

**Brownsville Independent School District**  
**Garden Park Elementary**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

*At Garden Park Elementary, we believe that every student can learn and be successful in the classroom and that it is the school's responsibility to help all students develop academically, socially, emotionally, and physically. We believe that all students have the capacity to become responsible citizens and productive, lifelong learners. We believe that by working collaboratively with parents and the community, Garden Park Elementary can help all students achieve happiness and success.*

# Vision

*The Vision for Garden Park Elementary held by all stake holders comprising of school administration, teachers, parents, students, and the community encompasses four areas: student success, research based curriculum, school climate, and professional development activities. The Vision for Garden Park fosters a climate for learning where all students feel safe, happy, and eager to learn. Teachers will continuously receive relevant professional development training to assist in implementing research based core curriculum instruction resulting in the overall academic success and social development for ALL students. Garden Park Elementary will strive to be a beacon of excellence in the community for all stakeholders to support with pride.*

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The SBDM Committee identified areas of needs that the campus will focus on in order to help all students at Garden Park Elementary achieve academic success.

In the area of state assessments, several student populations did not meet expectations in one or more of the areas assessed. Student participation in extracurricular activities will be promoted via announcements, fliers, and teachers to motivate students to be successful outside the classroom. Professional development opportunities for personnel in all grade levels will be provided to remain current on educational trends and to help implement campus curriculum initiatives. Activities to increase parental and community involvement will be addressed. Garden Park will continue to update technology software, hardware, and computer programs to help teachers in their delivery of instruction and help students become proficient in the use of technology.

## Demographics

### Demographics Summary

The total enrollment for Garden Park Elementary is 654 students from Pre-Kindergarten through 5th grade. The Garden Park student population is comprised of 99.6% Hispanic and 0.4% White. 95.8% of the students are considered Economically Disadvantaged. There are 241 students in the Bilingual program (ELL's) or 34.7% of the student population. 79.7% or 554 of the students are considered At-Risk. Garden Park students have a 15.6% Mobility rate.

Strategies: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.10, 1.11, 1.13, 1.14, 1.15, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3

### Demographics Strengths

Demographic strengths for Garden Park include 75% of the Bilingual group (3rd-5th) met standards on the Math STAAR Assessment. 75% of the Bilingual group (3rd-5th) Met or Exceeded Progress on the Math STAAR Assessment. 71% of the Bilingual group (3rd-5th) Met or Exceeded Progress on All Subjects (Reading, Math, Writing, Science) of the STAAR Assessments. The Gifted and Talented subpopulation group met standards in all areas of the STAAR Assessments.

### Demographic Needs

Garden Park demographic needs by subpopulations are the following: Sp.Ed. students did not meet standards in the areas of Reading, Math, Writing and Science. ELL students did not meet standards in the areas of Reading, Math, Writing and Science on the STAAR Assessment. The Males did not meet standards in the areas of Reading, Math and Writing. While Females did not meet standards in the area of Science. Bilingual and At-Risk students did not meet standards in all areas of the STAAR assessment. And, Economically Disadvantage students did not meet standards in the areas of Reading and Math.

Strategies: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.10, 1.11, 1.13, 1.14, 1.15, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Bilingual students across all grade levels have a 50% passing rate on STAAR Reading and scores have only increased 3% since the previous year. **Root Cause:** Teachers need additional training on explicit instruction in targeted Reading TEKS based on benchmark data.

# Student Achievement

## Student Achievement Summary

Based on the Texas Education Agency 2015 Accountability Summary Report, Garden Park Elementary's Accountability Rating is Met Standard. Garden Park met standards in the following categories: Index 1-Student Achievement, Index 2-Student Progress, Index 3-Closing Performance Gaps, and Index 4-Postsecondary Readiness. Garden Park surpassed the state targets in each of the four categories. Garden Park received six State Distinctions. Garden Park met 22 out of 27 System Safeguards indicators for an 81% overall score. In the area of Performance Rates the number of indicators met was 12 out of 17 for a 71% and in Participation Rates the number of indicators met was 10 out of 10 for a score of 100%.

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2015-2016 TAPR results.

### STAAR Summary of 3rd-5th Grades Tested

	State	District	Campus
<b>Grade 3</b>			
Reading	73%	75%	77%
Mathematics	75%	80%	85%
<b>Grade 4</b>			
Reading	75%	79%	64%
Mathematics	73%	78%	64%
Writing	69%	72%	57%
<b>Grade 5</b>			
Reading	81%	83%	80%
Mathematics	86%	91%	92%
Science	74%	81%	76%

### Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	Two + Races	Special Ed	ELL
<b>All Subjects</b>	75%	75%	*	75%	*	51%	58%
<b>Reading</b>	74%	74%	*	74%	*	47%	49%

<b>Mathematics</b>	81%	81%	*	81%	*	59%	74%
<b>Writing</b>	57%	57%	*	56%	*	*	26%
<b>Science</b>	76%	76%	*	76%	*	47%	57%

Strategies: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 1.15, 3.1, 3.2, 3.5, 3.6, 4.6, 9.1, 9.2, 9.4, 9.6, 1.30, 2.5, 4.9

### Student Achievement Strengths

Garden Park did show some strengths in some areas based on the TEA TAPR Campus Summary Reports. In the area of Reading, the ELL student subpopulation improved from the previous year by 3 percentage points. The Economically Disadvantaged student subpopulation also improved by 2 percentage points from 72% to 74% in Reading. In the area of Science, the ELL students improved by 35 percent with a score of 57 percent passing the Science STAAR Assessments.

### Student Achievement Needs

Based on the Spring 2017 data from the BISD preliminary data, content areas for 3rd-5th Grade Reading and 4th Grade Writing continue to be areas in need of the most improvement for all students.

English Language Learner and Special Education performance also continue to be areas in need of significant improvement for all grades and content areas. Gap closure and exceeding the 60% Texas passing percentage standard are of special concern for the content area of Reading at Garden Park.

Last updated 08-08-2017

### Student Achievement Needs

Garden Park has achievement needs in various student groups which will be targeted for improvement. The percentage of all students passing in the areas of Reading, Math and Writing decreased from the previous year's results for Index 1 and 2. In Index 1, the scores went down for the following subpopulations of SPED in the area of Math, for Economically Disadvantaged in the areas of Reading, Math and Writing and for the ELL group in the areas of Math and Writing. In Index 2, % Met Progress in the category for All Students the scores went down in the areas of Reading and Math. In Pre-Kindergarten, our needs are in the areas of Phonological Awareness and Vocabulary based on the CPALLS EOY Assessment. For Kindergarten our area of need is Phonological Awareness based on the TPRI EOY Assessment. In First and Second Grades our areas of need are Fluency Rates and Reading Comprehension and Graphophonemic Awareness. In third grade our needs are in the areas of Graphophonemic Awareness, Fluency Rates and Reading Comprehension based on



TPRI EOY Assessment and Math and Reading scores in the STAAR Assessment. For Fourth grade, our needs are in all three areas of the STAAR Assessment. And, in Fifth grade our areas of need are in the areas of Science and Math on the STAAR Assessment. In First and Second grades another identified need that will be addressed are Stanford scores where students scored below the 40th percentile. Also, the number of students exiting the Bilingual Program went down from the previous year. The school nurse is in need of supplies for the health office to assist her in attending to students who are ill or need her services. In order to help students meet and master the TEKS in all subject areas, there is a need to purchase instructional supplies for teachers so that they are better able to implement the district's curriculum. Accelerated instruction in the foundation curriculum will be provided during the Extended Day Enrichment Program after school for all students. Teachers will need to attend research based professional development trainings to improve delivery of instruction in the classroom. There is a need for the campus to set aside funds to pay for Chess Consultants to help improve students' chess skills for district, state, and national competitions. To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year.

Strategies: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 1.15, 3.1, 3.2, 3.5, 3.6, 4.6, 9.1, 9.2, 9.4, 9.6, 1.30, 2.5, 4.9

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** All grades across all grade levels have a 57% passing rate on STAAR Writing and scores have decreased 9% since the previous year.

**Root Cause:** Teachers need additional training on explicit instructional strategies and activities, such as Empowering Writers, to target the Writing TEKS not mastered by students based on campus benchmark assessments.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Garden Park Administration, Faculty, and Staff strive to provide all students a positive atmosphere where students are made to feel safe, comfortable, and able to learn. Students are able to participate in various extracurricular activities including Chess, Brainsville, Ballroom, Science Fair, Coding, Destination Imagination, Volleyball, Basketball, Track, Choir, and Estudiantina among other campus activities and events.

Strategies: 1.9, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.4, 4.6, 5.1, 5.3, 5.4, 5.5, 5.7, 5.8, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 5.10, 2.6, 1.31, 5.11, 4.10, 5.12, 1.36, 1.37, 10.2.2

### **School Culture and Climate Strengths**

Some of the strengths pertaining to the school culture and climate at Garden Park Elementary include the following:

Students participate in various extracurricular activities and events throughout the school year. Garden Park maintains a high parent turnout for the Fall and Spring Open House events. Teachers work together to provide a safe learning environment in the classroom across all grade levels. Students at Garden Park Elementary participate in cultural awareness experiences such as El Día del Muertos, Charro Days, Black History Month, and Cinco de Mayo. ELL students also receive sheltered instruction and weekly interventions reflecting academic and linguistic support from their classroom teachers.

