

Spring Branch Independent School District

The Panda Path School

2022-2023 Campus Improvement Plan



Mission Statement

Panda Path's mission is to nurture, guide and challenge all students, faculty and families to achieve their maximum potential.

Vision

Panda Path will prepare every student by teaching them the social and cognitive skills they need to become independent learners and critical thinkers.

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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Panda Path serves a high poverty community with approx. 98% of our students economically disadvantage who qualify for free/reduced lunch. The majority of our students are English Learners and speak Spanish as their first language; however, we have seen an influx of new immigrants who speak a Mayan dialect. Most of our students qualify as "at risk" of not graduating from high school.
2. We started a PK3 year old program in 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 classrooms of students due to increased enrollment after the school year started.
3. Panda Path currently has the following units:
 - 2.0 PK3 classes:
 - 1 ESL/Mainstream sections
 - 3 Bilingual Spanish sections
 - 2 ESL/Mainstream PK4 classes
 - 5 Bilingual Spanish PK4 classes
 - 1 ECSE class

Demographics Strengths

In 2021-2022, We enrolled 173 students, an increased from the year before and above the projections by 12 students. Parents in our community are worried about their child's education and are starting to bring them to school after the pandemic. We hope to see an additional increase in enrollment for the 2022-2023 school year.

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. As a result, we saw increased parent participation and engagement 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: Panda Path enrollment has been between at 71% (150) to 82% (173) of the school capacity. It dropped due to the Pandemic two years ago and we have not

been able to get back to our capacity (210 students) **Root Cause:** Parents keep their child home for fear to contract the Corona Virus. Parents do not have transportation to bring back and forward their child to the PK3 program. Parents do not do not have all vaccines and documents needed for enrollment. Parents do not know Panda exist. Apartments do not allow yard signs in their property. Parents know PK is not mandatory so they keep their child home.

Problem Statement 2: Students lack foundational development in oral language, vocabulary and social emotional development when they enter school for the first time (3 or 4 years old) **Root Cause:** Social economic challenges, homeless status, recent emigrant status, mobility rate, one parent home who works multiple jobs, limited interaction with other members of the family, lack of education at home.

Problem Statement 3: Teachers have difficulties reaching some parents to discuss student academic performance, attendance concerns or student and/or parent participation in school activities. **Root Cause:** Some students come from a single parent home where the parent work long hours to provide for the family Students living with relatives because their parents have been deported or are in jail Parents change their address and phone numbers often due to economic hardships

Student Learning

Student Learning Summary

PPS PK4 CIRCLE Literacy Assessment Campus & District Average at End of Year 2021-2022

- Rapid Letter Naming - Campus: 90% & District: 89%
- Rapid Vocabulary - Campus: 87% & District: 79%
- Early Writing - Campus: 96% & District: 94%
- Social Emotional- Campus: 97% & District: 95%
- Math- Campus: 89% & District: 91%

PPS PK4 CIRCLE Literacy Assessment Campus & District Average at End of Year 2020-2021

- Rapid Letter Naming - Campus: 85% & District: 87%
- Rapid Vocabulary - Campus: 78% & District: 72%
- Early Writing - Campus: 75% & District: 92%
- Social Emotional- Campus: 96% & District: 89%
- Math- Campus: 79% & 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: 93% & Mainstream: 89%
- Social Emotional- Bilingual: 93% & 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 Learning Strengths

School year 2021-2022 Academics:

- In Literacy:
 - 90% of our students performed at the On Track level in Rapid Letter Naming (2020-2021 CIRCLE)
 - 87% of our students performed at the On Track level in Rapid Vocabulary Naming (2020-2021 CIRCLE)
 - 96% of our students performed at the On Track level in Writing (2020-2021 CIRCLE)
 - 97% of our students performed at the On Track level in Social Emotional (2020-2021 CIRCLE)
- In Math: 89% of our students performed at the On Track (2020-2021 CIRCLE)

Growth:

PK4 areas showing growth comparing End of Year 2020-2021 to End of Year 2021-2022:

- Rapid letter naming increased by 5 percentage points from 85% in 2021 to 90% in 2022
- Rapid Vocabulary increased by 9 points from 78% in 2021 to 87% in 2022
- Early Writing skills increased 21 points from 75% in 2021 to 96% in 2022
- Social Emotional increased 1 point from 96% in 2021 to 97% in 2022
- Math increased 10 points from 79% in 2021 to 89% in 2022

