

Spring Branch Independent School District

The Panda Path School

2020-2021 Campus Improvement Plan



Mission Statement

The mission of Panda Path is to nurture, guide and challenge all students, faculty and staff to achieve their maximum potential.

Vision

Dream of a bright future

Believe in yourself and others

Achieve your Highest Potential

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch. The majority of our students speak Spanish as their first language. Most of our students qualify as "at risk" of not graduating from high school.
2. We started a PK3 year old program for the 2016-2017 school year as a mid-year pilot. In 2018-2019, we proceeded to implement the program for the full year and added an additional classroom of students due to increased enrollement after the school year started.
3. The classes will be:
 - 2.0 PK3 classes:
 - 1 ESL/Mainstream sections
 - 3 Bilingual Spanish sections
 - 2 ESL/Mainstream PK4 classes
 - 5 Bilingual Spanish PK4 classes
 - 1 PPCD class

Demographics Strengths

In 2020-2021, we offered 2 classrooms of our PK3 program and 7 classes for our PK4 program which is an increase due to the previous year class sizes. Specifically, our bilingual PK4 classrooms were all full at between 24-26 students.

Our PK3 program began the 2016-2017 school year with two sections, 1 ESL/Mainstream and 1 Bilingual Spanish, but we doubled our enrollment during August 2017 registration and added two more sections for a total of 1 ESL/Mainstream section and 3 Bilingual Spanish sections. In August 2018, we had a waiting list so we added an additional teacher and opened an additional PK3 Bilingual classroom.

Two of our ten teachers were new to Panda Path in 2020-2021. 10 out of our 10 teachers are experienced early childhood teachers. Our families experience crises that would be expected of those living in high poverty, but we have family support in our social worker, our family University class, and a we have large number of community partnerships such as the Spring Branch Family Development Center. In 2018-2019, we opened additional open lab time in our parent center in our school and had increased parent participation on campus. We continue to have a robust parent volunteer program and a number of community partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of our families continue to experience crisis associated with our demographics **Root Cause:** Poverty

Student Achievement

Student Achievement Summary

PPS PK4 CIRCLE Literacy Assessment Campus & District Average at End of Year 2018-2019

- Rapid Letter Naming - Campus: 82% & District: 88%
- Rapid Vocabulary - Campus: 78% & District: 70%
- Early Writing - Campus: 93% & District: 93%
- Social Emotional- Campus: 93% & District: 92%
- Math- Campus: 83% & District: 88%

PPS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at End of School Year 2018-2019

- Rapid Letter Naming - Bilingual: 83% & Mainstream: 79%
- Rapid Vocabulary - Bilingual: 78% & Mainstream: 79%
- Early Writing - Bilingual: 95% & Mainstream: 89%
- Social Emotional- Bilingual: 98% & Mainstream: 84%
- Math- Campus: 83%

PPS PK4 CIRCLE Literacy Assessment Campus & District Average at End of Year 2017-2018

- Rapid Letter Naming in English - Campus: 69% & District: 84%
- Rapid Vocabulary - Campus: 55% & District: 49%
- Story Retell and Comprehension - Campus: 93 & District: 89%
- Book and Print Knowledge - Campus: 89% & District: 89%

Student Achievement Strengths

Academics:

- In Literacy:
 - 82% of our students performed at the On Track level in Rapid Letter Naming (2018-2019 CIRCLE)
 - 78% of our students performed at the On Track level in Rapid Vocabulary Naming (2018-2019 CIRCLE)
 - 93% of our students performed at the On Track level in Writing (2018-2019 CIRCLE)
 - 93% of our students performed at the On Track level in Social Emotional (2018-2019 CIRCLE)
- In Math: 83% of our students performed at the On Track (2018-2019 CIRCLE)
- All Components: 78%-100% of all students were On Track in all components (2018-2019 CIRCLE)

Growth:

PK4 areas showing growth comparing End of Year 2017-2018 to End of Year 2018-2019:

- Rapid letter naming increased by 13 percentage points from 69% in 2018 to 82% in 2019
- Rapid Vocabulary increased by 23 percentage points from 55% in 2018 to 78% in 2019
- Social Emotional increased by 16 percentage points from 77% in 2018 to 93% in 2019
- All Math components increased between 2 to 29 percentage points from 2018 to 2019
 - Number Discrimination increased by 2 percentage points from 86% in 2018 to 88% in 2019
 - Shape Discrimination increased by 14 percentage points from 77% in 2018 to 91% in 2019
 - Counting Sets increased by 3 percentage points from 69% in 2018 to 72% in 2019
 - Operations increased by 29 percentage points from 25% in 2018 to 54% in 2019