### **School Culture and Climate Needs**

Garden Park needs in the area of school culture and climate are to increase student participation in extracurricular activities. The school will strive to increase communication with parents and the community. Also, there are too many weekly meetings during teachers' planning period which reduces the amount of time for planning for instruction. Communication between school and parents will improve by calling parents, informing parents through School Messenger, School Website, flyers, and parent-teacher conferences. Incentives need to be purchased to encourage students and reward them for school attendance, academic achievement, and extra-curricular activities. A consultant will need to be hired to teach the music and dance steps to the students. The purchase of playground equipment for the 3 Year Old program for the students to develop socially, emotionally and physically. The school is in need of a new laminating machine to laminate teachers' classroom resources. There is a need to purchase custodial supplies to maintain a safe school environment. There is a need to purchase furniture for a Kindergarten classroom. Transportation, supplies, and meals will need to be provided for students participating in the district UIL competition. There is a need for the campus to build a new trophy case to display the trophies the students have won the last five to eight years. This is to motivate and encourage the students to participate in extracurricular activities. There is a need for four flags (two U.S. flags and two Texas flags) to be purchased for display in front of the campus. This will replace our current tattered and torn flags to promote a clean, proud, and patriotic school environment. There is a need to allot funds for materials that will be sent to the Library/Media Services Center to make student booklets for the core content

areas. Monies will also be allotted to purchase duplicating paper for teacher/student use in the classroom. In order to enhance instruction in the classroom, general instructional supplies will be purchased for all teachers, from the 3 year old program thru 5th grade, including duplicating paper and Reading materials that are aligned to the campus interventions to support literacy. Materials will also be sent to media center for making student booklets. Funds will be allotted to purchase materials and supplies, such as gloves, Velcro, and vests, for the Sp.Ed. Life Skills Unit to assist teachers in taking care of student hygiene and pamper changing needs. To promote a college and career ready culture throughout our campus, funds will be allotted to purchase university flags and pennants. They will be displayed in the school cafeteria and throughout the hallways for students, teachers, and parents to refer to for college and career readiness goals. Funds will be allotted for general supplies to support students with DI projects and presentations for the South Border Bridge DI Competition. Garden park will allot funds to improve and sustain team building during Teacher Appreciation Week, as well as throughout the school year.

Strategies: 1.9, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.4, 4.6, 5.1, 5.3, 5.4, 5.5, 5.7, 5.8, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 5.10, 2.6, 1.31, 5.11, 4.10, 5.12, 1.36, 1.37, 10.2.2

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Garden Park scored less than 80% on the Community and Parental Involvement Rating for the All Level 6-Parent Campus Needs Assessment Survey: "I feel welcome at my child's school." **Root Cause:** Campus faculty and staff need professional development opportunities that promote a positive campus culture to make parents feel welcome at their child's school.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

At Garden Park Elementary, the total staff is comprised of 40 teachers, 6 support personnel, and 3 administrators. There are 11 educational aides, 6 of which assist Pre-Kindergarten and Kindergarten teachers in the classroom. There are 4 paraprofessionals assigned to two Special Education units and 1 to the library. The majority of teachers have between 11-20 years and over 20 years of teaching experience at Garden Park Elementary.

Strategies: 1.1, 1.3, 1.4, 1.15, 1.16, 1.20, 1.24, 5.1, 5.3, 6.4, 9.3, 9.5, 1.33

### Staff Quality, Recruitment, and Retention Strengths

All teachers at Garden Park are GT certified and meet the Highly Qualified criteria. Teachers assist our students by working in the after school tutorial and extended day program. Teachers volunteer their time by working with students in extracurricular activities such as Chess, Destination Imagination, Science Fair, Brainsville, Volleyball, Basketball, Track, UIL, Ballroom, and other Fine Arts activities.

### Staff Quality, Recruitment, and Retention Needs

Teachers will receive Professional Development activities in the areas of Reading Comprehension, Science, Math and Writing. Teachers will need to attend trainings on GT Ongoing to maintain their GT certification. To address the needs of ELL students, teachers will attend SIOP trainings throughout the year. Administrative travel is needed for administrators to attend current and relevant training meetings and leadership conferences.

Strategies: 1.1, 1.3, 1.4, 1.15, 1.16, 1.20, 1.24, 5.1, 5.3, 6.4, 9.3, 9.5, 1.33

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Garden Park scored less than 80% on the Second Language Acquisition Rating for the All Level 5-Parent Campus Needs Assessment Survey: "The bilingual/ESL program at my child's school does a good job educating students." **Root Cause:** Campus faculty needs additional professional development training targeting ELL instructional strategies to assist student academic and linguistic support in the classroom.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Garden Park Administration, Faculty, and Staff use assessment data from various campus, district, and state assessments such as Campus Benchmarks, STAAR, TELPAS, TPRI, Tejas LEE, CLI Engage, and OWL to plan for instruction. Teachers use Aweare and TangoTrends to view assessment data to plan and assist students in mastering targeted TEKS, while preparing them for STAAR Assessments. Teachers also use data to initiate or continue RTI interventions for At-Risk students. Data results are utilized to execute more individualized instruction for students in need of assistance.

Strategies: 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.15, 1.20, 1.30, 1.35, 3.1, 3.2, 3.3, 3.6, 4.8, 6.1, 6.4, 8.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 1.33, 1.38, 1.35

### **Curriculum, Instruction, and Assessment Strengths**

In Grades PreKinder-2nd, teachers utilize the computer programs Learning A-Z for Reading and DreamBox for Math. In Grades 3rd-5th, teachers use Istation for Reading and Think Through Math to support and reinforce classroom instruction. Students scored well on TELPAS assessments and met district goals. Teachers receive professional development support for Language Enrichment, Depth of Knowledge strategies, and MetaCognitive strategies to help students master TEKS objectives within the BISD curriculum frameworks.

### **Curriculum, Instruction, and Assessment Needs**

Phonemic Awareness in Pre-Kindergarten, Kindergarten and First Grade. Phonics and Graphophonemic Awareness in Second and Third grades. Fluency and Reading Comprehension in grades First thru Fifth. Exit more students from the Bilingual Education program. Nominate more students for the Galaxy Program from all grade levels. Use data more effectively to plan for instruction. Provide more time for teachers to plan and collaborate with other grade levels vertically and horizontally. There is a need to provide accelerated instruction to all struggling students who need assistance to master Student Expectations to advance to the next grade level through after school tutorials and SSI Tutorials for 5th grade students for STAAR assessment. Another instructional need is for all teachers, 3 year old program thru 5th grade, to be provided with all the necessary instructional materials and resources both print, software and hardware to help them carry out their instructional responsibilities in the classroom. Assist struggling students by updating and maintaining students' RTI folders. There is also a need to provide Migrant students with instructional and hygienic supplies to help them receive additional assistance to meet their educational and personal needs. Migrant students will participate in after school tutorial program. Progress will be monitored for all students, including Migrant students and interventions provided when needed. All students needing summer school including migrant students will be recommended so that they may meet promotion requirements. There is a need to purchase more library books, general library supplies, and incentives for the school library to motivate students to read. There is also a need to purchase class sets of books, such as novels to be kept in the classrooms. Funds will also be allotted for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training, such as the RGV Science Association

Annual Conference and others as needed. To promote the academic progress of Kinder through 2nd grade students, funds will be allotted to purchase the Stanford Achievement Test Series, Tenth Edition. Kinder-2nd grade students will be assessed in the core content areas of Reading, Math, ELA, Science, and Social Studies for yearly progress monitoring. Funds will be allotted to purchase office supplies to carry out the daily operations of maintaining and monitoring student progress, benchmarks, and assessments.

Strategies: 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.15, 1.20, 1.30, 1.35, 3.1, 3.2, 3.3, 3.6, 4.8, 6.1, 6.4, 8.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 1.33, 1.38, 1.35

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** The passing rate for all students in STAAR Writing was 57% and scores have decreased 9% since the previous year. **Root Cause:** There is a need for more explicit Writing instruction to meet students' Writing needs.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents and community members are key components contributing to student success at Garden Park Elementary. Our parents and community members are invited to attend weekly/monthly meetings to discuss educational programs and strategies to support learning at home.

Garden Park Elementary is proud of having parents who are well informed and actively involved in their children's education. The weekly Parent Meetings were a great success with a large number of parents attending every week. Parents also turned out in large numbers to speak with their child's teacher at the Fall Open House. Garden Park also hosted the HEB Reads program for three year old students by helping children and parents from the community through their volunteers.

Garden Park conducts Student Awards Assemblies every six weeks for parents to view their children being recognized for their academic accomplishments. Garden Park also hosted a successful Spring Elementary Open House on March 6, 2017. The overall parent attendance number was 424.

Strategies: 4.3, 4.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9

### **Family and Community Involvement Strengths**

High attendance at weekly Parent Meetings. HEB Reading Program for 3 year olds. Career Day for Fifth graders. Large group of parent volunteers. High attendance at the Fall Open House. Parents also regularly attend the Garden Park Student Six Weeks Awards Assemblies to witness their children being recognized for their academic accomplishments.

During the Spring Elementary Open House Garden Park had one of the highest participation counts with Campus Needs Assessment Surveys for BISD in the computer lab. The overall parent participation count was 229.

### **Family and Community Involvement Needs**

Provide more topics of discussion to keep parents informed at weekly parent meetings. Materials and supplies needed to conduct parent meetings and attract more parents to attend meetings..

Strategies: 4.3, 4.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9

## **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Garden Park scored less than 75% on the Community and Parental Involvement Rating for the All Level 5-Parent Campus Needs Assessment Survey: "I know about different programs and services provided by this school." **Root Cause:** Campus faculty and staff need to communicate and promote the different programs and services provided by Garden Park using various communication methods and tools.



## School Context and Organization

### School Context and Organization Summary

Garden Park has implemented a plan to enroll new Pre-Kindergarten students by interviewing parents so that their children will be placed in the correct academic setting. Continuous campus planning is sustained through the use of data analysis meetings to help students be more successful in the classroom and improve their performance on state assessments such as the STAAR and TELPAS.

Strategies: 1.1, 1.15, 1.24, 5.1

### School Context and Organization Strengths

A master schedule is in place at the end of the school year in preparation for the beginning of the next school year. Teachers are informed of who their students will be the following school year, to assist them with their planning goals. Support services such as Library, Music, Counseling, Dyslexia Lab, and Special Education are utilized to assist teachers in providing a well rounded education for their students. SBDM committee members review and update the Campus Improvement Plan by meeting on the first Monday of every month. Garden Park has a process by which budgets are formulated. Campus administration and SBDM committee members work together to designate funds for all budget accounts to support daily operations.

### School Context and Organization Needs

Para-Professional duty stations will be evaluated. Student dismissal process to avoid traffic congestion. Decrease the amount of meetings for teachers during their planning period.

Strategies: 1.1, 1.15, 1.24, 5.1

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** The percentage of students retained for the prior school year from the campus TAPR report (K-5) was 5.8%, which is a 3.6% increase from the previous school year. **Root Cause:** Teachers need additional training on explicit instructional strategies to target the needed TEKS for student mastery based on campus benchmark assessments.

