

# 2018-2019 Campus Improvement Plan

## George I. Sanchez Pre-Kinder School

School Name

## George I. Sanchez Charter School



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## Mission Statement

### George I. Sanchez Charter School's Mission Statement

#### Philosophy

AAMA-Sanchez Charter School Pre-Kindergarten program is based on the philosophy that parents are the first child's teacher. We believe children learn best in a classroom that provides age-appropriate educational activities and reflects their cultural individualities. We believe children can reach their fullest potential when both home and school work together towards common goals.

#### Vision

To provide an exceptional preschool education where students develop social, cognitive and academic skills.

#### Mission

Our mission is to motivate and support children to discover their learning passion through a natural form, also building their independence as an individual, to be creative and curious in the environment that provides a safe and happy educational atmosphere.

#### Our Values

Affection  
Care  
Collaboration  
Ethical  
Honesty  
Hope  
Integrity  
Morality  
Motivation  
Professionalism  
Respect

## George I. Sanchez Pre-Kinder School Campus Improvement Plan

### Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at George I. Sanchez Early Childhood Center conducted a comprehensive needs assessment during the 2018-2019 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan. The plan was revised on September 4, 2018. Our CIP is available for families to view on campus in English.

#### School Profile

George I. Sanchez Early Childhood Center is one of campuses in AAMA-George I. Sanchez Charter Schools. George I. Sanchez Early Childhood Center opened its doors in 1999 and serves approximately 90 students in grades Prek 3 to Prek 4.

The student population is % African-American, 0% Anglo, 0% Asian, 100% Hispanic, % male and % female with a low socioeconomic status of 92.5%. The staff population is 0 % African-American, 0 % Anglo, 0% Asian, 100% Hispanic, 0 % male and 100% female with an average of years of experience. % of Highly Qualified teachers and % of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 0%, with a drop-out rate of 0%. The average daily attendance rate for students is 91.23%. There is a total of discipline referrals this year 0, which is a of 0 % from last year.

George I. Sanchez Early Childhood Center serves English Language Learner students, students identified for 504 services, RtI Tier I students, of Tier II students, of Tier III students, students served through special education services (4.25%) and students tested, but not qualified for special education services.

#### Student Achievement

The following data was reviewed in relation to Student achievement:

Assessment Reports

IPT -Before and end of school year (individual assessment)

Beginning Of Year (BOY) and (End Of Year)

(Individual assessment)

\*November

\*April

Teaching Strategies -Gold Assessment (Observations and evidence)

\* October

\*December

\*March

Progress Report- Every 6 Weeks

- \* September
- \*December
- \*February

Report Card -Every 12 weeks

- \*October
- \*January
- \*May

Upon review of these data, several findings were noted. These findings include:

Strengths:

Our Pk-3 and Pk-4 population are growing in their social, emotional, physical and cognitive development

Our PK- 3 and PK-4 population continue growing in their academic achieving based on program's assessment score

Our PK 4 students are leaving our campus Kindergarten Ready with 100% of our students being successful in the Gold Assessments.

Frog Street Curriculum was implemented this school year to prepare our students to be Kindergarten Ready when they exit Pre-K 4.

The students showed growth in the assessment in the areas of reading, math, science, and social studies.

Weaknesses:

PK-3 and PK-4 students (some) have struggles with their transition from home to school.

New curriculum this school year teachers will continue to gain knowledge in implementing the new curriculum

Teachers need to continue practicing the implementation of the new curriculum and assessment from Frog Street and I Station software.

Areas of need include:

Our preschool population will need extensive support inside and outside of the classroom with a focus on Literacy.

Reggio Emilia trainings that support teachers with pedagogy and teaching strategies in the classroom.

Train staff to create a scope and sequence that is 100% aligned both vertically and horizontally with all state standards, Reggio Emilia Approach, NAEYC standards , Texas Rising Star and UWBB philosophy.

Use of supplemental funds to provide teachers and students with the resources needed to improve academic achievement.

Supplemental funding to cover long term projects material  
Training for teachers on Estrellita our phonics program

**Instruction, Curriculum, and Assessment**

The following data were reviewed in relation to Instruction, Curriculum, and Assessment:

Upon review of these data, several findings were noted. These findings include:

Areas of need include:

To continue offering professional development for teachers and staff to be able to continue to offer a high quality prekindergarten program by using the State Aligned Standards ub Instruction, Curriculum, and Assessment.