Closing Gaps:

- Mainstream students increased from 69%-80% in Rapid Letter Naming (CIRCLE 2018-2019)
- Bilingual students increased from 81%-83% in Rapid Letter Naming (CIRCLE 2018-2019)
- The gap between Mainstream and Bilingual Rapid Letter Naming decreased from 12% down to 3%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: End of year Literacy CIRCLE Assessment data shows achievement gaps between Bilingual and ESL/Mainstream classes in the area of Rapid Letter Naming. **Root Cause:** Poverty impacts social emotional development and language development which impacts achievement.

School Culture and Climate

School Culture and Climate Summary

- Our school is the heartbeat of our community and we encourage participation in all school activities, events, and learning pathways.
- We encourage open communication and a partnership between home and school in order to ensure our collective greatness through student achievement on the highest levels.
- One way that we connect with our community is through our Family U! This program is a parent lab designed specifically for parents with children under three years old in order to learn how to stimulate their children's development.

School Culture and Climate Strengths

- 95% of our community responded favorably when asked of their perception of the overall climate at Panda Path (2018-2019 Panorama Survey). 91% responded favorable of the overall climate at Panda Path in the 2017-2018 Panorama Survey.
 - 92% of our teaching staff responded favorably when asked of their perception of the overall climate at Panda Path (2018-2019 Panorama Survey).
1. Teachers planned and implemented small group literacy instruction to include differentiation of leveled readers, word work, and interactive writing. Teachers implemented modeled/shared/guided/independent reading and writing. Teachers planned and implemented math large group, small group and workstations. Teachers facilitated student engagement in interdisciplinary projects.
 2. Staff grew their collegiality and increased their collaboration as they presented highlights from their trainings during professional learning sessions. This also resulted in more professional and open communication between teachers and teacher assistants.
 3. All professional staff continue implementing the use of instructional technology throughout the daily routine using iPad apps as a way to provide additional literacy and math skill practice. Staff used book making software to design readers for students to use at school and at home. Staff share student technology use with colleagues during campus professional development sessions once per month.
 4. All campus staff participated in 3 campus activities designed to provide a common understanding, language, and practice of great internal/external customer service through the *Share A Smile* Initiative.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Need to restructure systems to provide more time and support for students and families experiencing difficulty in achieving the outcomes. **Root Cause:** PK 3 Student Arrival/Dismissal Supervision demands on support staff

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. All teachers met highly qualified status.
2. All current staff are returning for the 2020-2021 school year except two teachers who obtained a teaching job in another district closer to their homes.

Staff Quality, Recruitment, and Retention Strengths

There was a new director for 2018-2019. We also had an addition of a .5 PK classroom to provide additional room for students who were on a waiting list. There was an additional of a PK4 assistant in 2018-2019 in order to assist with small group in our large PK4 Bilingual classrooms. All teaching staff returned for 2019-2020 except one teacher who was here for a half day and now has a full day position at another center in the district. That teacher was replaced with a highly qualified and experienced PK teacher. In 2020-2021, all staff is returning except two teachers who took jobs in another district closer to their homes. They were replaced by highly qualified teachers.

Our professional learning time continues to be instrumental in allowing us to grow together as a staff. Our teachers are highly dedicated and hardworking. Additionally, this year we added the support role of a lead PK teacher, one of our existing Team Leaders, to coach and mentor our staff and lead professional learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: PK3 and PK4 teachers do not collaborate during PLC time **Root Cause:** Schedules conflict with half day teaching schedules and full day

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We believe that Every Child has limitless curiosity and the ability to achieve their highest potential. Our goal, Spring Branch T-2-4, drives Panda Path's vision to ensure student success. Panda Path is a place where students are challenged, and where they form the understanding that school is a great place to be!