# Technology

## Technology Summary

Garden Park Elementary strives to meet the needs of students and teachers by providing them with technology in the classrooms and computer labs. PreK teachers have been provided with two HATCH computers per class to have students take turns practicing skills in phonological awareness, numeric operations, language development, alphabet knowledge, and logic & reasoning. Kinder teachers utilize iPads in the classroom to practice Reading and Math skills.

PreK-2nd grade students attend the computer labs weekly to work on Learning A-Z Reading and DreamBox Math. 3rd-5th grade students attend the computer lab weekly to work on Istation to improve in Reading Comprehension and Think Through Math to improve problem solving skills. Teachers incorporate technology in their daily lessons by using classroom laptops (COWs in grades 3-5) and elmos to project their materials onto the board to work on group activities. Students read and test in the Accelerated Reader program to earn points toward their Reading Goals in both the library and in the classrooms. Students can also access Think Through Math and Istation from home on any device to practice their Reading and Math skills.

Strategies: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 1.6, 1.1, 1.5, 8.3, 8.7, 8.8, 8.9, 8.3

## Technology Strengths

Technology strengths include student utilization of educational online programs such as Learning A-Z Reading and DreamBox Math for grades PreK-2nd grade. Students in grades 3rd-5th utilize Istation Reading, Accelerated Reader, and Think Through Math to practice comprehension and problem solving skills. Students in 4th and 5th grade also participate in the Coding Club to create computer programs through coding. Coding students have the opportunity to showcase their knowledge in coding at Club Code Summits throughout the school year.

Students in Kinder-5th grade also use the online programs Living with Science and EduSmart for Science in 5th grade to practice targeted Science TEKS in the classrooms, computer labs, and at home. Garden Park Elementary obtained two Computer on Wheels (COWs), which will provide all fifth grade students with a laptop to use for instructional practice in the classroom.

## Technology Needs

Update hardware in the classrooms: Desktop and laptop computers are obsolete or not working. There is a lack of ink for printers both color and black.

Bulbs for Elmos need to be purchased for use in presenting lessons in the classroom. Software for lower grades such as Starfall to reinforce Reading, Math and Phonics skills. The lack of software which can be used in the classroom and computer lab targeted at the lower grades, Pre-K-2nd, to reinforce Reading and Math skills. The campus plans to meet the needs in the area of Technology by purchasing additional laptops for teachers to help them deliver instruction

in the classroom. Also, the school plans to purchase the Starfall Software for grades Pre-K and Kindergarten help students in the area of Phonics and other software programs targeting Math and Reading at the lower grades of Pre-Kinder - 2nd grades. The need for each classroom to have its COW, Computer on Wheels, to assist students academically. There is a need to purchase batteries for classroom clocks, Science electrical circuit activities, Science Fair Projects, and Math Hot Dot games for word problem solving. There is a need to purchase licenses for two desktop computers for the administrative use, access, and monitoring of educational software programs, and assessment results for improved instruction. Administration will use an administrative printer to print and monitor the academic, logistic, and functional needs of daily school operations.

Strategies: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 1.6, 1.1, 1.5, 8.3, 8.7, 8.8, 8.9, 8.3

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Garden Park campus staff completed less than 9 hours of professional development training with technology as a tool to assist student learning, which has not increased since the previous school year. **Root Cause:** Campus faculty and staff need professional development opportunities with technology integration (i.e. Office 365, Istation, Aware, Tango, Microsoft, iPad, etc.).

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices



# Goals





**Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens**

**Performance Objective 1:** BISD student performance for all students, all grades, all subjects will exceed 2017 STAAR percent Level II Satisfactory Standard (now Approaches Grade Level) and STAAR Advanced Level (now Master Grade Level) performance by 5 percentage points.





**Evaluation Data Source(s) 1:** STAAR Scores / TPRI/TJL/CLI Engage Scores / TELPAS / TMSFA





**Summative Evaluation 1:**




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>1) Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2017-2018 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback so that all students in every demographic group will be academically successful.</p> <p>Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 6, 8, 9, 12, 17-19</p>	5	Campus Administration Dean of Instruction Teachers C&I Specialists	100% of walk-throughs will indicate application of the skills acquired during the professional development  Students will meet fluency goals at their respective grade levels. Kindergarten-3rd grade students will score at the Developed Level on TPRI/CPALLS/Tejas LEE.				
Funding Sources: No Funds Required - \$0.00							




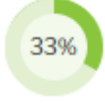
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will use Sheltered English Instruction strategies to help ELL students master TEKS and Reading objectives.</p> <p>Populations: All students, ELL, At-Risk, Sp.Ed., GT</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 6, 8, 9, 13, 14</p>	<p>Campus Administration Dean of instruction Teachers</p>	<p>STAAR Results TELPAS EOY TPRI/Tejas LEE CLI Engage Campus Benchmark Assessments</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2017-2018 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction.</p> <p>Populations: All students, GT, At-Risk, Sp.Ed., ELL, TI, Dyslexia, Migrant</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 6, 8, 9, 13, 14</p>	<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR Reading Results EOY TPRI/Tejas LEE CLI Engage TELPAS</p>			
<p>Funding Sources: 199 Local funds - \$1,000.00</p>					











<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Vertical and horizontal planning between grade levels will occur in the fall and spring semesters to plan instruction for all content areas.</p> <p>Populations: All Students, At-Risk, GT, ELL, Sp.Ed.</p> <p>Timeline: December 2017-February 2018</p> <p>CNA: p. 8, 9, 12</p>	7	Campus Administration Dean of Instruction Teachers	STAAR Results EOY TPRI/Tejas LEE CLI Engage TELPAS			
Funding Sources: No Funds Required - \$0.00						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and every six weeks. Fluency testing will be conducted to measure comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD 2017-2018 Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks.</p> <p>Populations: All Students, Sp. Ed., GT,At-Risk, TI, Migrant, Dys., ELL</p> <p>Timeline: September 2017-June 2018</p> <p>CNA: p. 6, 8, 9, 13, 14, 18, 19</p>		School Administration Dean of Instruction Teachers	Campus Fluency Trackers STAAR Results EOY TPRI/Tejas LEE CLI Engage Campus Benchmark Assessments			
Funding Sources: No Funds Required - \$0.00						





<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 2</p> <p>6) Students will attend the computer lab(s) to work on Math skills: PreK-2 DreamBox Math and 3rd-5th Imagine Math. Students will also practice Reading skills: PreK-5 Learning A-Z. Students will also take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for STAAR Assessments. Students will also use the COW's to work on targeted math and reading skills.</p> <p>Populations: All students,GT, ELL, At-Risk, Sp.Ed., DYS, TI, MIG.</p> <p>Timeline: Twice a week from August 2017-June 2018</p> <p>CNA: p. 6, 8, 9, 13, 14, 18, 19</p>	<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR Results EOY TPRI/Tejas LEE CLI Engage Campus Benchmark Assessments</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>7) All 3rd -5th grade students at Garden Park will work on a Science Project. The top Science projects from each category will be selected to participate at the district Science Fair.</p> <p>Populations: At-Risk, TI, ELL, Sp.Ed.,GT, Dys., Mig.</p> <p>Timeline: August 2017-November 2018</p> <p>CNA: p. 6, 8, 9, 13, 14</p>	<p>Campus Administration Dean of Instruction Teachers Parents</p>	<p>STAAR Science Results Place at the District Science Fair</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					







<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>8) 3rd-5th grade students from each classroom will participate in a campus Spelling Bee in October to prepare for the District Spelling Bee in February</p> <p>Populations: ELL, DYS, TI, Sp.Ed., At-Risk, MIG, GT</p> <p>Timeline: September 2017-February 2018</p> <p>CNA: p. 8, 9</p>	<p>Campus Administration Dean of Instruction 3rd-5th Grade Teachers</p>	<p>Place in Top 10 at the District Spelling Bee</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>9) Garden Park students will participate in the District UIL competition for grades 3rd-5th. Transportation will be provided for students. Breakfast and lunch will also be provided for students and sponsors.</p> <p>Populations: GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: September 2017-December 2018</p> <p>CNA: p. 10</p>	<p>Campus Administration Dean of Instruction UIL Coaches-Teachers Campus UIL Coordinator Campus UIL Organizer</p>	<p>Garden Park will place 1st as in the past three years</p>			
<p>Funding Sources: 199 Local funds - \$4,400.00</p>					

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) All Kinder through 5th grade teachers will work on drills focusing on targeted multiplication tables, so all students are able to solve multiplication problems. Kinder: 0's, 1's 1st: 2's, 3's and 4's 2nd: 5's, 6's and 7's 3rd: 8's, 9's and 10's 4th and 5th: 2's-12's</p> <p>Populations: All Students, At-Risk, TI, ELL, GT, MIG, DYS, Sp.Ed.</p> <p>Timeline: Daily; August 2017-June 2018</p> <p>CNA: p. 6, 8</p>	9	Campus Administration Dean of Instruction Teachers	STAAR Math Results CLI Engage District Benchmarks Campus Benchmark Assessments				
Funding Sources: No Funds Required - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) All teachers will display a Word Wall focusing on Academic Vocabulary from the core areas to enhance learning and increase vocabulary development so that all students will pass the STAAR assessments and ELL students will score Advance High in all areas of the TELPAS assessment.</p> <p>Populations: All students, At-Risk, Sp.Ed., ELL, GT, TI, MIG, DYS</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 6, 8, 9, 13, 14</p>	9	Campus Administration Dean of Instruction Teachers	STAAR TELPAS EOY TPRI/Tejas LEE CLI Engage Campus Benchmark Assessments				
Funding Sources: No Funds Required - \$0.00							





<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>12) ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options.</p> <p>Populations: Sp.Ed.</p> <p>Timeline: ARD Meeting Schedule September 2017- June 2018</p> <p>CNA: p. 8, 9</p>	8	Campus Administration Special Ed. Teachers Classroom Teachers Diagnostician	STAAR TELPAS EOY TPRI/Tejas LEE CLI Engage			
Funding Sources: No Funds Required - \$0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>13) Kindergarten through 5th grade students will keep a journal to improve their organizational skills with graphic organizers, annotations and timelines so students will pass the STAAR assessments in grades 3rd-5th and ELL students will score Advance High in all areas of the TELPAS in all content areas of Math, Science, Social Studies and Language Arts.</p> <p>Populations: All Students, At-Risk, ELL, TI, GT, MIG, DYS, Sp.Ed.</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 6</p>		Campus Administration Dean of Instruction Teachers	STAAR TELPAS EOY TPRI/Tejas LEE CLI Engage			
Funding Sources: No Funds Required - \$0.00						