Closing Gaps:

- Gaps in performance in the Circle assessment widen between Bilingual and Mainstream/ ESL students as follows:
- Rapid Letter Naming - Bilingual: 87% ESL: 97% -Mainstream students outperform Bilingual students with 10 points difference
- Rapid Vocabulary - Bilingual: 84% ESL: 97% -Mainstream students outperform Bilingual students with 13 points difference
- Early Writing - Bilingual: 95% ESL: 100% -Mainstream students outperform Bilingual students with 5 points difference
- Social Emotional- Bilingual: 98% ESL: 93% -Bilingual students outperform Mainstream students with 5 points difference

School year 2020-2021 Academics:

- In Literacy:
 - 85% of our students performed at the On Track level in Rapid Letter Naming (2020-2021 CIRCLE)
 - 78% of our students performed at the On Track level in Rapid Vocabulary Naming (2020-2021 CIRCLE)
 - 75% of our students performed at the On Track level in Writing (2020-2021 CIRCLE)
 - 96% of our students performed at the On Track level in Social Emotional (2020-2021 CIRCLE)
- In Math: 79% of our students performed at the On Track (2020-2021 CIRCLE)

Growth:

PK4 areas showing growth comparing End of Year 2019-2020 to End of Year 2020-2021:

- Rapid letter naming increased by 2 percentage points from 82% in 2020 to 85% in 2021
- Rapid Vocabulary Stayed the same from 78% in 2020 to 78% in 2021
- Social Emotional increased by 3 percentage points from 93% in 2020 to 96% in 2021

Closing Gaps:

- Mainstream students increased from 80% to 96% in Rapid Letter Naming (CIRCLE 2020-2021)
- The gap between Mainstream and Bilingual meeting benchmark (Reading) was only 3% points

Problem Statements Identifying Student Learning Needs

Problem Statement 2: Teachers have difficulties reaching some parents to discuss student academic performance, attendance concerns or student and/or parent participation in school activities. **Root Cause:** Some students come from a single parent home where the parent work long hours to provide for the family Students living with relatives because their parents have been deported or are in jail Parents change their address and phone numbers often due to economic hardships

Problem Statement 3: Teacher instructional quality, efficacy and skills vary across campus as shown in EOY student performance data. **Root Cause:** Teachers are learning new curriculum and instructional techniques. Diverse years of professional practice and lack of quality bilingual teachers available for hire. EOY expectations are evolving and there is a need to align our practices and rigor to meet new expectations.

School Processes & Programs

School Processes & Programs Summary

Instruction

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 (small groups).
- 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 to best prepare our students for Kindergarten readiness.
- We teach bell to bell and maximize instructional time to ensure all our students receive quality instruction.
- We are committed to follow a set schedule designed to guarantee quality time and instruction at Panda for all students regardless of their teacher.

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

Recruitment

1. All teachers met highly qualified status.
2. The leadership team participates on the hiring process and they have a say in the candidate selection.

School Processes & Programs Strengths

At Panda Path, our professional learning time continues to be instrumental in allowing us to grow together as a team. Our teachers are highly dedicated and hardworking. Additionally, in 2020-2021 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. Other programs and supports we provide are as follows:

- Support is provided through team leaders, Lead teacher and district specialists.
- Team planning expectations are put into place to unpack the new curriculum, create rigorous lesson plans driven by data, and embrace collaboration among all team members that include best practices delivering instruction
- Staff professional development and training takes place weekly on Wednesdays
- Classroom assistants and intervention assistants schedule created to support the needs of all students
- Access to Professional Development and vast amounts of resources are available to teachers
- Team and Family school culture

Perceptions

Perceptions 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.

At Panda Path Early Learning School, we strive to provide high quality pre-school learning experiences for 3 and 4 year old students. Our goal is to encourage learning through age appropriate play and exploration in order to help every child become an independent self-directed learner. At Panda Path we believe in developing a strong relationship with parents and the community to strengthen our ability to provide the best educational experience for our students. Panda Path offers multiple opportunities for parents in our community to get involve with their child's education through parenting classes, volunteer opportunities and community outreach events. We also work in collaboration with our community partners such as Boys and Girls program, Spring Spirit, and The Spring Branch Health Center to bring the community together to benefit our students and their families. Additionally, we also work in a partnership with parents, students and teachers through the Home/School Compact, which outlines the responsibilities of each member in order to meet the individualized needs of our students.

