 Assessments** | | | | | | | | | | | | |
| Number Participating | - | - | - | - | - | - | - | - | - | - | n/a | - |
| Total Students | - | - | - | - | - | - | - | - | - | - | n/a | - |
| Participation Rate | - | - | - | - | - | - | - | - | - | - | n/a | - |

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
\- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Ever HS) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Federal Graduation Rates** | | | | | | | | | | | | |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **5-year Extended Graduation Rate (Gr 9-12): Class of 2015** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **District: Met Federal Limits on Alternative Assessments** | | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | | |
| Number Proficient | n/a | | | | | | | | | | | |
| Total Federal Cap Limit | n/a | | | | | | | | | | | |
| **Mathematics** | | | | | | | | | | | | |
| Number Proficient | n/a | | | | | | | | | | | |
| Total Federal Cap Limit | n/a | | | | | | | | | | | |

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

| All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Ever HS) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| - Indicates there are no students in the group. | | | | | | | | | | | |
| n/a Indicates the student group is not applicable to System Safeguards. | | | | | | | | | | | |

Source: 2017 Accountability System Safeguards Report

**Part III:** Priority and Focus Schools

**Priority schools** are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

**Priority School Identification:** No
**Focus School Identification:** No
**Priority School Reason:** N/A
**Focus School Reason:** N/A

**A high-performance reward school** is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

**High Performing School:** No
**High Progress School:** No

Source: TEA Division of School Improvement and Support

**Part IV:** Teacher Quality Data

**Part IV A: Percentage of Teachers by Highest Degree Held**
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | ---------- Campus ---------- | | | |
|---|---|---|---|---|
| | Number | Percent | District Percent | State Percent |
| **No Degree** | 0.0 | 0.0% | 1.4% | 1.2% |
| **Bachelors** | 16.1 | 61.4% | 78.2% | 74.5% |
| **Masters** | 10.1 | 38.6% | 20.3% | 23.6% |
| **Doctorate** | 0.0 | 0.0% | 0.2% | 0.6% |

**Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports**
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

**Number of Core Academic Teachers Who Are Teaching on the Following Permits**

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

**Part V:** Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

**Part VI:** Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

**State Level: 2015 Percentages at NAEP Achievement Levels**

| Grade | Subject | Student Group | % Below Basic | % At or Above Basic | % At or Above Proficient | % At or Above Advanced |
|---|---|---|---|---|---|---|
| Grade 4 | Reading | Overall | 36 | 64 | 31 | 7 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 13 | 87 | 66 | 30 |
| | | Black | 49 | 51 | 17 | 2 |
| | | Hispanic | 44 | 56 | 22 | 3 |
| | | White | 18 | 82 | 50 | 13 |
| | | Students with Disabilities | 71 | 29 | 11 | 2 |
| | | English Language Learners | 59 | 41 | 12 | 2 |
| | | National School Lunch Program | 46 | 54 | 20 | 3 |
| | Mathematics | Overall | 14 | 86 | 44 | 8 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 3 | 97 | 82 | 36 |
| | | Black | 24 | 76 | 29 | 2 |
| | | Hispanic | 16 | 84 | 37 | 4 |
| | | White | 7 | 93 | 60 | 15 |
| | | Students with Disabilities | 41 | 59 | 18 | 2 |
| | | English Language Learners | 23 | 77 | 28 | 2 |
| | | National School Lunch Program | 19 | 81 | 30 | 2 |
| Grade 8 | Reading | Overall | 28 | 72 | 28 | 2 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 12 | 88 | 55 | 12 |
| | | Black | 38 | 62 | 19 | 2 |
| | | Hispanic | 35 | 65 | 19 | 1 |
| | | White | 14 | 86 | 43 | 4 |
| | | Students with Disabilities | 70 | 30 | 5 | n/a |
| | | English Language Learners | 71 | 29 | 2 | n/a |
| | | National School Lunch Program | 36 | 64 | 18 | 1 |
| | Mathematics | Overall | 25 | 75 | 32 | 7 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 5 | 95 | 67 | 25 |
| | | Black | 43 | 57 | 16 | 2 |
| | | Hispanic | 31 | 69 | 23 | 4 |
| | | White | 12 | 88 | 48 | 12 |
| | | Students with Disabilities | 62 | 38 | 8 | 1 |
| | | English Language Learners | 60 | 40 | 6 | n/a |
| | | National School Lunch Program | 34 | 66 | 20 | 3 |

**State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students**

| Grade | Subject | Student Group | % |
|---|---|---|---|
| Grade 4 | Reading | Students with Disabilities | 72 |
| | | Limited English Proficient | 92 |
| | Mathematics | Students with Disabilities | 80 |
| | | Limited English Proficient | 95 |
| Grade 8 | Reading | Students with Disabilities | 81 |
| | | Limited English Proficient | 95 |
| | Mathematics | Students with Disabilities | 81 |
| | | Limited English Proficient | 90 |