- - We are committed to meet every child's unique needs through individualize instruction.
 - We utilize multiple data points to drive our targeted and purposeful instruction
 - We are dedicated to demonstrate college-ready performance by meeting all Prekindergarten targeted academic and social emotional benchmarks.
 - We are determined to close any achievement gaps in order best prepare our students for Kindergarten readiness.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We need to continue to develop our skills teaching virtually when needed **Root Cause:** The need to go to virtual education when needed due to safety

Parent and Community Engagement

Parent and Community Engagement Summary

Panda Path values and actively engages parent participation and community involvement in a variety of ways throughout the school year.

Parent and Community Engagement Strengths

1. Through CIT team participation, we had parent representatives on our CIT team for the 2018-2019 school year.
2. We had the majority of students represented by parents/guardians at Orientation, Open House, Parent Conferences, Summer Parent Night, and Parent Learning Days.
3. Parents responded to attendance courtesy calls, absence note reminders, and home visits to reduce tardiness and increase student attendance.
4. Family University had about 35 families enrolled and attending daily parenting classes to enhance early learning in the homes of children from 0-3years old.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent CIT representatives were not able to continue on for 2 years. **Root Cause:** Parent chosen from PreK 4 classrooms

School Context and Organization

School Context and Organization Summary

Panda Path is a school for early learning located on the far North side of Spring Branch ISD. The campus serves three and four year old students in Prekindergarten from 3 Elementary feeder schools. Each classroom is lead by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Support teachers to more fully implement the PLC model in order to personalize learning to meat every student's diverse needs. **Root Cause:** New Initiative

Technology

Technology Summary

At Panda Path, technology is used by students and staff to provide on demand access to information, to increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.

Technology Strengths

1. Teachers use the internet to find research and resources to support their instructional content, planning and implementation. Need to continue to build collaborative networks (i.e. wikis, blogs, goggle docs, campus web page, Lync, Skype, etc.) to share information across teachers.
2. Students use the apps on iPads and Chrome Books to practice literacy and math skills; generate collections of stories/books; etc.
3. Students participate in electronic benchmark testing at the beginning, middle, and end of the school year (CIRCLE). Students engage with interactive and responsive software (iStation, Dreambox) to practice skills on a weekly basis.
4. Parents have access to ReadyRosie app 24/7 to parctice suggested skills with their child.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology not provided by the district is aging out. **Root Cause:** cost and campus budget

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data

Goals

Goal 1: STUDENT ACHIEVEMENT. Every student at The Panda Path School will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, The Panda Path School will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning by 5 percentage points.



2019-20: Not Rated due to COVID




2018-19: Rapid Letter - 82%; Rapid Vocabulary - 78%; Writing 93%; SEL 93%; Math 83%




2017-18: Rapid Letter - 77%; Rapid Vocabulary - 55%; Writing 87%; SEL 77%; Math 71%