**School Culture, Climate, and Organization**

The following data were reviewed in relation to School Culture, Climate, and Organization:

Parent input surveys (twice a year in December and May)

Parent and teacher meeting (once a month either face to face conference or other media as email or telephone conference.

Parent Workshops for parents to learn how to effectively help their child obtain the next developmental level of growth

for their child and incorporate those techniques to learn at school and at home (3 times a year)

Parents' Volunteer Committee (every Monday of each month)

Teacher reflection (Daily Journal)

PK-Meeting discussions - minutes (every Monday)

Walkthrough data (twice a week)

Student work (everyday)

Discipline log (follow employee handbook)

Celebration events (Multicultural Day, Book Parade, Thanksgiving Feast, Holiday Program)

Upon review of these data, several findings were noted. These findings include:

Strengths:

Strong relationship between school and families.

Strong Relationship between students and teachers.

Strong volunteers parent group in Pk program.

Strong school community in the center.

Community Partnerships to help our center flourish

Community Donations to help fund our program with events at the campus

Areas of need include:

Supplemental funding to cover the cost of family engagement activities (available material for parents to use)

Parent Participation in school wide events.

To increase the number of participants in our parent workshops.

### **Staff Quality, Recruitment, and Retention**

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

SBEC

Teacher Certification in EC- 4, 6, 12 Bilingual

Teacher Portfolio ---At the end of the school year

Accomplish NAEYC Standards

Lesson Plan -----weekly

Long term Projects --Monthly

Learning Stories/ Classroom Documentation -- Once at month

Class Activity (invitations) --daily

Walk-through --Daily

TTESS Observation, Conferences, coaching, mentoring

Teacher Framework Report

Students Assessment Reports on Time

Work in collaboration with UWBB's consultants

Upon review of these data, several findings were noted. These findings include:

Strengths:

Majority of teachers are certified in EC -4, 6, 12

Follow interest of the child through teacher's observations.

Long Term Projects -Display students learning process at the end of each month -in the hall and classroom

Extensive PD opportunities on and off campus.

High quality ratio of students to teacher –following the TEA requirement of 11: 1.



Weaknesses:

Teacher induction-Incorporate Reggio Emilia approach trainings to faculty and staff

GOLD Teaching Strategies activities per child (2 per child per week)

Weekly documentation of student observation per child to help reach their next developmental milestone

Ongoing Professional Development

Faculty and Staff absenteeism

Areas of need include:

A Reggio Emilia specialist to assist teachers with pedagogy and teaching strategies in the classroom.

Supplemental support for teachers to attend NAREA conference

Enforcement of consequence system for teaching policies.

**Parent and Family Engagement:**

**Family and Community Involvement**

**There are several events that we plan for parents a month to involve them in their students education by either workshops to teach them skills on how to help their child at home, to parent events where children are performing, to parenting education classes where we bring in community partners to help with educating parents on numerous topics. Our Parent and Family Engagement Policy is found online in our public documents section of our website and is in English and Spanish.**

Members	Role
Angela Medina	Administrator
Lis Cobio	Student Data Manager
Lisa Ratcliff	Director of Federal Programs