<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>14) All Kinder-5th grade students will use Edusmart and Living With Science to improve Science skills. 1st-5th grade students will utilize the Science A-Z online program purchased with campus funds. Funds will be allotted to purchase Living with Science online program to support mastery of Science TEKS objectives. Half the cost will be paid for by the district for 2nd and 3rd grade.</p> <p>Populations: All Students, ELL, DYS, GT, Sp.Ed.TI, MIG, At-Risk</p> <p>Timeline: Twice a week; August 2017-June 2018</p> <p>CNA: p. 6, 8, 9</p>	9	Campus Administration Dean of Instruction Teachers	STAAR TELPAS District Benchmark Campus Benchmark Assessments			
Funding Sources: 162 State Compensatory - \$0.00						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>15) All Teachers in all grade levels will meet and analyze their students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, CLI Engage, and OWL Assessments. These meetings will be in compliance with the BISD 2017-2018 Action Plan for ELAR.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT</p> <p>Timeline: Every Six Weeks, September 2017- May 2018</p> <p>CNA: p. 6, 8, 9, 12, 13, 14, 17, 18</p>	8	Campus Administration Dean of Instruction Teachers	STAAR TELPAS EOY TPRI/Tejas LEE CLI Engage OWL Assessments Ellevation			
Funding Sources: No Funds Required - \$0.00						

<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>16) The SBDM Committee will meet on the first Monday of every month after school to review and discuss the campus plan, curriculum issues, budgets to guide the vision of Garden Park for all students.</p> <p>Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: First Monday of the month; September 2017- June 2018</p> <p>CNA: p. 12</p>		<p>Campus Administration Dean of Instruction SBDM Committee</p>	<p>STAAR, TELPAS, TPRI/Tejas LEE, CLI Engage, OWL Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) All students in grades Pre-K through 2nd will work through teacher led Science projects/activities to expose the students to the Scientific Method/Processes. Students will also utilize Observation/Investigation Journals for Science.</p> <p>Populations: All Students ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: August 2017-June 2018</p>		<p>Campus Administration Dean of Instruction Pre-K-2nd Grade Teachers</p>	<p>EOY TPRI/Tejas LEE CLI Engage OWL Assessments Campus Benchmark Assessments</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>18) To promote and ensure physical fitness, students in grades Pre-K-5th will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes /week. Funds will be allotted for general PE supplies to perform physical fitness goals and activities.</p> <p>Populations: All Students, GT, ELL, TI, DYS, MIG, Sp.Ed., At-Risk</p> <p>Timeline: August 2017-June 2018</p>	<p align="center">2</p>	<p>Campus Administration PE Teachers</p>	<p>School Health Index Physical Fitness Assessment</p>				
<p>Funding Sources: 199 Local funds - \$1,000.00</p>							







<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>19) Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530.</p> <p>Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: Spring 2018</p>	<p>Campus Administration PE Teachers</p>	<p>School Health Index Physical Fitness Assessment</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>20) Garden Park will sustain the CATCH Team to implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, and successful methods to ensure students are reaching required moderate to vigorous physical activity goals.</p> <p>Populations: All Students, MIG, DYS, TI, Sp.Ed., At-Risk, ELL, GT</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 12, 13, 14</p>	<p>Campus Administration PE Teachers Campus CATCH Team</p>	<p>School Health Index CATCH Activities Binder</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>21) Garden Park students will participate in the BISD Field Day Track Meet at Sam's Stadium.</p> <p>Populations: All Students,GT,DYS,MIG, TI,ELL,Sp.Ed.,At-Risk</p> <p>Timeline: Spring Semester 2018</p>	<p>Campus Administration PE Teachers</p>	<p>Student Participation Placement in Races</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					









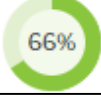
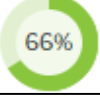
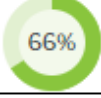
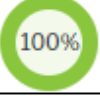
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>22) Garden Park will participate in the annual Jump Rope for Heart activity at the campus.</p> <p>Populations: All Students,DYS,ELL,MIG, TI,GT,At-Risk,Sp.Ed.</p> <p>Timeline: May 2018</p>		<p>Campus Administration PE Coaches</p>	<p>Student Participation</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>23) In order to enhance instruction in the classroom, general instructional supplies will be purchased for all teachers, from the 3 year old program thru 5th grade, including duplicating paper and Reading materials that are aligned to the campus interventions to support literacy. Materials will also be sent to media center for making student booklets. Classroom furniture will be purchased to enhance learning.</p> <p>Populations: All students, Sp.Ed.,At-Risk,ELL, TI,Mig.,DYS,GT</p> <p>Timeline: August 2017-May 2018</p> <p>CNA: p. 10, 11</p>		<p>Administration Teachers</p>	<p>STAAR TELPAS EOY TPRI/Tejas LEE CLI Engage OWL Assessments</p>				
<p>Funding Sources: 211 Title I-A - \$16,000.00, 199 Local funds - \$648.00, 162 State Compensatory - \$17,454.00, 163 State Bilingual - \$3,800.00</p>							







<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>24) As per the BISD 2017-2018 Action Plan for ELAR, teachers will utilize research based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized campus, district, and/or state assessments. *STAAR resource materials *District approved software: Imagine Math, Learning A-Z *EduSmart *Review 360 *LPAC Meetings *SIOP trainings *Allot funds for PK3-5th grade teachers and campus to purchase instructional materials to improve the delivery of instruction.</p> <p>Populations: All Students, Sp.Ed., TI, GT, ELL, DYS, MIG, At-Risk Timeline: August 2017-June 2018 CNA: p. 12, 17</p>	8	Administration Dean of Instruction Teachers	STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage OWL Assessments Campus Benchmark Assessments				
<p>Funding Sources: 163 State Bilingual - \$0.00, 162 State Compensatory - \$0.00, 199 Local funds - \$2,500.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>25) Pre-K and Kindergarten Para-Professionals will assist teachers in the implementation of instruction in all subject areas to help students become successful in skills being taught to score at the Developed level on the TPRI/Tejas Lee assessments. Their duties and responsibilities will be detailed in the campus handbook.</p> <p>Timeline: August 2017-June 2018 Populations: All students, At-Risk, ELL, TI, DYS, MIG, Sp.Ed.</p>		Campus Administration Dean of Instruction Teachers	TPRI/Tejas LEE EOY Results TELPAS Results CLI Engage OWL Assessments				
<p>Funding Sources: 211 Title I-A - \$0.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>26) As per the BISD 2017-2018 Action Plan for ELAR, the Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, classroom observations so students will pass the STAAR, TELPAS test, TPRI/Tejas LEE, and CPALLS Assessments. Dean and teachers will analyze data to target and plan for instruction.</p> <p>Populations: All Students, At-Risk,ELL,Dys., Sp.Ed.,Mig.,GT,TI</p> <p>Timeline: August 2017-June 2018</p>	3	Campus Administration Dean of Instruction Teachers	STAAR, TELPAS TPRI/Tejas Lee Results CLI Engage OWL Assessments Campus Benchmark Assessments				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>27) The Library Aide will provide assistance to the school Librarian in daily operations of the school library.</p> <p>Populations: All students, At-Risk, ELL, Sp.Ed., DYS, Mig., GT, TI, DYS</p> <p>Timeline: August 2017-June 2018</p>		Campus Administration Librarian	Timesheets EOY Evaluation				
<p>Funding Sources: 211 Title I-A - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>28) The School Nurse will monitor students' health, needs, and records as needed.</p> <p>Populations: All students, ELL, At-Risk,GT,DYS,Mig., Sp.Ed., TI</p> <p>Timeline: August 2017-June 2018</p>		Campus Administration Nurse	Student Logs End of Year Reports				
<p>Funding Sources: 211 Title I-A - \$0.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>29) LPAC Committee will meet throughout the year to monitor progress of ELL students in the Bilingual program and conduct End-of-Year Reviews to determine how many ELL students have met exit criteria from the Bilingual Department. Funds will be allotted for substitutes to cover LPAC Committee Members for meetings and EOY reviews.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig., TI, Sp.Ed.</p> <p>Timeline: September 2017-June 2018</p>	<p>Administration LPAC Administrator LPAC Chairperson LPAC Committee Teachers</p>	<p>TELPAS STAAR TPRI/Tejas LEE CLI Engage</p>			
<p>Funding Sources: 163 State Bilingual - \$1,200.00</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>30) In order to improve student fluency, accuracy, and comprehension skills, the campus will purchase class sets of literature books for grades Kindergarten through 5th to be kept in the classrooms for student use. Allotted funds will be set aside for Reading materials to support Reading guided practice and instruction.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig, TI, Sp.Ed.</p> <p>Timeline: September 2017-June 2018</p> <p>CNA: p. 9, 13, 14</p>	<p>Administration Teachers</p>	<p>TELPAS STAAR TPRI/Tejas LEE Campus Benchmark Assessments</p>			
<p>Funding Sources: 162 State Compensatory - \$3,000.00</p>					
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>31) As per Board Goal Number One, Garden Park will continue the Pre-K 3 Year Old Program to address the needs of 3 year old students staffed by certified teachers and para-professionals. The Pre-K 3 Year Old Program will follow the modified and tailored guidelines of the Pre-K 4 Program.</p> <p>Populations: ELL, At-Risk,GT, DYS, Mig, TI, Sp.Ed.</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 10, 11</p>	<p>Administration Dean of Instruction 3 Year Old Program Teachers</p>	<p>OWL Assessments BOY-EOY CLI Engage CPALLS Assessments</p>			
<p>Funding Sources: 211 Title I-A - \$0.00</p>					