At Panda Path, we follow the instructional program provided by SBISD and we follow state guidelines for Prekindergarten. We monitor student learning and track their progress through multiple assessment tools. We are committed to help every child be successful and we will provide additional assistance / Intervention to students who need it. Our teacher work together to plan quality lessons and to learn from each other. Our campus culture is one that allows for teacher's growth and mutual learning.

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. We use technology in our classrooms to deliver instruction through the use of the Promethean ActivPanels and we provide opportunities for our students to use IPADS for additional learning in the areas of Literacy and numeracy.

Perceptions Strengths

1. Ongoing Professional Development for our teachers: Panda Path offers a variety of opportunities for our teachers to collaborate and develop their knowledge based and teaching skills by providing professional development for our teachers. We offer weekly campus PD for Teachers (2:45-3:30), weekly campus collaborative teams for Teachers (2:45-3:30); teachers engage in data digs, curriculum dives and individual and grade level planning. During planning sessions, teachers share Math & Literacy instructional strategies.
2. Increased number of teachers in leadership roles: Our teachers are empowered to become leaders in their teams and in their classrooms. Some of our teachers have taken the role of mentors to new teachers and they lead their teams during planning and PLC. Teacher's ownership in student performance is shown during PLCs and data digs.
3. Quality Instructional Program: Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.
 - We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
 - Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
 - Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic situations.
4. Gross motor lab instruction: Students participate in gross motor instruction daily to allow development of their gross motor skills.
5. Effective use of technology: We use technology effectively to improve student learning as follows:

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, ST Math) to practice skills on a weekly basis.
4. Parents have access to Ready Rosie app 24/7 to practice suggested skills with their child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Panda Path enrollment has been between at 71% (150) to 82% (173) of the school capacity. It dropped due to the Pandemic two years ago and we have not been able to get back to our capacity (210 students) **Root Cause:** Parents keep their child home for fear to contract the Corona Virus. Parents do not have transportation to bring back and forward their child to the PK3 program. Parents do not do not have all vaccines and documents needed for enrollment. Parents do not know Panda exist. Apartments do not allow yard signs in their property. Parents know PK is not mandatory so they keep their child home.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2023, 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, Early Writing, Math, Social and Emotional Development by 3 percentage points or $\geq 96\%$.


2021-22: Rapid Letter Naming 90%; Rapid Vocabulary 87%; Early Writing 96%; Social and Emotional Development 97%; Math 89%





2020-21: Rapid Letter Naming 85%; Rapid Vocabulary 78%; Early Writing 75%; Social and Emotional Development 95%; Math 79%