**Parent and Family Engagement Meeting held 2017-2018:**

Meeting	Date/Day	Time
PreK Orientation	Thursday- August 17, 2017	10:00am-12:00p
PreK Orientation	Friday- August 18,2017	2:00pm-4:00pm
Grandparents Day	Monday- September 18,2017	8:30am-9:30am
Open House	Wednesday- September 20,2017	9:00am-10:00am
Hispanic Heritage	Tuesday- October 10,2017	3:00-4:30pm
Parents Workshop	Thursday- October 12,2017	10:30-11:30am & 2:30-3:30pm
Parents Meeting	Friday- October 13,2017	8:30am-9:30am
Book Parade	Tuesday October 31,2017	9:00am-10:00am & 2:00pm-3:00pm
Parent Meeting	Friday- November 3,2017	8:30am-9:30am
Report Card Conference	Friday- November 10, 2017	12:00pm-4:00pm
Parent Meeting	Friday- December 1,2017	8:30am-9:30am
Winter Program	Tuesday- December 19,2017	2:30pm-3:30pm
Parent Workshop	Thursday- January 11, 2018	10:30-11:30am & 2:30-3:30pm
Parent Meeting	Friday- February 2,2018	8:30am-9:30am
Report Card Conference	Friday- February 16, 2018	12:00pm-4:00pm
Rodeo Parade	Tuesday- February 27,2018	9:00am-10:00am & 2:00pm-3:00pm
Parent Meeting	Friday- March 2,2018	8:30am-9:30am
PK Zoo Field Trip	Wednesday- March 7, 2018	9:00am-2:30pm
Chick-fil-a Egg Hunting	Tuesday- March 27,2019	5:30pm-8:00pm
Spring Carnival	Thursday- March 29,2018	3:00pm-5:00pm
Parent Workshop	Thursday- April 5, 2018	10:30-11:30am & 2:30-3:30pm
Parent Meeting	Tuesday- May 1,2018	8:30am-9:30am
Report Card Conference	Monday- Thursday May 14-17, 2018	9:00am-1:30pm
PreK 4 Graduation	Friday- May 25, 2018	2:00pm-4:00pm

The following data were reviewed in relation to Family and Community Involvement:

Parents' Volunteer Committee meetings on every first Mondays of each month

Sign in sheets from PK- events.

Parent Volunteer list.

Parent feedback surveys (twice a year).

Parent's suggestion box- located in PK's office.

Community Partnership events

Upon review of these data, several findings were noted. These findings include:

Strengths:

Strong family engagement in PK program

High percentage of parent attendance in student events

Program volunteers from U of H and HCC work with our students and read to them

Every morning, parent volunteers help us to promote healthy routines among students such as wash hand before entering class.

Parent Engagement Activities- Holiday Programs, Planting Day, Report Card Conferences, Promotion Ceremony

Parent meetings to help in program decoration

Parent led classes such as piñata making to teach other parents how to make certain crafts from one another

Providing them a place to be able to use for parent meetings, crafting meetings, and other times they need the room.

Weaknesses:

Need for projectors in classrooms for parent engagement activities and meetings to share PowerPoint presentations, slideshows, data, etc.

Areas of need include:

Supplemental funding to cover the costs of parent events.

Supplemental funding for incentives to increase the level of parent involvement.

Programs or workshop that designed to make parents more aware of student learning at home.

Technology in the classrooms to showcase PowerPoint presentations, slideshows, data, and information given to parent for parent workshop

### **School Organization**

The following data were reviewed in relation to School Organization:

Upon review of these data, several findings were noted. These findings include:

Areas of need include:

### **Technology**

The following data were reviewed in relation to Technology

Upon review of these data, several findings were noted. These findings include:

Areas of need include:

Promethean boards for the classroom so teacher can implement the Frog Street Curriculum, Estrellita, and provide other visuals for the students to use to develop their ESL skills.

## Goals and Strategies

**Goal: To maintain & retain highly qualified personnel that support, encourage growth, and increase student achievement.**

**Need Address: Staff Quality, Recruitment, and Retention**

**District Priority:**

**Campus Performance Objective:** To implement a supportive coaching program for staff that will maintain our highly qualified staff.

**Formative Evaluation:** Monthly Coaching sessions, PLCs, End of Year Survey

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
1 Pk director will conduct frequent classroom observations and provide feedback that will result in continuous improvement of teacher performance.	High Quality and ongoing professional development	Angela Medina	2018-2019 Aug.- May	Powerwalks Coaching Sessions UW Consultant Feedback	PD-Reggio Emilia Approach: researches on values, Environment, teacher role, teaching strategies, curriculum, documentation and families.  Material: Powerwalks software, tablet to conduct walkthroughs	6219 G-Professional Services	FSP
2 Director will engage PK teachers to attend Texas Association of the Education of Young Children (TXAEYC) conference, Region 4 and HCDE Winter Conference.		Angela Medina	2018-2019 Aug.- May	Certificate Power Point Presentation Agenda pictures	PD-Region 4, HCDE Winter Conference  6411 G-Travel and 166) Need: Membership, conference cost, hotel and meals.		FSP