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>32) To improve Writing skills and prepare students for the STAAR and TELPAS Writing assessments, teachers in grades K-2nd will focus on Narrative Writing and 3rd-4th will focus on Narrative Writing for the 1st Six Weeks and Expository Writing through the use of Empowering Writers.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig, TI, Sp Ed.</p> <p>Timeline: August 2017-June 2018</p>		Administration Dean of Instruction Teachers	TELPAS Campus Writing Benchmarks STAAR Writing Assessments			
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>33) In order to enhance instruction in the classroom, teachers will be provided professional development training for Empowering Writers. K-2nd grade teachers will focus on punctuation and capitalization. K-3rd grade will focus on editing and parts of speech. 3rd-5th grade teachers will focus on revising and editing skills. Funds will also be allotted for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training, such as the RGV Science Association Annual Conference and others as needed. Administrative travel will also be included for administrators to attend current and relevant training meetings and leadership conferences.</p> <p>Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp. Ed.</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 12</p>	4	Administration Dean of Instruction Teachers ELA Curriculum Specialist	Campus Benchmark Assessments TELPAS STAAR Writing Assessments			Funding Sources: 211 Title I-A - \$3,190.00

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>34) Funds will be set aside to purchase general library supplies and books to be kept in the library to improve students reading comprehension skills. Funds will also be allotted to purchase incentives to motivate students to read.</p> <p>Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: August 2017-June 2018</p>	1	Administration School Librarian	TELPAS STAAR State Assessments TPRI/Tejs LEE CLI Engage Campus Benchmark Assessments				
<p>Funding Sources: 211 Title I-A - \$3,250.00, 199 Local funds - \$250.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>35) Funds will be allotted to purchase office supplies to carry out the daily operations of maintaining and monitoring student progress, benchmarks, and assessments.</p> <p>Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: p. 13, 14</p>	1	Administration Dean of Instruction Teachers	Campus/District Benchmarks Progress Monitoring TELPAS, TPRI/TEJAS LEE STAAR Assessments				
<p>Funding Sources: 211 Title I-A - \$1,062.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>36) Funds will be allotted to purchase materials and supplies, such as gloves, Velcro, and vests, for the Sp.Ed. Life Skills Unit to assist teachers in taking care of student hygiene and pamper changing needs.</p> <p>Populations: ELL, At-Risk, TI, Sp.Ed.</p> <p>Timeline: September 2017-December 2017</p> <p>CNA: p. 10-11</p>	1	Administration Life Skills Teachers	TELPAS, TPRI/TEJAS LEE Progress Monitoring				
<p>Funding Sources: 166 State Special Ed. - \$500.00</p>							

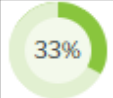


<p><b>Critical Success Factors</b> CSF 6</p> <p>37) To promote a college and career ready culture throughout our campus, funds will be allotted to purchase university flags and pennants. They will be displayed in the school cafeteria and throughout the hallways for students, teachers, and parents to refer to for college and career readiness goals.</p> <p>Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: September 2017-December 2017</p> <p>CNA: p. 10-11</p>	1	Administration Counselor Teachers	Progress Monitoring Mid & End Checkpoints Six Weeks Assessments STAAR Assessments			
Funding Sources: 211 Title I-A - \$375.25						
<p><b>Critical Success Factors</b> CSF 2</p> <p>38) To promote the academic progress of Kinder through 2nd grade students, funds will be allotted to purchase the Stanford Achievement Test Series, Tenth Edition. Kinder-2nd grade students will be assessed in the core content areas of Reading, Math, ELA, Science, and Social Studies for yearly progress monitoring.</p> <p>Populations: All Kinder, 1st Grade, and 2nd Grade Students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: January 2017-June 2018</p> <p>CNA: p. 13-14</p>	1	Administration Teachers	TELPAS, TPRI/TEJAS LEE Progress Monitoring Six Weeks Assessments STAAR Assessments			
Funding Sources: 211 Title I-A - \$5,000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.**






**Performance Objective 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

**Evaluation Data Source(s) 1:** STAAR Scores/TPRI/TJL/TELPAS

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Garden Park Fine Arts students from all demographic groups will develop critical thinking, multi-tasking skills, creativity, teamwork, and character building by participating in UIL and non-UIL contests, exhibitions, district/community events, and public performances. Funds will be allotted for travel and subsistence of students for Fine Arts events, competitions, and performances.</p> <p>Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT</p> <p>Timeline: November 2017-February 2018</p>		Administration Fine Arts Teacher Dean of Instruction Counselor	<p>Students competing at UIL contests will score at highest rating.</p> <p>Choir and Estudiantina students will exhibit their learned talents by performing at Retirement Homes, Community Centers, and community events.</p> <p>Students submitting Art projects for different art contests will place/be recognized for their work.</p>				
Funding Sources: 199 Local funds - \$4,200.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Garden Park students will perform in Celebration of Song Fifth Grade Honors Choir.</p> <p>Populations: All Students, GT, Sp.Ed., At-Risk, ELL, DYS, MIG, TI</p> <p>Timeline: May 2018</p>		Administration Fine Arts Teacher Dean of Instruction Supervisor of Choral Music	Performance Ratings				
Funding Sources: No Funds Required - \$0.00							






<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Garden Park teachers will provide Theater Arts lessons integrated with their daily instruction.</p> <p>Populations: All Students, DYS, MIG, TI, ELL, At-Risk, Sp.Ed., GT</p> <p>Timeline: August 2017-June 2018</p>	<p>Administration Dean of Instruction Fine Arts Teacher</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Garden Park students will practice for and compete in UIL Music Memory district competition.</p> <p>Populations: All Students, GT, At-Risk, ELL, TI, DYS, MIG, Sp.Ed.</p> <p>Timeline: December 2017</p>	<p>Administration Dean Of Instruction Fine Arts Teacher</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE UIL Placement Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) The Garden Park school choir and Estudiantina will practice for and perform Christmas Carols in December and Mother's Day songs in May for community nursing homes and other public places.</p> <p>Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT</p> <p>December 2017 and May 2018</p>	<p>Campus Administration Fine Arts Teacher Parent Liaison</p>	<p>Student Participation Audience Response</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>					











**Goal 2:** The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.

**Performance Objective 2:** GT students will be provided showcase opportunities to demonstrate their diverse talents and abilities BISD events.

**Evaluation Data Source(s) 2:** STAAR, TELPAS, TPRI/Tejas Lee Assessments, House Bill 5 Binder

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Garden Park will implement the Galaxy Program (GT). Students will be nominated and identified for the GT program.</p> <p>Populations: All Students, GT, ELL, TI, Sp.Ed., MIG, DYS</p> <p>Timeline: Fall 2017-Spring 2018</p>		<p>Campus Administration Dean of Instruction Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Campus Benchmark Assessments GT TPSP Projects</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p><b>Critical Success Factors</b> CSF 4</p> <p>2) Garden Park GT students will prepare for and participate in the annual BISD Brainsville competition.</p> <p>Populations: All Students,GT, TI, DYS, ELL, Sp.Ed., MIG</p> <p>Timeline: January 2018</p>		<p>Campus Administration Dean of Instruction GT Classroom Teachers</p>	<p>STAAR, TELPAS Results Brainsville District Competition</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>							

<p><b>Critical Success Factors</b> CSF 4</p> <p>3) Garden Park GT students will prepare for and participate in the Destination Imagination Regional Competition. Funds will be allotted for general supplies to support students with DI projects and presentations for the South Border Bridge DI Competition.</p> <p>Populations: All Students, GT, ELL, DYS, TI, Sp.Ed.</p> <p>Timeline: September 2017-February 2018</p>	<p>Campus Administration Dean of Instruction DI Coaches</p>	<p>STAAR Results Place at Regional Competition Advance to State Tournament</p>			
<p>Funding Sources: 199 Local funds - \$500.00</p>					
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) To enhance classroom instruction, GT teachers will be given funds to purchase instructional materials to target GT students' needs.</p> <p>Populations: All Students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: October-November 2017</p>	<p>Administration Dean of Instruction GT Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Campus Benchmark Assessments</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Garden Park will maintain a Chess team that will participate in local, regional, state, and national chess tournaments. Funds will be set aside by the campus to pay for Chess consultants.</p> <p>Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: August 2017-June 2018</p>	<p>Administration Chess Sponsors</p>	<p>Placement in local, regional, state, and national chess tournaments</p>			
<p>Funding Sources: 199 Local funds - \$5,500.00</p>					
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>					

**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

**Performance Objective 1:** Garden Park Elementary will develop prevention and intervention strategies that increases at-risk achievement on STAAR by 10% and increase the At-Risk Student Attendance Rate by 10%

**Evaluation Data Source(s) 1:** STAAR, At-Risk Student Achievement Rate, and the Retention Rate

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day &amp; tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program &amp; tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade.</p> <p>Populations: AR, TI, MI, LEP Timeline: August 2017-June 2018</p>		Administration Dean of Instruction TLI Specialist Teachers Administrator for State Compensatory Education	Formative: Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate				
Funding Sources: 162 State Compensatory - \$68,381.00, 211 Title I-A - \$6,162.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Garden Park will ensure that a process is in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Populations: AR, TI, MI, LEP Timeline: August 2017-June 2018</p>		Campus Administration Data Entry Clerk Administrator for Homeless Youth Project	Formative: eSchoolPLUS Rosters, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate				
Funding Sources: No Funds Required - \$0.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Teachers will use Sheltered English Instruction strategies to help ELL and at-risk students master targeted content areas.</p> <p>Populations: AR, TI, LEP</p> <p>Timeline: August 2017-June 2018</p>	<p>Campus Administration Dean of Instruction Teachers</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, TELPAS, EOY TPRI/Tejas LEE Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Assist students with issues interfering with learning such as but not limited to emotional distress and family problems. Intervention strategies will be created for At-Risk students through RTI instruction.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2017-June 2018</p>	<p>Campus Administration Dean of Instruction Counselors Teachers</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, TELPAS, EOY TPRI/Tejas LEE Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) A food pantry and clothes closet will be sustained at Garden Park to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, and decrease the retention and dropout rate.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: July 1,2017-June 30, 2018</p>	<p>Campus Administration Counselors Teachers</p>	<p>Formative: Benchmark Scores, Student Progress Reports, Pantry and Closet Inventory, Pantry and Closet Distribution Log Summative: STAAR, Attendance Rate</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p>6) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement.</p> <p>Populations: TI, MI, LEP, AR</p> <p>Timeline: August 2017-June 2018</p>	<p>4 Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>Formative: PDS Workshop Attendance Report, PDS Workshop Participation Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Retention Rate</p>			
<p>Funding Sources: 162 State Compensatory - \$55,172.00</p>					