High Priority

Evaluation Data Sources: EOY CIRCLE Progress Monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Full implementation of math and literacy workshops including whole group instruction, small group instruction, and independent practice (learning centers) aligned to the curriculum. To make this possible we will do the following to ensure quality learning experiences for our students:</p> <ol style="list-style-type: none"> 1. Team review and study of Numeracy and Literacy Essential Learnings. 2. Weekly collaborative planning resulting in complete and quality lesson plans for whole group and small group for teachers to follow. 3. Purchase resources needed for instruction such as: <ul style="list-style-type: none"> -big books for shared reading -trade books for read alouds -emergent leveled books for guided reading -books for classroom libraries -paper and printer ink for creation of teaching resources -story basket resources -Resources for learning centers (Literacy center, Listening center, Writing center, Art center, Social Studies center, Science center, Fine motor development, Maker space center, Dramatic play center) <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Improved quality and effectiveness of small group instruction. 2. Increased student performance in CIRCLE assessment, vocabulary awareness, and reading readiness. 3. Quality teacher whole group lesson plans and meaningful and targeted small group lesson plans. 4. Increase student performance in all areas and correlation of implemented centers to the state PK guidelines. 5. Equal access and opportunities to all centers by all students through rotation chart. <p>Staff Responsible for Monitoring: Campus Director Team Leaders Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and materials for classroom - 199 PIC 32 - Pre-Kindergarten - 6399 - \$9,800, Supplies and materials for classrooms - 211 - Title I, Part A - 6399 - \$11,225, Other Reading Materials - 282 ARP21 (ESSER III Campus Allocations) - 6329 - \$3,219.69, Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$15,155.62, Other Reading Materials - 211 - Title I, Part A - 6329 - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development in critical areas such as balance literacy, project approach, math instruction and behavior management to support delivery of quality instruction and increased student achievement. Target all stakeholders (teachers, paraprofessionals, parents and Director)</p> <p>1. Provide the opportunity for Director, teachers and assistants to attend conferences and professional development in order to bring back new teaching strategies to be implemented in the classroom.</p> <p>2. Offer trainings for parents on different ways to help students at home with their academic and social emotional development.</p> <p>3. Conduct book studies with all stakeholders (teachers, paraprofessionals, parents and Director) and purchase reading materials.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in all areas as measure by CIRCLE and formative assessments.</p> <p>Staff Responsible for Monitoring: Director Administrative Assistant</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Travel Employee PD - 211 - Title I, Part A - 6411 - \$4,515, Community Services Region IV - 211 - Title I, Part A - 6239 - \$1,200, Other Reading materials - 211 - Title I, Part A - 6329 - \$2,500, Substitute Support Staff SPED - 199 PIC 23 - Special Education - 6122 - \$420, Substitutes Support Staff ESL - 199 PIC 32 - Pre-Kindergarten - 6122 - \$420, Substitutes Support Staff Bilingual - 199 PIC 35 -PreK Bilingual - 6122 - \$1,710, Miscellaneous operating expense - 199 PIC 32 - Pre-Kindergarten - 6499 - \$1,000, Region IV Teacher Professional Development - 211 - Title I, Part A - 6239 - \$1,000, Misc Contract Services - 211 - Title I, Part A - 6299 - \$2,485</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Full implementation of the project workshop and the ESL block that together will provide students with the opportunity to learn about topics of their choice while having interdisciplinary experiences in both their first and second language. Supplies & materials will be provided for the topic selected. Students will be exposed to instruction in their first and second language (English). Teachers and students will plan to share and celebrate their learning by displaying their unique product of their project with their peers at school, parents, and community.</p> <p>We will provide study trips to complement student learning at school and outside of school. Parents will be invited to participate with their child in some of the study trips.</p> <p>Study trips will include:</p> <ol style="list-style-type: none"> 1. Study trips based on project themes or topics. 2. Houston Museum of Natural Science at school (Discovery Dome, wildlife exhibits). 3. Transition visits to elementary schools. <p>Strategy's Expected Result/Impact: 1. Students will learn about topics of their choice and will be able to share with their parents their learning, products, and accomplishments in both languages.</p> <p>2. Students and parents will share real life learning experiences together by attending field trips resulting in increased parental involvement and social-emotional support for students.</p> <p>3. Students will reinforce numeracy and literacy concepts through projects.</p> <p>Staff Responsible for Monitoring: Director Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Student Travel (To purchase tickets) - 211 - Title I, Part A - 6412 - \$2,000, Student Transportation (free study trips) - 199 PIC 34 - Pre-K At Risk/SCE - 6494 - \$600, Transportation (Paid study trips) - 211 - Title I, Part A - 6494 - \$1,700, Miscellaneous contract services (Discovery Dome) - 282 ARP21 (ESSER III Campus Allocations) - 6299 - \$625, Miscellaneous contact (HMNS) - 211 - Title I, Part A - 6299 - \$1,600</p>	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





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

Performance Objective 2: EARLY LITERACY: By June 2023, at least 90% of Panda Path students will meet benchmark on the CIRCLE Phonological Awareness Assessment.

2022-23: Baseline year

High Priority

Evaluation Data Sources: EOY CIRCLE Progress Monitoring Phonological Awareness

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for teachers to attend training and to receive coaching on best practices to teach and develop phonological awareness for PK students. We may include a book study if necessary. Strategy's Expected Result/Impact: 1. Increase teacher knowledge of strategies they can use in the classroom. 2. Increase the use of shared reading materials, big books, and poems in whole group and student centers. 3. Plan and deliver targeted instruction for phonological awareness in small groups. 4. Improve student phonological and phonemic awareness. Staff Responsible for Monitoring: Director PK District coach Lead Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 3: STUDENT GROWTH: By June 2023, The Panda Path School will increase the number of students who meet or exceed end of year benchmarks on formative assessments by at least 3 percentage points.