<p>3 Stipends/Bilingual Endorsement- Teachers will provide quality teaching across all content areas to the students' based on the child's home language, and cover all responsibilities as a teacher during the school year.</p>		<p>Angela Medina</p>	<p>2018-2019 Aug. - May</p>	<p>On Time: Lesson Plan Daily Activities (invitations) Long Term Projects (once at month) Learning Stories (once at month) Classroom Portfolio BOY &amp; EOY assessments Observation Report - Teaching Strategy Gold</p>	<p>PK calendar-teachers duties and deadlines. 6117 G-Salaries Professionals 4. Title II, Part A (255-087) Stipends</p> <p>Material: Poster boards, binders, CLASS, My teachstone Set Time,...</p>
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Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
				<p>Report Card Readiness for CLASS Assessment Student end of year assessment results. Final Surveys</p>			
<p>4 Director appreciates faculty and staff who has perfect attendance every semester.</p>		<p>Angela Medina</p>	<p>2018-2019 Aug.-May</p>	<p>Morning clock in and out on Time Follow lunch's time</p>	<p>Revision of employee timesheet  Material: Incentives</p>	<p>6399 G-General Supplies</p>	<p>FSP</p>
<p>Director appreciates all students who have had perfect attendance every month</p>		<p>Angela Medina</p>	<p>2018-2019 Aug.-May</p>	<p>1. Roster 2. Attendance Reports</p>	<p>Daily revision of classes' roster. Material: Snacks or gifts.</p>	<p>6399 G-General Supplies</p>	<p>FSP</p>
							<p>rCalc_G03-S01-A08-F01}</p>

## Goals and Strategies

**Goal: To have 95% growth for students in PK 4 using the assessment tool Gold Teaching Strategies in areas of Social Emotional, Math, Science, Language, and Technology.**

**Need Addressed:** Student Achievement

**District Priority:**

**Campus Performance Objective:** To increase student performance by evaluating students with the GOLD Teaching Strategies Assessment and showing 95% student progress and growth in each domain.

**Formative Evaluation:** Weekly lesson planning tailored to meet student needs, weekly documentation of student progress, UW consultant monitoring of student progress, Quarterly checkpoints of student assessment of progress.

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
1 Language- teacher will incorporate audio center and technology for auditory learners. Conduct hands on activities and Estrellita and Frog Street Curriculum that will help students in their progress.		Teachers and Teacher Aides	2018-2019 Aug.- May	BOY MOY EOY Frog Street Assessment, Weekly GOLD documentation of child observation and daily work, I Station	Teacher sets learning stations with LA materials. Instructional Materials- Audio center sets, audio book sets, Books English/Spanish, Technology, Frog Street Online books, I station		
2 Math- Teachers will incorporate hands on activities and technology to improve student math skills and concepts.		Angela Medina	2018-2019 Aug.- May	BOY EOY Frog Street Assessment, Weekly GOLD documentation of child observations			
Social Emotional Development- Teacher will incorporate research-based strategies to improve the social skills of all the students in different situations.		All Staff	2018-2019 Aug-May	Teaching Strategies Checkpoints Field Trips Experiences			

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
Science- Teacher will incorporate books, projects, research based strategies, technology.		Teachers	2018-2019 Aug-May	Teaching Strategies EOY BOY Frog Street Assessments Report Card			
Summer School- Teacher will incorporate play, books, outdoor activities that reinforce student learning in all content areas and to expand student ESL learning.		Summer School Teacher Summer School Teacher Aide	May-June 2019	Student Daily Work Beginning of Summer and End of Summer Assessments			<ul style="list-style-type: none"> <li>• FSP- Teacher</li> <li>• Title I, Part A – Teacher Aide Salary</li> </ul>



## Goals and Strategies

**Goal: To encourage and promote a climate that engages families in the education of their children.**

**Need Addressed: Family and Community Involvement**

**District Priority:**

**Campus Performance Objective: To continue to promote partnerships with our parents and the community by providing 2 monthly events to increase parental involvement.**