7) Supplement the Pre-Kinder Program Teachers to provide foundation learning experiences in order to prepare at-risk students academically.  Populations: TI, MI, LEP, AR Timeline: August 2017-June 2018	7	Campus Administration Administration for State Compensatory Education	Formative: Teacher Lesson Plans, Classroom Observations, Student Progress Reports, C-PALLS/C-PM (BOY and MOY) Summative: C-PALLS/C-PM (EOY), OWL				
	Funding Sources: 162 State Compensatory - \$100,736.00						
8) Supplement the Dyslexia Program Teacher to provide language and literacy interventions to improve student achievement.  Populations: AR, DYS Timeline: August 2017-June 2018	1	Campus Administration Administration for State Compensatory Education	Formative: Teacher Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, EOY TPRI/Tejas LEE				
	Funding Sources: 162 State Compensatory - \$25,154.00						
9) Funds will be allotted for counselor employee travel expenses for conferences and professional development purposes.  Populations: TI, LEP, AR, RTI, DYS Timeline: August 2017-June 2018	4, 10	Campus Administration Counselor	Formative: Counselor Lesson Plans, Classroom Presentations/Observations, Student Progress Reports, Benchmark Scores, RTI Plans				
	Funding Sources: 211 Title I-A - \$500.00						
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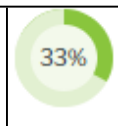

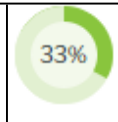
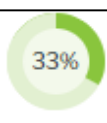
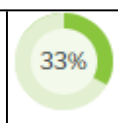
**Goal 4: By improving attendance, the students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** Increase/maintain the student attendance rate at Garden Park to 97.5% for all students.







**Evaluation Data Source(s) 1:** STAAR, TELPAS, EOY TPRI/Tejas LEE, CLI Engage

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities, and a formal written plan for monitoring &amp; management in the CIP. Ensure that student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,Sp.Ed.,GT, At-Risk</p> <p>Timeline: Weekly; August 2017-June 2018</p>		<p>Campus Administration Campus PEIMS Supervisor Data Entry Clerk Counselors</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage Weekly Attendance Percentage Reports by Grade Level</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Recognize and provide awards/incentives to students with perfect attendance and A/B &amp; A Honor Roll every 6 weeks and at the end of the year. Campus awards recognition of students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,Sp.Ed.,GT,At-Risk</p> <p>Timeline: September 2017-June 2018</p>	6	<p>Campus Administration Counselors Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage Report Cards</p>				
<p>Funding Sources: 211 Title I-A - \$4,000.00, 162 State Compensatory - \$7,000.00, 199 Local funds - \$2,500.00, 166 State Special Ed. - \$600.00</p>							

<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Home visits and parent conferences will be conducted when a student is absent 2 days in a row so students will be able to pass state assessments.</p> <p>Populations: All Students,ELL,TI,DYS,GT,MIG,At-Risk,Sp.Ed.</p> <p>Timeline: September 2017-June 2018</p>	6	Campus Administration Parent Liaison Teachers	STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Parents will be encouraged and educated on the importance of their children attending school every day so students can receive a quality education and pass state assessments.</p> <p>Populations: All Students,TI,At-Risk,GT,ELL,Sp.Ed.,DYS,MIG</p> <p>Timeline: Wednesday Parent Meetings August 2017-June 2018</p>		Campus Administration Dean of Instruction Counselors Parent Liaison	STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 4</p> <p>5) Reduce by 5% yearly the out-of-school suspensions by researching and evaluating 2016-2017 number of days students were absent due to OSS. To increase campus student attendance rates and improve student academic achievement for all students. Administration will analyze OSS reports each six weeks to determine increase or decrease in OSS.</p> <p>Populations: All Students, TI, AR, ELL, Sp.Ed., DYS, MIG</p> <p>Timeline: Fall 2017-Spring 2018</p>		Campus Administration Campus PEIMS Administrator Counselors Data Entry Clerk	STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage				
Funding Sources: 199 Local funds - \$0.00							



<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to help students become productive citizens and pursue a college career upon graduation.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed. Timeline: September 2017-May 2018</p>	<p>Campus Administration Counselors Teachers Community and Business Leaders</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Garden Park counselors will conduct a 5th grade orientation &amp; take students on an informational tour to their respective future middle school to make a smooth transition to the middle school setting and motivate students to do well in the classroom. School counselors will also conduct a presentation for parents of the Headstart program and their children to inform them of the Pre-K curriculum and lead them on a tour of a Pre-Kinder classroom to help make the smooth transition for their children coming to Pre-K.</p> <p>Populations: All Students,At-Risk,TI, DYS,MIG,GT,Sp.Ed.,ELL Timeline: August 2017-May 2018</p>	<p>7 Campus Administration Counselors Middle School Pre-Kindergarten Teachers</p>	<p>STAAR, TELPAS Results CLI Engage</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Teachers will follow ELAR TEKS for Language Arts so that all students will be successful and meet CCRS standards when Garden Park students begin their college careers.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,Sp.Ed.,At-Risk Timeline: Daily August 2017-June 2018</p>	<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Weekly Assessments Campus Benchmark Assessments</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					

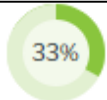
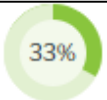
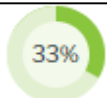
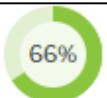
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year.</p> <p>Populations: All students, ELL, DYS, TI, MIG, GT, Sp.Ed., At-Risk</p> <p>Timeline: May 2018</p> <p>CNA: p. 8-9</p>		Administration Teachers	End of Year Attendance Report TELPAS, STAAR EOY TPRI/Tejas LEE CLI Engage			
<p><b>Critical Success Factors</b> CSF 6</p> <p>10) In order to motivate and encourage students to participate in extra-curricular activities, the school will set aside funds to sustain a trophy case in the main hallway to display all of the trophies students have won throughout the years. General supplies, materials, and awards will also be purchased to maintain the needs and motivation incentives for extracurricular clubs and teams.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, GT, Sp.Ed., AR</p> <p>Timeline: May 2018</p>		Administration Teachers	STAAR, TELPAS TPRI/TEJAS LEE District UIL Chess Results			
<p>Funding Sources: 199 Local funds - \$2,400.00</p>						
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>						





## Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.





**Performance Objective 1:** Garden Park Elementary Discipline Referrals, In School Suspension (ISS), and Out of School Suspension (OSS) will decrease by 5% for 2017-2018 school year.







**Evaluation Data Source(s) 1:** STAAR, TELPAS, EOY TPRI/Tejas LEE, CLI Engage Results

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Provide training for teachers to effectively handle classroom discipline so that out-of-school suspensions and discretionary removals are used as a last resort. Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to learning by all students. Teachers will utilize Review 360 to document discipline incidents.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed.</p> <p>Timeline: August 2017-June 2018</p>	2	Campus Administration Counselors Teachers Parents	STAAR, TELPAS EOY TPRI/Tejas LEE Results Decrease in Discipline Referrals				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Parents will be notified of any discipline referral received by their son/daughter as outlined in the Student Code of Conduct and mandated by district policy.</p> <p>Populations: All Students, At-Risk, DYS, MIG, ELL, GT, Sp.Ed., TI</p> <p>Timeline: August 2017-June 2018</p>		Campus Administration Counselors Teachers Parents	STAAR, TELPAS EOY TPRI/Tejas LEE Results Decrease in Discipline Referrals				
Funding Sources: No Funds Required - \$0.00							

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>3) Provide professional development based on level of expertise and need in the following areas: a) Bullying b) Violence/Conflict Resolution c) Trends in recent drug use d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention (RTI) Model for behavior based interventions to allow staff to recognize and address the issue as a preventive measure.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: August 2017-June 2018</p>	3	Campus Administration Counselors Dean of Instruction RTI Specialist	STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage Results Decrease in Discipline Referrals				
Funding Sources: No Funds Required - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>4) Campus will develop and maintain an Emergency Operations Plan. Plan will be multi-hazard in nature. The plan will be reviewed and updated annually by the campus safety and security committee. The following drills will be practiced accordingly: a) Lockdown Drills (3 times per year) b) Shelter-In-Place c) Fire Drills (once a month) d) Reverse Evacuation, e) Drop &amp; Cover f) Evacuation To prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property or harm to the environment.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: August 2017-June 2018</p>		Campus Administration Dean of Instruction Counselors Teachers Parents BISD Police and Security	STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage Results				
Funding Sources: No Funds Required - \$0.00							

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) Garden Park will have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must sign in and present proof of identification before obtaining a Visitors Card.</p> <p>Populations: All Students, ELL, GT, DYS, TI, At-Risk, MIG, Sp.Ed.</p> <p>Timeline: August 2017-June 2018</p>	<p>Campus Administration Office Staff Campus Security Officer Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Campus based law enforcement: Security officer will be placed and assigned throughout the year at Garden Park. Campus officer when possible will address current trends with students, parents, campus personnel, on the following: Gang Awareness, Bullying, Dating Violence, Internet Safety Drug, Alcohol, and Tobacco Awareness, Emergency Operations Plan, and Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Populations: All Students, GT, ELL, DYS, MIG, Sp.Ed., At-Risk, TI</p> <p>Timeline: August 2017-June 2018</p>	<p>Campus Administration Dean of Instruction Counselors Teachers Parents Security Officer Parent Liaison</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results CLI Engage</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>7) Parent presentations will be made periodically at the campus: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, EOP, and Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Populations: All Students,ELL,DYS,TI, Sp.Ed.,GT,At-Risk,MIG</p> <p>Timeline: Weekly Parent Meeting August 2017-June 2018</p>	<p>Campus Administration Dean of Instruction Counselors Parent Liaison Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>8) Garden Park will maintain a written safety plan developed by the campus safety committee. Meet annually with parents for awareness education. Provide counseling for students involved in offenses, implement enforcement of protective orders, and school based alternatives to protective orders.</p> <p>Populations: All Students, ELL, Sp.Ed., TI, At-Risk, GT, MIG, DYS</p> <p>Timeline: August 2017-May 2018</p>	<p>Campus Administration Dean Of Instruction Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE CLI Engage Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Garden Park personnel will assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students.</p> <p>Populations: All Students, ELL, Sp.Ed., TI, GT, At-Risk, MIG, DYS</p> <p>Timeline: August 2017-June 2018</p>	<p>Campus Administration Counselors Teachers Plans</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results CLI Engage Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					