2021-22: Letter ID 87%; Concepts About Print 82%; Running Record 75%

High Priority

Evaluation Data Sources: EOY Observation Survey and Running Record

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Conduct ongoing PLCs for data analysis and MOY data conferences with teachers to review student progress and to identify students needing additional instruction, intervention, and supports. Determine plan of action and provide intervention with targeted instruction 2-3 times a week.</p> <p>Strategy's Expected Result/Impact: Increase student performance and measure progress in different checkpoints throughout the year. Compare BOY, MOY and EOY data to determine student growth and the level of efficacy of instruction/intervention.</p> <p>Staff Responsible for Monitoring: Campus Director Team Leaders Lead Teacher PK District Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted training and coaching regarding the different components of balanced literacy and small group instruction (different types including guided reading) to all teachers and assistants in order to develop PK4 student's reading readiness so that we can increase by at least 3 points the number of students reading at a level A or above at the end of the year (Target: 78% or above). Strategy's Expected Result/Impact: Students meeting or exceeding end of the year expectations. Staff Responsible for Monitoring: Director PK district coach Lead teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implementation of student's goal setting and tracking and implementation of the awards ceremonies for PK4 students who reach their EOY academic goals. 1. Students track goal attainment using their individualized academic performance folder. 1. Students will get a custom made medal for their accomplishments based on ongoing formative assessments results. 2. Students will be able to adopt a Reading Buddy in the adoption center at Panda Path when they are able to ready at a level A or above. Students will adopt their reading pal, give it a name and take it home to read to them every night. Strategy's Expected Result/Impact: 1. Student pride and increased motivation to learn target skills. 2. Increase student motivation to read at school and at home, with the teacher and independently resulting in increased performance in reading. Staff Responsible for Monitoring: Director Teachers CIS Rep and Intervention Assistant - Ceremonies Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and materials - 199 PIC 32 - Pre-Kindergarten - 6399 - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. The Panda Path School students will benefit from multi-tiered systems of support.





Performance Objective 1: INTERVENTIONS: Implement and monitor interventions so that at least 90% of all students meet benchmark on all components of the CIRCLE assessment to support kindergarten readiness.

2021-22: Rapid Letter Naming 90%; Rapid Vocabulary 87%; Early Writing 96%; Social and Emotional Development 97%; Math 89%

2020-21: Rapid Letter Naming 85%; Rapid Vocabulary 78%; Early Writing 75%; Social and Emotional Development 95 %; Math 79%

Evaluation Data Sources: EOY CIRCLE Progress Monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an intervention paraprofessional to support students in need of targeted interventions and practice in the classroom in order to close existing academic gaps and meet EOY expectations. She will also support the school library where she will encourage parents and student's love for reading and will maintain the school library inventory throughout the year.</p> <p>Strategy's Expected Result/Impact: 1. Provide interventions and supports for students who struggle academically. 2. Support teachers making available library resources for instruction.</p> <p>Staff Responsible for Monitoring: Director</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Support Personnel - Paraprofessional Interventionist - 211 - Title I, Part A - 6129 - \$25,565, Support Personnel -Medicare - 211 - Title I, Part A - 6141 - \$371, Support Personnel-Employer contribution - 211 - Title I, Part A - 6142 - \$3,600, Support Personnel-worker's comp - 211 - Title I, Part A - 6143 - \$163, Support Personnel-teacher retirement - 211 - Title I, Part A - 6146 - \$2,927</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Provide additional intervention through the Parent Liaison and intervention assistant. Both of them will have a daily schedule where they will work with students. Strategy's Expected Result/Impact: Provide tier 2 and tier 3 intervention based on student needs resulting in increase of student performance (Increase of number of students meeting EOY expectations). Staff Responsible for Monitoring: Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: STUDENT SUPPORT. The Panda Path School students will benefit from multi-tiered systems of support.





Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, The Panda Path School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Implement a Comprehensive Attendance Incentive Program to monitor attendance, track, and intervene for students with high level of absenteeism. The program also recognizes students who exemplify the core characteristic of ethical behavior by taking responsibility in coming to school daily, making good choices, and giving their best effort to be in school. We will recognize these students monthly and every nine weeks with perfect attendance parties, certificates, monthly perfect attendance tags, pencils, and a perfect attendance trophy at the end of the year.</p> <p>Core Characteristic: ETHICAL & SERVICE MINDED: Every child acts with integrity, is personally responsible for their actions and is a civically engaged community member.</p> <p>Strategy's Expected Result/Impact: 1. Improve students attendance in PK3 and PK3. 2. Improve student's performance due to regular attendance to school.</p> <p>Staff Responsible for Monitoring: Director CIS Representative ADA</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy 2 Details	Reviews			
Strategy 2: Secure a full time Communities in School (CIS) worker at Panda Path. The roles of this CIS worker will enhance our program as follows: 1. Academic enhancement and support- including academic support in small groups. 2. College and career awareness- including preparation and transition. 3. Health and human services- including mental health and basic needs. 4. Parental and family engagement- including parent trainings, home visits, and consultation. 5. Supportive guidance and counseling- both individual and group. 6. Enrichment activities- including school activities during and after school to increase parental involvement. Strategy's Expected Result/Impact: CIS supports administration with attendance, parental involvement, and providing support to our families. 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 Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Offer the Family U program to the school community targeting the enrollment of at least 30 families for the 2022-2023 school year. The goal is for each family to attend at least two sessions weekly for the duration of the program. Strategy's Expected Result/Impact: Engage families with children ranging from the ages of 0-3 to come to participate in the program offering guidance to parents in the development of their parenting skills and their child's age appropriate development. Staff Responsible for Monitoring: Director Parent Liaison Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Parent Liaison - salary - 211 - Title I, Part A - 6129 - \$26,554, Parent Liaison - medicare - 211 - Title I, Part A - 6141 - \$385, Parent Liaison - insurance - 211 - Title I, Part A - 6142 - \$3,600, Parent Liaison - WC - 211 - Title I, Part A - 6143 - \$170, Parent Liaison - TRS - 211 - Title I, Part A - 6146 - \$3,040, Supplies and materials - 211 - Title I, Part A - 6399 - \$500	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide high level of customer service through our high functioning and efficient front office personnel who provides support to staff members, families, and students.</p> <p>Strategy's Expected Result/Impact: Meeting family and staff needs will increase customer satisfaction and will enhance building climate resulting in increase student performance.</p> <p>Staff Responsible for Monitoring: Director Front office personnel</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Front Office supplies and materials - 199 PIC 99 - Undistributed - 6399 - \$3,500, Miscellaneous contract services - 199 PIC 99 - Undistributed - 6299 - \$450, Technology supplies - radios - 199 PIC 99 - Undistributed - 6399 - \$550, Front office substitutes - 199 PIC 99 - Undistributed - 6122 - \$280, Front office substitutes - medicare - 199 PIC 99 - Undistributed - 6141 - \$10, Front office substitutes - WC - 199 PIC 99 - Undistributed - 6143 - \$5, Front office substitutes - TRS - 199 PIC 99 - Undistributed - 6146 - \$80, Technology equipment - 199 PIC 32 - Pre-Kindergarten - 6398 - \$1,000, Overtime custodial - 199 PIC 99 - Undistributed - 6121 - \$75</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: Offer multiple opportunities for family engagement through parent trainings, meetings with the Director, school activities, and special events during and after school. Strategy's Expected Result/Impact: 1. Increase parent knowledge and awareness on parenting skills, home life, study habits, health and wellness. 2. Improve student behavior, social emotional well-being, and academic performance as a result of increased parental involvement. 3. Increase communication between all stakeholders (parents, administration, teachers and community). Staff Responsible for Monitoring: Director Nurse CIS Representative Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Miscellaneous contract services - 211 - Title I, Part A - 6299 - \$2,000, Miscellaneous operating expense -family engagement - 211 - Title I, Part A - 6499 - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans





Strategy 1 Details	Reviews			
Strategy 1: Implement PBIS and behavior management system at Panda Path. Strategy's Expected Result/Impact: Establish behavior expectations for all students in all common areas and the classroom. Implement positive behavior supports and interventions for students. Identify students in tier 2 and tier 3 and implement interventions and strategies to mitigate behavior concerns. Staff Responsible for Monitoring: Campus PBIS and behavior management team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Positive reinforces - 199 PIC 32 - Pre-Kindergarten - 6399 - \$500	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Secure a full time nurse who provides daily care to our students. Our nurse works with campus administration to organize parent and staff trainings related to the health and proper care of our students at home. She supports the enrollment process monitoring vaccination requirements and in collaboration with CIS, she is involved in school and community events to promote healthy habits and parental involvement. Funds are allocated to buy clinic supplies for our nurse to care for our students.</p> <p>Strategy's Expected Result/Impact: 1. Increase awareness about proper care and healthy habits within our stakeholders (parents, staff and students). 2. Help keep our students healthy at school so they can focus on learning.</p> <p>Staff Responsible for Monitoring: Director Nurse</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Supply-Clinic - 199 PIC 99 - Undistributed - 6399 - \$600</p>	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.





Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Reviews			
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: Director Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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: Director Safety Committee Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	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 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents





Strategy 1 Details	Reviews			
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Director Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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: Director Safety Committee Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	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.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

High Priority

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage the budget. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Director Administrative Assistant Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Campus Funding Summary

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute Support Staff SPED	6122	\$420.00
Sub-Total					\$420.00
Budgeted Fund Source Amount					\$420.00
+/- Difference					\$0.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and materials for classroom	6399	\$9,800.00
1	1	2	Miscellaneous operating expense	6499	\$1,000.00
1	1	2	Substitutes Support Staff ESL	6122	\$420.00
1	3	3	Supplies and materials	6399	\$1,000.00
2	2	4	Technology equipment	6398	\$1,000.00
3	1	1	Positive reinforces	6399	\$500.00
Sub-Total					\$13,720.00
Budgeted Fund Source Amount					\$13,720.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Student Transportation (free study trips)	6494	\$600.00
Sub-Total					\$600.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$0.00
199 PIC 35 -PreK Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes Support Staff Bilingual	6122	\$1,710.00
Sub-Total					\$1,710.00
Budgeted Fund Source Amount					\$1,710.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Front office substitutes	6122	\$280.00
2	2	4	Front Office supplies and materials	6399	\$3,500.00
2	2	4	Front office substitutes - TRS	6146	\$80.00
2	2	4	Technology supplies - radios	6399	\$550.00
2	2	4	Front office substitutes - medicare	6141	\$10.00
2	2	4	Miscellaneous contract services	6299	\$450.00
2	2	4	Front office substitutes - WC	6143	\$5.00
2	2	4	Overtime custodial	6121	\$75.00
3	1	2	Supply-Clinic	6399	\$600.00
Sub-Total					\$5,550.00
Budgeted Fund Source Amount					\$5,550.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Reading Materials	6329	\$1,500.00
1	1	1	Supplies and materials for classrooms	6399	\$11,225.00
1	1	2	Community Services Region IV	6239	\$1,200.00
1	1	2	Other Reading materials	6329	\$2,500.00
1	1	2	Travel Employee PD	6411	\$4,515.00
1	1	2	Misc Contract Services	6299	\$2,485.00
1	1	2	Region IV Teacher Professional Development	6239	\$1,000.00
1	1	3	Student Travel (To purchase tickets)	6412	\$2,000.00
1	1	3	Miscellaneous contact (HMNS)	6299	\$1,600.00
1	1	3	Transportation (Paid study trips)	6494	\$1,700.00
2	1	1	Support Personnel - Paraprofessional Interventionist	6129	\$25,565.00
2	1	1	Support Personnel -Medicare	6141	\$371.00
2	1	1	Support Personnel-teacher retirement	6146	\$2,927.00
2	1	1	Support Personnel-Employer contribution	6142	\$3,600.00
2	1	1	Support Personnel-worker's comp	6143	\$163.00
2	2	3	Parent Liaison - salary	6129	\$26,554.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Parent Liaison - TRS	6146	\$3,040.00
2	2	3	Parent Liaison - medicare	6141	\$385.00
2	2	3	Parent Liaison - WC	6143	\$170.00
2	2	3	Supplies and materials	6399	\$500.00
2	2	3	Parent Liaison - insurance	6142	\$3,600.00
2	2	5	Miscellaneous operating expense -family engagement	6499	\$1,000.00
2	2	5	Miscellaneous contract services	6299	\$2,000.00
Sub-Total					\$99,600.00
Budgeted Fund Source Amount					\$99,600.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$15,155.62
1	1	1	Other Reading Materials	6329	\$3,219.69
1	1	3	Miscellaneous contract services (Discovery Dome)	6299	\$625.00
Sub-Total					\$19,000.31
Budgeted Fund Source Amount					\$19,000.31
+/- Difference					\$0.00
Grand Total Budgeted					\$140,600.31
Grand Total Spent					\$140,600.31
+/- Difference					\$0.00