Evaluation Data Sources: EOY CIRCLE Assessment Data

Summative Evaluation: None

<p>Strategy 1: Small Group Instruction-classroom will have the resources needed to work with students at their level of development Language Arts</p> <ul style="list-style-type: none"> -big books for shared reading -emergent level books -trade books for read alouds -magnetic letters,white boards etc, -paper and printer ink for creating books and chart stories -small group math manipulatives -Raz kids plus for access to on level readers <p>Strategy's Expected Result/Impact: Materials used during small group instruction that leads to increase in CIRCLE Assessment and word awareness. Teacher lesson plans and Eduphoria Data</p> <p>Staff Responsible for Monitoring: Campus Director Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Supplies for classroom - 199 PIC 32 - Pre-Kindergarten - \$8,393, Substitutes for Classroom Assistants - 199 PIC 32 - Pre-Kindergarten - \$3,094, supplies for classroom - 211 - Title I, Part A (FBG20 Carryover) - \$6,760, supplies for classroom, books, magnetic letters, white boards, paper, printer ink, etc. - 211 - Title I, Part A - \$2,553, supplies for classroom - 199 PIC 35 -PreK Bilingual - \$1, Supplies and materials for at risk - 199 PIC 34 - Pre-K At Risk/SCE - \$400, Supplies for Classroom - 199 PIC 23 - Special Education - \$567, motor development and supplies and materials - 199 PIC 99 - Undistributed - \$595</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Book study on best practices in virtual and in person instruction for Prekindergarten students.</p> <p>Strategy's Expected Result/Impact: Increase the use of shared reading materials in the classroom. Charts in library center and use of big books and flipcharts. Books and poems used in chart center to develop concepts of print and word awareness. More personalized teaching for each student because teachers more knowledgeable about each students. Each teacher will have a copy of the book.</p> <p>Staff Responsible for Monitoring: Campus Director Team Leaders</p> <p>Funding Sources: book, charts, pointers, big books, and other shared reading materials - 211 - Title I, Part A - \$4,700, Books for Book Study - 211 - Title I, Part A - \$300</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 3: Develop science vocabulary and by providing real life experiences. Houston Museum of Natural Science- Wildlife on Wheels programs will be brought in to school. Young Audiences Performances- select 2 or 3 performances appropriate for PK students (puppets, nursery rhymes or fair tales). Strategy's Expected Result/Impact: HMNS in-school study trips reinforce science concepts that have been introduced in the classroom. Increase in vocabulary related to the units of study being studied. Staff Responsible for Monitoring: Team Leaders Funding Sources: In-school study trips - 211 - Title I, Part A - \$1,575	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Learning centers will be established in the classrooms in order to provide independent learning in all curricular areas. This includes: -literacy centers -listening centers -writing centers -art centers -social studies -science -fine motor development -technology Strategy's Expected Result/Impact: Classroom learning centers have a variety of materials that are correlated to the state PK guidelines. Rotation chart is used to assure students have an opportunity to interact with a variety of materials. Staff Responsible for Monitoring: Director Funding Sources: Center Materials - 211 - Title I, Part A - \$2,500, Materials for classroom - 211 - Title I, Part A - \$150, Materials for Fine Motor development - 211 - Title I, Part A - \$1,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Project approach will be used in order to provide students with interdisciplinary experiences. Students will select a topic to be studied. Supplies & materials will be provided for the topic selected. A study trip is an integral part of the project approach. This study trip will be provided to each classroom as well as transportation to the study trip. Parents will be invited to participate in the study trip with their child. A home activity will involve parents in the topic being studied. Mainstreet Theater-students visit a theater and view a life performance based on a favorite trade book (Click Clack Moo) in order to help create a real life experience for students and develop vocabulary. Strategy's Expected Result/Impact: Increase in students use of specific vocabulary associated with the class project. Increase in writing and reading associated with the classroom project. Staff Responsible for Monitoring: Director Team Leaders Funding Sources: Project Approach Classroom Materials - 211 - Title I, Part A - \$1,500, Study Trips, Parent involvement in study trip, project approach materials - 211 - Title I, Part A - \$3,200	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 6: Support language development and conceptual development by providing in school experiences that are in line with the PK guidelines and SBISD curriculum. These will include: -Pumpkin/Fall Festival -Go Texas/Square Dance -Rodeo Day -Spring Fling -Holiday Sing Along -Share your Love for reading -Field Day -Splash Day Strategy's Expected Result/Impact: Students are able to name cultural holidays they have participated. Increase in writing and reading associated with the cultural holidays. Parents attend events such as Square Dance, Holiday Sing Along, Field Day etc. Staff Responsible for Monitoring: Committee Chairs Funding Sources: Parent involvement and student supplies for in school experiences - 211 - Title I, Part A - \$777	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: Provided extended planning time once every nine weeks to update language arts road map with new PK guidelines and new activities. Strategy's Expected Result/Impact: Road maps will be up to date with the new PK guidelines. Lesson plans will also use the new pk guidelines. Staff Responsible for Monitoring: Director Team Leader Funding Sources: Substitutes for extended planning - 199 PIC 34 - Pre-K At Risk/SCE - \$300, substitutes and supplies for extended planning - 211 - Title I, Part A - \$1,200	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 8: Professional Development for Staff Region IV and Rice. Provide the opportunity for teachers to attend conference and bring back new teaching strategies to be implemented in the classroom. Summer Early Childhood Conference Write out of the Box (fine motor training) Positive Discipline Technology Staff Development Elementary Technology Conference Strategy's Expected Result/Impact: Attendance Certificate Staff Responsible for Monitoring: Director Administrative Assistant Funding Sources: Professional Development - 211 - Title I, Part A - \$1,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 9: Staff development time will be used to refine the independent math task system. Provide extended planning time during each nine weeks to create staff development units for each math task. Strategy's Expected Result/Impact: Use of independent centers during math time. Staff development units shared at the district level and placed on campus website. Eduphoria courses Sign in sheets Staff Responsible for Monitoring: Director Funding Sources: Director travel and professional development - 211 - Title I, Part A - \$450	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. Every student at The Panda Path School will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, The Panda Path School will increase overall performance on pre-kindergarten assessments to narrow the gap by at least 5 percentage points between EL/non-EL students on CIRCLE while all performance improves.