**Formative Evaluation: Surveys completed per semester, sign in sheets, pictures, and parent committee.**

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
1 Literacy- Teachers will encourage PK parents to participate with their child to improve their language development and pre reading skills at home.	Strategies to increase parental involvement	Teachers and Teacher Aides	2018-2019 Aug.- May	EOY Student Literacy scores on I Station, Frog Street Assessment, GOLD	Sending home reading bags for the student to practice at home with their parent weekly. Instructional materials: Books, plastic bags, nylon bags, manipulatives.		
2 Parent Liaison will increase parent volunteers to support students language development in PK classes		Parent Liaison	2018-2019 Aug.- May	Sign in sheets Pictures Flyers			
3. Parent Liaison will engage volunteers in PK events that support student learning.		All Staff	2018-2019 Aug-May	Sign in sheets Pictures Flyers Volunteer committee			
4. Parent Liaison will increase community partnerships to participate in the campus for parental involvement classes.		Parent Liaison	2018-2019 Aug-May	Business Cards Contact Logs Sign in sheets			
5. All teachers will create parent workshops to teach parents reading and math skills that they can help their child with at home.		All teachers Parent Liaison	2018-2019 Aug- May	Quarterly Parent Workshops sign ins Planning of event			

**Goals and Strategies  
Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
1. Title I, Part A (211-085)	\$1,100
4. Title II, Part A (255-087)	\$6,000
5. Title III, Part A ELA & LE (263-166)	\$0

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
6117 G-Salaries Professionals Stipends	\$6,000
6129 G-Salaries or Wages-Supp Personnel	
6219 G-Professional Services	
6321 G-Textbooks	
6329 G-Reading Materials	
6339 G-Testing Materials	
6399 G-General Supplies	\$1,500
6411 G-Travel and Subsistence-Employee	
6412 G-Travel and Subsistence-Students	

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
6129 G-Salaries or Wages-Supp Personnel	1. Title I, Part A (211-085)	
6219 G-Professional Services	1. Title I, Part A (211-085)	
6329 G-Reading Materials	1. Title I, Part A (211-085)	
6399 G-General Supplies	1. Title I, Part A (211-085)	\$1,500
6412 G-Travel and Subsistence-Students	1. Title I, Part A (211-085)	
6117 G-Salaries Professionals Stipends	4. Title II, Part A (255-087)	\$6,000
6399 G-General Supplies	4. Title II, Part A (255-087)	
6321 G-Textbooks	5. Title III, Part A ELA & LE (263-166)	
6329 G-Reading Materials	5. Title III, Part A ELA & LE (263-166)	
6339 G-Testing Materials	5. Title III, Part A ELA & LE (263-166)	
6399 G-General Supplies	5. Title III, Part A ELA & LE (263-166)	
6411 G-Travel and Subsistence-Employee	5. Title III, Part A ELA & LE (263-166)	

**George I. Sanchez Pre-Kinder School  
George I. Sanchez Charter School**

**SBDMC Membership and Meetings**

**Membership Composition of the Campus Performance Objectives Council**

Name of SBDMC Member	Position
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**Members of SBDMC Committee**

Member Name	Role
Angela Medina	Administrator
Gladys Verde	Teacher PK 4
Sandra Garcia	Teacher PK 4
Angela Cruz	Teacher PK 3
Saida Serrato	Parent
Melissa Sanchez	Parent Coordinator
Imelda Acosta	Teacher Aide
Kelita Funes	PK 3 Teacher Aide
Adriana Gutierrez	PK 4 Teacher Aide
Elsa Anarbia	PK 3 Teacher Aide
Lucia Feliciano	PK 4 Teacher Aide
Maria Leal	PK 3 Teacher Aide

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

**SBDMC Meeting Days**

#	Date	Time	Location
10/31/2017		10:00 am	AAMA EC
11/27/2017		10:00 am	AAMA EC
02/19/2018		4:00 PM	AAMA EC
3/26/2018		4:00PM	AAMA EC
4/2/2018		4:00PM	AAMA EC
5/7/2018		4:00 PM	AAMA EC

**Assurance Addendum**

**George I. Sanchez Pre-Kinder School  
George I. Sanchez Charter School**

**Staff Development**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
fall semester	all pre kindergarten teachers	A Medina	Frog Street Curriculum training I Station training Curriculum planning for 3 and 4 year olds Mandatory Training