<p><b>Critical Success Factors</b> CSF 6</p> <p>10) Funds will be budgeted for the school nurse to purchase supplies for the school infirmary.</p> <p>Populations: All Students, DYS, MIG, TI, GT, ELL, Sp.Ed., At-Risk</p> <p>Timeline: As needed August 2017-June 2018</p>	Campus Administration School Nurse	STAAR, TELPAS TPRI/Tejas LEE Results				
	Funding Sources: 199 Local funds - \$250.00, 211 Title I-A - \$400.00					
<p>11) Funds will be set aside to purchase custodial maintenance supplies to maintain a safe school environment.</p> <p>Populations: All students, DYS, Mig, TI, GT, At Risk, Sp.Ed., ELL</p> <p>Timeline: October 2017-December 2017</p>	Administration Head Custodian	STAAR, TELPAS TPRI/Tejas LEE Results Clean and Safe School Environment				
	Funding Sources: 199 Local funds - \$2,400.00, 211 Title I-A - \$1,000.00					
<p><b>Critical Success Factors</b> CSF 6</p> <p>12) Funds will be allotted to purchase four flags (two U.S. flags and two Texas flags) for the front of the campus to promote a clean, proud, and patriotic school environment.</p> <p>Populations: All Students: Dyslexia, Migrant, TI, GT, ELL, Sp.Ed., At-Risk</p> <p>Timeline: February 2018</p>	Campus Administration Head Custodian Custodial Staff	STAAR, TELPAS TPRI/Tejas LEE CLI Engage Results Clean and Inviting School Environment				
	Funding Sources: 199 Local funds - \$0.00					
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.**






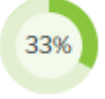
**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities during the 2017-2018 school year at Garden Park Elementary.







**Evaluation Data Source(s) 1:** STAAR Scores/Attendance Rate, Title I-A Parental Involvement Compliance Checklist


**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Complete and disseminate a Parental Involvement Policy to delineate how parents will be actively involved at the district/campus level with the intention of increasing participation by having a parent meeting in the Fall semester.</p> <p>Populations: All Students, At-Risk, TI, GT, ELL, DYS, MIG, Sp.Ed.</p> <p>Timeline: Fall 2017</p>	6	Administration Parent Liaison	Increased number of parents attending campus activities and parent meetings as evidence by sign-in sheets				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Disseminate School-Parent-Student Compacts to all Garden Park parents indicating each group's responsibilities to ensure student achievement. Parent meeting(s) will occur in the fall.</p> <p>Populations: All Students, ELL, GT, DYS, MIG, Sp.Ed., At-Risk, TI</p> <p>Timeline: Fall 2017</p>	6	Campus Administration Parent Liaison	Composite End of Year Survey				
Funding Sources: No Funds Required - \$0.00							



<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: School-Parent-Student Compact, Campus Improvement Plan</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: Weekly Parent Meetings; Monthly SBDM Meetings</p>	6	Campus Administration Parent Liaison SBDM Committee	Title I-A Parental Involvement Compliance Checklist STAAR Results				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>4) Parents will be encouraged to volunteer and join the Parent Center to be well informed about their children's education, while assisting with campus needs.</p> <p>Populations: All Students, ELL, GT, DYS, MIG, At-Risk, Sp.Ed., TI</p> <p>Timeline: Weekly Parent Meetings August 2017-June 2018</p>	6	Campus Administration Parent Liaison Parental Involvement Staff	Title I-A Parental Involvement Compliance Checklist Increase in Parent Volunteers STAAR Results				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Parents will be encouraged to participate and become involved in committees such as SBDM and LPAC to be well informed of their children's education and the educational process.</p> <p>Populations: All Students, ELL, Sp.Ed., GT, DYS, MIG, At-Risk, TI</p> <p>Timeline: August 2017-June 2018</p>	6	Campus Administration SBDM Committee LPAC Committee Parent Liaison	Title I-A Parental Involvement Compliance Checklist Parent participation in SBDM and LPAC Committees				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) The school principal will have a parent meeting to present the Campus Report Card within the first six weeks of the school year.</p> <p>Populations: All Students, ELL, Sp.Ed., TI, At-Risk, GT, MIG, DYS</p> <p>Timeline: 1st Six Weeks 2017</p>	6	Campus Administration Parent Liaison	Increased parental involvement Title I-A Parental Involvement Compliance Checklist STAAR Results			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities. Funds will be allotted to purchase materials, supplies, and food for parent meetings. Funds will also be allotted to compensate travel mileage for home visits.</p> <p>Populations: All Students, ELL, TI, At-Risk, Sp.Ed., MIG, DYS</p> <p>Timeline: Weekly, August 2017-June 2018</p>	6	Campus Administration Parental Liaison	Title I-A Parental Involvement Compliance Checklist Increased Parental Involvement (Sign-In Sheets) STAAR Results			
<p>Funding Sources: 211 Title I-A - \$750.00, 199 Local funds - \$500.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Garden Park will provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers, and students through parent meetings, teacher staff development, CATCH team, and classroom instruction.</p> <p>Populations: All Students, ELL, DYS, TI, Sp.Ed., At-Risk, GT, MIG</p> <p>Timeline: August 2017-June 2018</p>	6	Campus Administration PE Teachers Parent Liaison	School Health Index			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p><b>Critical Success Factors</b> CSF 5</p> <p>9) Garden Park will conduct a Campus Needs Assessment Parent Survey during the Spring Elementary School Open House in the computer lab to encourage feedback of school's overall performance.</p> <p>Populations: All Students, ELL, SpEd, TI, At-Risk, GT, MIG, DYS</p> <p>Timeline: March 2018</p>	1	Campus Administration, Teachers, Parent Liaison	Title I-A Parental Involvement Compliance Checklist, Increased Parental Involvement, STAAR Results				
	Funding Sources: No Funds Required - \$0.00						



= Accomplished



= Continue/Modify



= No Progress



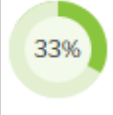
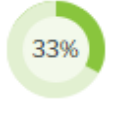
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**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**







**Performance Objective 1:** K-5th grade migrant students will show 80% mastery in all subject areas. 3rd-5th grade migrant students will achieve mastery in all areas of STAAR. K-3rd migrant students will score at the Developed level on TPRI/Tejas LEE assessments. K-5th grade migrant students will advance one level on TELPAS assessment and 80% of migrant students will score Advance High on TELPAS Composite Scores.











**Evaluation Data Source(s) 1:** STAAR, TELPAS, TPRI/Tejas LEE

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) All Garden Park Migrant students will receive school and hygienic supplies as needed in order to provide them with the necessary tools to complete their classroom and homework assignments as well as improve hygienic self care. PFS students will receive supplemental support services before other migrant students.</p> <p>Populations: PFS/MIG</p> <p>Timeline: As needed, August 2017-June 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Counselors Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Campus Benchmark Assessments</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$410.00</p>							

<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Garden Park PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Teachers Campus Clerk</p>	<p>PFS Monthly Monitoring Tool Fewer PFS students identified due to increased performance</p> <p>Formative: NGS, Campus Reports, Delivery Page w/ signature.</p> <p>Summative: Completed PFS Monitoring Tool</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) To secure data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-5th, migrant students pretest and post test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Teachers</p>	<p>Extended Day Supplemental Duty Rosters</p> <p>Student Performance, PBMAS</p> <p>Formative: Benchmarks</p> <p>Summative: Tango Trends Reports, TPRI/Tejas LEE EOY Results, STAAR Results, EOY Migrant Promotion Rates</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>4) Garden Park parents of migrant PK-2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant Parents of PFS/Migrant PK-2nd grade students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Parent Liason</p>	<p>Agendas, Minutes, Sign-In Sheets,</p> <p>Academic success for all PK-2nd grade students, EOY, Promotion Rate</p> <p>Formative: Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Session Evaluations, Participation Surveys</p> <p>Migrant Tutorials</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Academic progress of 1st grade students will be monitored to ensure grade level completion and secure promotion to 2nd grade.</p> <p>Population: 1st Grade PFS/Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Teachers</p>	<p>Monthly Monitoring Tool, No 1st Graders Retained</p> <p>Formative: Three Week Progress Reports, 6 Weeks Report Cards</p> <p>Summative: EOY Promotion Rate, EOY Grades, EOY TPRI/Tejas LEE Results</p>			
Funding Sources: No Funds Required - \$0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Garden Park Elementary migrant students will have an equal opportunity to attend BISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Migrant students will be provided with additional supplemental support by the respective campus in order to address academic attendance needs and promote positive social engagement.</p> <p>Population: Migrant and PFS PK-5th Grade Students</p> <p>Timeline: June 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Teachers</p>	<p>SS Enrollment Roster</p> <p>Increased promotion rate and test performance</p> <p>Formative: Eligibility Lists, Attendance Sheets, Progress Reports</p> <p>Summative: SS Promotion Report, Teacher/Student Surveys</p>			
Funding Sources: No Funds Required - \$0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Extended day tutorial sessions will occur at Garden Park for migrant students when there is documented need for supplemental academic support in the core subjects to ensure migrant students have the same academic opportunities to overcome challenges as non-migrant students.</p> <p>Population: Migrant, PFS students</p> <p>Timeline: October 2017-May 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Teachers</p>	<p>Supplemental Duty Paid Time Sheets, Attendance Roster</p> <p>Formative: Benchmark Results, Three Week Progress Reports</p> <p>Summative: Migrant Student Promotion Rate, EOY Report Card Grades, EOY Assessment Results</p>			
Funding Sources: 212 Title I-C (Migrant) - \$0.00						



<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) To increase awareness of migrant student needs, Garden Park teachers and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 2017-May 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Teachers &amp; Staff</p>	<p>Meeting Agendas and Sign-in Sheets, Timely Placement into RTI</p> <p>Formative: Tutorial Program, Attendance Reports, Participants' Survey</p> <p>Summative: Session Evaluations, Report cards</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: April 2018</p> <p>CNA: Pg. 11</p>		<p>Campus Administration Teachers</p>	<p>Survey Results, Increase On-time Graduation</p> <p>Formative: Parent Meeting Evaluations, Student Session Evaluations</p> <p>Summative: Survey Results, Implementation of Survey suggestions</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies, and Science will be held for all PFS students to improve their academic skills and prepare them for STAAR assessments.</p> <p>Population: Elementary, PFS Migrant Students</p> <p>Timeline: March 2018</p> <p>CNA: Pg. 11</p>		<p>MSC Migrant Counselor Migrant Clerks Migrant Teachers Increased STAARS Scores for PFS students</p>	<p>Increased STAAR Scores for PFS students</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>						

**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

**Performance Objective 1:** 90% of K-3rd Grade students will master TPRI/Tejas LEE objectives. 90% of ELL students will score Advance High on TELPAS. 90% of 3rd-5th grade students will score at Level II in each area of the STAAR test, with 35% achieving a Level II Advanced Performance. 90% of Pre-Kindergarten students will score at the Developed Level in all areas of the EOY CLI Engage Progress Monitoring Assessments.