2019-20: Not Rated due to COVID

2018-19: EL 73%; non-EL 67%

2017-18: EL 50%; non-EL 54%

Evaluation Data Sources: EOY CIRCLE Assessment: Rapid Vocabulary

Summative Evaluation: None

Strategy 1: Provide extended planning as needed to give teachers time to plan lessons for students needing more development and create materials to support their learning. Strategy's Expected Result/Impact: Roadmaps will be updated using new PK guidelines. Lesson plans reflect new activities using PK guidelines Calendar Staff Responsible for Monitoring: Director Team Leaders	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. Every student at The Panda Path School will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, The Panda Path School will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning by 4 percentage points from MOY to EOY.







2019-20: Not Rated due to COVID

2018-19: Rapid Letter - 82%; Rapid Vocabulary - 78%; Writing 93%; SEL 93%; Math 83%

2017-18: Rapid Letter - 77%; Rapid Vocabulary - 55%; Writing 87%; SEL 77%; Math 71%

Evaluation Data Sources: EOY CIRCLE Assessment Data

Summative Evaluation: None

Strategy 1: Mid-year data analysis to review data and progress of students. Identify students needing additional instruction and provide additional instruction 2/3 times a week. Strategy's Expected Result/Impact: Compare mid year and spring data to determine progress of students. Staff Responsible for Monitoring: Campus Director Team Leaders	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Purchase literacy, math materials, and teaching tools for classrooms to enhance teachers ability to personalize reading and math instruction in a virtual or in person setting. Strategy's Expected Result/Impact: Teachers and students will be able to have increased opportunities to read in a greater variety of texts and to learn math concepts using a greater variety of manipulative both virtually and in person. Staff Responsible for Monitoring: Director Team Leaders Funding Sources: Raz Kids reading resource - 211 - Title I, Part A - \$300, Technology for teaching tools - 199 PIC 32 - Pre-Kindergarten - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Every student at The Panda Path School will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, 95% of students at The Panda Path School will meet expectations on the Social Emotional Learning portion of the CIRCLE assessment.



2019-20: Not Rated due to COVID





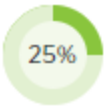




2018-19: Social/Emotional - 93%

2017-18: Social/Emotional - 77%

Evaluation Data Sources: Social-Emotional Learning CIRCLE EOY Checklist

Summative Evaluation: None

Strategy 1: Recognize student achievement by having perfect attendance certificates each nine weeks. Strategy's Expected Result/Impact: Attendance will be at 90% or higher each nine weeks. Staff Responsible for Monitoring: Administrative Assistant ADA Funding Sources: Instructional supplies for perfect attendance - 199 PIC 34 - Pre-K At Risk/SCE - \$400	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Have a Communities in School (CIS) worker at Panda Path. Academic enhancement and support- including tutoring and extended learning time College and career awareness- including preparation and transition Health and human services- including mental health and basic needs Parental and family engagement- including home visits and consultation Supportive guidance and counseling- both individual and group Enrichment activities- including mentoring Strategy's Expected Result/Impact: CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process. Connect parents with services needed for basic needs such as food clothing, utilities and rent. Staff Responsible for Monitoring: Director Funding Sources: CIS Full Time - 211 - Title I, Part A - \$26,384	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Enroll at least 15 families to attend Family U and attend 2 sessions weekly for the duration of the program. Strategy's Expected Result/Impact: This program invites families with children ranging from the ages of 0-3 to come to school and spend time in a classroom environment to provide a rich language environment as well as guidance in the development of parenting skills. Staff Responsible for Monitoring: Director Funding Sources: Parent Liaison - 211 - Title I, Part A - \$28,566	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Provide supplies for nurse to care for students. Strategy's Expected Result/Impact: Healthy students will be more successful. Staff Responsible for Monitoring: Director Nurse Funding Sources: Clinic - 199 PIC 99 - Undistributed - \$450	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Provide high functioning and efficient front office to support families and staff Strategy's Expected Result/Impact: Meeting family and staff needs will enhance building climate and increase student performance. Staff Responsible for Monitoring: Director Funding Sources: Front Office supplies and materials - 199 PIC 99 - Undistributed - \$2,000, Flyers, newsletters, e newsletters, road signs, distribution materials - 199 PIC 99 - Undistributed - \$400	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Provide transitional visits for our prekindergarten students to visit their future elementary campuses. Strategy's Expected Result/Impact: Enhance a positive transition from PK school to elementary campuses. Staff Responsible for Monitoring: Director Funding Sources: Transitional Visits - 211 - Title I, Part A - \$500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: By May 2020, at least 2 projects will be completed and the learning will be celebrated/displayed in a meaningful way by inviting the community. In 2018-2019, no projects were celebrated/displayed in a meaningful way by inviting the community. Strategy's Expected Result/Impact: Will enhance building climate and increase student performance. Staff Responsible for Monitoring: Director Funding Sources: Projects - 199 PIC 32 - Pre-Kindergarten - \$2,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Every student at The Panda Path School will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each classroom will implement and support social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None