Source: TEA Division of Student Assessment

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

**Campus Title I Parent Survey**

**Irene C. Cardwell Elementary 2017-2018** ( +1 % return from 2016-2017)

**Enrollment# 544** **Surveys returned # 515** **95 % overall return rate**

| # | Title I Programs Survey | Agree | % | Disagree | % | No opinion | % |
|---|---|---|---|---|---|---|---|
| 1. | I feel welcomed at my child's school | 513 | 99% | 1 | 0% | 1 | 0.19 |
| 2. | The campus provides various parental engagement opportunities, such as informational meetings, trainings and activities. | 509 | 99% | 1 | 0.19% | 5 | 0.97% |
| 3. | I have volunteer opportunities at my child's school. | 460 | 89% | 15 | 2.90% | 40 | 7.70% |
| 4. | Parent engagement activities, such as meetings and trainings are provided at various times and days of the week to accommodate parent work schedules. | 486 | 94% | 16 | 3% | 13 | 2.50% |
| 5. | The campus keeps me informed of current and changing policies and events. | 504 | 98% | 3 | 0.58% | 8 | 1.50% |
| 6. | The campus provides at least one opportunity, such as parent/teacher conference for two-way communication. | 506 | 98% | 3 | 0.58% | 6 | 1.16% |
| 7. | The campus provides timely communication such as progress reports and report cards, to parents regarding student progress. | 506 | 98% | 4 | 0.77% | 5 | 0.97% |
| 8. | I receive timely information about state and local assessments such as STAAR, End of Course (EOC), and Benchmark assessments. | 439 | 85% | 7 | 1.35% | 69 | 13% |
| 9. | I am informed at the beginning of each year about resources and support available for students. | 492 | 96% | 4 | 0.77% | 19 | 3.60% |
| 10. | Teachers engage families by providing information on instruction in innovative ways, such as through SchoolTube, ipads, smart phone etc. to enhance classroom learning. | 464 | 90% | 15 | 3% | 36 | 6.90% |
| 11. | The campus communicates with me in a format and language I can easily understand. | 511 | 99% | 2 | 0% | 2 | 0% |
| 12. | Parents are encouraged to join various campus parent committees. | 485 | 94% | 5 | 1% | 25 | 5% |
| 13. | Campus leadership collaborates with parent and community groups to address campus opportunities or issues. | 477 | 93% | 5 | 0.97% | 33 | 6% |
| 14. | Overall, I am satisfied with parental engagement and opportunities at this campus. | 499 | 97% | 3 | 0.58% | 13 | 2.50% |
| 15. | I am familiar with the Title I program at my child's campus. | 449 | 87% | 25 | 5% | 41 | 8.00% |
| 16. | I have been invited to participate in the planning of the Campus Parental Policy and School Parent Compact. | 447 | 87% | 20 | 4% | 48 | 9% |
| 17. | I have seen improvement in my child's reading comprehension/skills this year. | 504 | 98% | 3 | 0.58% | 8 | 2% |
| 18. | I have seen improvement in my child's math abilities this year. | 482 | 94% | 10 | 2.00% | 23 | 4.40% |
| 19. | I have been provided with information about how I can help my child with his/her school work. | 504 | 98% | 6 | 1.16% | 5 | 0.97% |
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## Irene Cardwell School