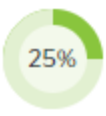




Strategy 1: [INSERT STRATEGY]	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div><div>50%</div></div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: SAFE SCHOOLS. The Panda Path School will ensure a safe and orderly environment.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None







Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators Funding Sources: monitoring and security tools - 199 PIC 99 - Undistributed - \$400	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. The Panda Path School will ensure a safe and orderly environment.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Summative Evaluation: None

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. The Panda Path School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)
Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Director Administrative Assistant	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div>50%</div></div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Campus Funding Summary

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies for Classroom		\$567.00
Sub-Total					\$567.00
Budgeted Fund Source Amount					\$567.00
+/- Difference					\$0.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies for classroom		\$8,393.00
1	1	1	Substitutes for Classroom Assistants		\$3,094.00
1	3	2	Technology for teaching tools		\$1,000.00
2	1	7	Projects		\$2,000.00
Sub-Total					\$14,487.00
Budgeted Fund Source Amount					\$14,487.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and materials for at risk		\$400.00
1	1	7	Substitutes for extended planning		\$300.00
2	1	1	Instructional supplies for perfect attendance		\$400.00
Sub-Total					\$1,100.00
Budgeted Fund Source Amount					\$1,100.00
+/- Difference					\$0.00
199 PIC 35 -PreK Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies for classroom		\$1.00
Sub-Total					\$1.00
Budgeted Fund Source Amount					\$1.00

199 PIC 35 -PreK Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	motor development and supplies and materials		\$595.00
2	1	4	Clinic		\$450.00
2	1	5	Front Office supplies and materials		\$2,000.00
2	1	5	Flyers, newsletters, e newsletters, road signs, distribution materials		\$400.00
3	1	1	monitoring and security tools		\$400.00
Sub-Total					\$3,845.00
Budgeted Fund Source Amount					\$3,845.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies for classroom, books, magnetic letters, white boards, paper, printer ink, etc.		\$2,553.00
1	1	2	book, charts, pointers, big books, and other shared reading materials		\$4,700.00
1	1	2	Books for Book Study		\$300.00
1	1	3	In-school study trips		\$1,575.00
1	1	4	Center Materials		\$2,500.00
1	1	4	Materials for classroom		\$150.00
1	1	4	Materials for Fine Motor development		\$1,500.00
1	1	5	Project Approach Classroom Materials		\$1,500.00
1	1	5	Study Trips, Parent involvement in study trip, project approach materials		\$3,200.00
1	1	6	arent involvement and student supplies for in school experiences		\$777.00
1	1	7	substitutes and supplies for extended planning		\$1,200.00
1	1	8	Professional Development		\$1,500.00
1	1	9	Director travel and professional development		\$450.00
1	3	2	Raz Kids reading resource		\$300.00
2	1	2	CIS Full Time		\$26,384.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Parent Liaison		\$28,566.00
2	1	6	Transitional Visits		\$500.00
Sub-Total					\$77,655.00
Budgeted Fund Source Amount					\$77,655.00
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies for classroom		\$6,760.00
Sub-Total					\$6,760.00
Budgeted Fund Source Amount					\$15,973.00
+/- Difference					\$9,213.00
Grand Total					\$104,415.00

Addendums