| Category | Statement | 2018 | 2017 | 2016 | 2015 | 2014 | 2013 |
|---|---|---|---|---|---|---|---|
| Job Satisfaction and Engagement | I like the work I do. | 100.0% | 99.0% | 100.0% | 98.0% | 100.0% | 98.0% |
| Job Satisfaction and Engagement | On most days I feel good about what I have accomplished. | 100.0% | 97.0% | 97.0% | 98.0% | 95.0% | 92.0% |
| Job Satisfaction and Engagement | I understand what is expected of me in my job. | 96.5% | 94.0% | 99.0% | 98.0% | 97.0% | 94.0% |
| Job Satisfaction and Engagement | I would recommend my campus or department to a friend as a good place to work. | 91.9% | 79.0% | 94.0% | 88.0% | 82.0% | 73.0% |
| Job Satisfaction and Engagement | My job allows me to use my skills and abilities. | 96.5% | 90.0% | 94.0% | 92.0% | 94.0% | 94.0% |
| Working Conditions | The hours I work are reasonable. | 95.3% | 93.0% | 94.0% | 99.0% | 95.0% | 86.0% |
| Working Conditions | My workload is appropriate for my position. | 89.5% | 76.0% | 84.0% | 87.0% | 76.0% | 67.0% |
| Working Conditions | I work in a environment that is safe. | 81.4% | 79.0% | 96.0% | 87.0% | 90.0% | 94.0% |
| Working Conditions | I feel secure in my employment with this district. | 89.5% | 86.0% | 99.0% | 93.0% | 94.0% | N/A |
| Working Conditions | I have the equipment, tools, and supplies I need to do my job. | 87.2% | 78.0% | 84.0% | 86.0% | 86.0% | 92.0% |
| Relationship with Coworkers | I can depend on my coworkers. | 94.2% | 83.0% | 93.0% | 94.0% | 79.0% | 88.0% |
| Relationship with Coworkers | I like the people I work with. | 98.8% | 92.0% | 99.0% | 93.0% | 92.0% | 88.0% |
| Relationship with Coworkers | I feel loyal to my immediate team or work group. | 100.0% | 95.0% | 99.0% | 95.0% | 97.0% | 94.0% |
| Relationship with Coworkers | My team works well together. | 94.2% | 86.0% | 94.0% | 92.0% | 85.0% | 82.0% |
| Relationship with Supervisor | My supervisor sets clear goals and objectives. | 89.5% | 72.0% | 96.0% | 86.0% | 85.0% | 80.0% |
| Relationship with Supervisor | I get the training I need to do my job effectively. | 86.0% | 74.0% | 79.0% | 84.0% | 76.0% | 84.0% |
| Relationship with Supervisor | I receive useful feedback in my job performance. | 89.5% | 76.0% | 82.0% | 82.0% | 71.0% | 71.0% |
| Relationship with Supervisor | My supervisor provides the support I need with problems on the job. | 88.4% | 69.0% | 88.0% | 82.0% | 79.0% | 73.0% |
| Relationship with Supervisor | I am allowed to make decisions within my scope of authority. | 86.0% | 64.0% | 90.0% | 81.0% | 76.0% | 71.0% |
| Relationship with Supervisor | My supervisor makes timely decisions. | 88.4% | 77.0% | 88.0% | 86.0% | 76.0% | 82.0% |
| Relationship with Supervisor | I can communicate openly and honestly with my supervisor. | 89.5% | 72.0% | 93.0% | 87.0% | 76.0% | 78.0% |
| Relationship with Supervisor | My work is appreciated by my supervisor. | 90.7% | 73.0% | 79.0% | 86.0% | 75.0% | 73.0% |
| Relationship with Supervisor | I trust my supervisor. | 87.2% | 68.0% | 90.0% | 88.0% | 79.0% | 71.0% |
| Campus Environment | I get the information I need from campus leaders. | 91.9% | 87.0% | 88.0% | 95.0% | 92.0% | 82.0% |
| Campus Environment | My campus is clean and properly maintained. | 84.9% | 77.0% | 88.0% | 84.0% | 91.0% | 83.0% |
| Campus Environment | My principal is effective in leading my campus to achieve its goals. | 89.5% | 83.0% | 92.0% | 91.0% | 94.0% | 90.0% |
| Campus Environment | My principal treats me with respect. | 94.2% | 75.0% | 96.0% | 91.0% | 96.0% | 88.0% |
| Curriculum and Instruction Support | I have sufficient access to resources and materials. | 88.4% | 95.0% | 80.0% | 81.0% | 100.0% | 71.0% |
| Curriculum and Instruction Support | I have sufficient access to instructional technology. | 76.7% | 53.0% | 85.0% | 58.0% | 90.0% | 94.0% |
| Curriculum and Instruction Support | Teachers have a role in selecting instructional materials and resources. | 81.4% | 74.0% | 75.0% | 85.0% | 85.0% | 65.0% |
| Curriculum and Instruction Support | Staff development provides teachers with useful knowledge and skills. | 89.5% | 89.0% | 85.0% | 88.0% | 100.0% | 94.0% |
| Curriculum and Instruction Support | I am satisfied with resources for teachers with special populations. | 81.4% | 58.0% | 58.0% | 69.0% | 90.0% | 94.0% |
| Curriculum and Instruction Support | Teachers are held to high professional standards. | 89.5% | 89.0% | 100.0% | 96.0% | 95.0% | 88.0% |
| Curriculum and Instruction Support | I have the opportunity to collaborate with colleagues. | 95.3% | 95.0% | 100.0% | 96.0% | 90.0% | 76.0% |
| Curriculum and Instruction Support | I am provided opportunities to learn from other teachers. | 82.6% | 95.0% | 85.0% | 85.0% | 81.0% | 65.0% |
| Curriculum and Instruction Support | I receive feedback that can help me improve my teaching. | 79.1% | 89.0% | 95.0% | 81.0% | 80.0% | 88.0% |
| Curriculum and Instruction Support | Teachers are involved in decisions about instructional issues. | 80.2% | 63.0% | 85.0% | 96.0% | 85.0% | 76.0% |
| Student Discipline Support | The principal provides leadership in setting and maintaining behavioral standards for students. | 87.2% | 68.0% | 80.0% | 92.0% | 95.0% | 69.0% |
| Student Discipline Support | Our students code of conduct is consistently and fairly enforced. | 82.6% | 68.0% | 75.0% | 85.0% | 81.0% | 71.0% |
| Student Discipline Support | I am given appropriate assistance to resolve disciplinary problems in my classroom. | 65.1% | 68.0% | 80.0% | 88.0% | 90.0% | 59.0% |