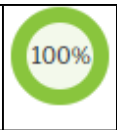
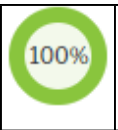
**Evaluation Data Source(s) 1:** Results for STAAR, TELPAS, TPRI/Tejas LEE, CLI Engage

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Utilize instructional technology by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, whiteboards, document cameras, tablets, clickers, hardware and software, etc.) in order to differentiate instruction and meet accommodations for all students. School will purchase Living With Science License, Science A-Z, and laptops for teachers to use in the classroom. The school will purchase the STEM Scope Science program for 5th grade students. The school will purchase a laminating machine to help teachers maintain their educational resources.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, GT, Sp.Ed., MIG</p> <p>Timeline: Fall 2016, Fall 2017-Spring 2018</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR Results, TELPAS Results Campus Benchmark Assessments</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$2,500.00</p>							



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Garden Park ELL students will attend the computer lab and navigate through online practice tests to prepare them for the online administration of the Fall and Spring TELPAS Reading assessments by inputting their weekly test answers onto Etazo to obtain their test results.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: Weekly, August 2017-June 2018</p>	<p>Campus Administration Dean of Instruction Teachers</p>	<p>TELPAS Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Teachers and counselors will integrate technology in the classroom to improve instruction and student learning through the use of desktop computers, projectors, laptops, iPads, printers and ink cartridges for printers and other equipment. Administration will use an administrative printer to print and monitor the academic, logistic, and functional needs of daily school operations.</p> <p>Populations: All Students, ELL, GT, TI, DYS, MIG, At-Risk, Sp.Ed.</p> <p>Timeline: Daily, August 2017-June 2018</p> <p>CNA: p. 18-19</p>	<p>Campus Administration Dean of Instruction Counselor Teachers</p>	<p>Campus Assessments/Benchmarks STAAR, TELPAS TPRI/Tejas LEE Progress Monitoring</p>			
<p>Funding Sources: 162 State Compensatory - \$3,500.00, 211 Title I-A - \$3,987.57, 199 Local funds - \$300.00, 166 State Special Ed. - \$1,500.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) All 3rd-5th grade Garden Park students will attend the computer lab and use the COWs to improve Reading and Math skills using Learning A-Z (RazPlus, Headsprout, Vocabulary A-Z) and Imagine Math.</p> <p>Populations: All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: Twice a week, August 2017-June 2018</p>	<p>Campus Administration Dean Of Instruction Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) To help teachers plan and implement the district's curriculum in the classroom, 12 laptop computers will be purchased for student use in the classroom for grades 1st and 2nd.</p> <p>2 COW's will be provided by State Compensatory and 1 COW from the Bilingual Department through district funds to help provide academic assistance to all students.</p> <p>Students will utilize the laptops and COW's to complete AR, Learning A-Z, DreamBox, Imagine Math and Living w/ Science lessons/assessments.</p> <p>Populations: All Students, ELL, DYS, TI, Sp.Ed., MIG, At-Risk, GT</p> <p>Timeline: May 2015, Fall 2017-Spring 2018</p> <p>CNA: Pg. 14</p>	<p>Administration Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Campus Benchmark Assessments</p>			
<p>Funding Sources: 162 State Compensatory - \$16,695.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) To help PreK-2nd grade students master Phonics, Reading, and Math skills with the goal of students becoming fluent readers. Learning A-Z and DreamBox Software for Reading and Math will be purchased for use in the classroom and computer lab. Accelerated Reader licenses will also be purchased to support reading comprehension skills.</p> <p>Populations: All Students, ELL, Sp.Ed., DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: Fall 2016, Fall 2017</p>	<p>Administration Dean of Instruction PK-1st Grade Teachers</p>	<p>TELPAS, EOY TPRI/Tejas LEE CLI Engage, OWL</p>			
<p>Funding Sources: 211 Title I-A - \$11,500.00, 263 Title III-A Bilingual - \$6,636.00, 162 State Compensatory - \$1,155.00</p>					

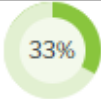
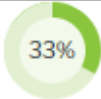
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Funds will be allotted to purchase batteries for clocks in each classroom, Science electrical circuit activities, Science Fair Projects, and Math Hot Dot Games for math word problem solving.</p> <p>Populations: All Students, ELL, Sp.Ed., DYS, MIG, GT, AR, TI</p> <p>Timeline: Spring 2017, Fall 2017-Spring 2018</p>		Administration Dean of Instruction Teachers	Campus Benchmark Assessments STAAR Results Science Fair Projects			
<p>Funding Sources: 211 Title I-A - \$0.00</p>						
<p>8) Funds will be allotted to acquire, maintain, repair, or upgrade fixed assets, that may include equipment, facilities, or other school necessities that are not expended during normal use.</p> <p>Populations: All Students, ELL, SpEd, DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: August 2017-June 2018</p>	1	Administration Dean of Instruction Maintenance	Campus Assessments/Benchmarks, STAAR, TELPAS, TPRI/Tejas LEE Progress Monitoring			
<p>Funding Sources: 211 Title I-A - \$2,000.00</p>						
<p><b>Critical Success Factors</b> CSF 2</p> <p>9) There is a need to purchase licenses for two desktop computers for the administrative use, access, and monitoring of educational software programs, and assessment results for improved instruction.</p> <p>Populations: All Students, ELL, SpEd, DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: November 2017-June 2018</p> <p>CNA: p. 19</p>	1	Administration Dean of Instruction	Campus Benchmark Assessments District Benchmark Assessments District Checkpoints TELPAS, TPRI/TEJAS LEE STAAR Assessment Results			
<p>Funding Sources: 211 Title I-A - \$110.00</p>						
<p>  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>						

**Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) [DEIC added 12-06-2017]**

**Performance Objective 1:** Our facility will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next five years. (Board Goal 2) [DEIC added 12-06-2017]

**Evaluation Data Source(s) 1:** New Energy Plan adopted by the district, updated five year facility renovation plan

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Garden Park will purposely promote energy savings activities on campus to support the implementation of the district's energy savings plan.</p> <p>Populations: Administration, Office Staff, Teachers, Custodial and Cafeteria Staff</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Board approved goal priority [DEIC added 12-6-2017]</p>	2	Administration Teachers Office Staff Custodial Staff Cafeteria Staff	<p>Decreased energy usage compared to prior year</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>		 33%		
<p>2) Create and implement a systematic approach to the renovation/upgrade/improvement of facilities. This will include prioritizing energy savings based on campus needs and safety.</p> <p>Populations: Administration, Office Staff, Teachers, Custodial and Cafeteria Staff</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Board approved goal priority [DEIC added 12-6-2017]</p>	2	Administration Teachers Office Staff Custodial Staff Cafeteria Staff	<p>Campus survey results will indicate prioritization of the renovation plan</p> <p>Formative: Campus Survey</p> <p>Summative: Evaluation/analysis of survey data</p>		 33%		




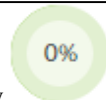



**Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-06-2017]**

**Performance Objective 1:** Our campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [DEIC added 12-06-2017]

**Evaluation Data Source(s) 1:** Fiscal reports, internal and external audit reports and FIRST ratings. [DEIC added 12-06-2017]

**Summative Evaluation 1:**


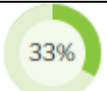


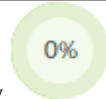

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Garden Park will support programs in the efficient and effective use of 100% of available budgeted funds based on students' needs.  Population: All stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG  Timeline: December 2017-June 2018  Need: Board approved goal priority [DEIC added 12-6-2017]		Campus Administration DEIC/SBDM Committee Members	Funding Reports will indicate all funds expended based on prioritized needs  Formative: Monthly expenditure reports compared DIP/CIP  Summative: End-of-Year expenditure reports		 33%		
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 10:** The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-06-2017]

**Performance Objective 2:** Our campus will commit to a balanced budget which includes improved compensation for 100% of teachers. (Board Goal 3) [DEIC added 12-06-2017]

**Evaluation Data Source(s) 2:** Compensation plan including improved funding for teachers. [DEIC added 12-06-2017]

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Garden Park will give priority to teachers to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives.</p> <p>Population: Certified teachers servicing all students</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Equity Plan need and Board approved goal priority [DEIC added 12-6-2017]</p>		<p>Campus Administration Master Teachers</p>	<p>Compensation plan will reflect incentives available for teachers</p> <p>Formative: Draft of revised compensation plan</p> <p>Summative: Approved revised compensation plan</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Garden park will allot funds to improve and sustain team building during Teacher Appreciation Week, as well as throughout the school year.</p> <p>Population: Certified teachers servicing all students</p> <p>Timeline: January 2018-June 2018</p> <p>CNA: p. 10-11</p>		<p>Campus Administration Teachers</p>	<p>Improved team building morale and productivity</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment and retention efforts. (Board Goal 4) [DEIC added 12-6-2017]**

**Performance Objective 1:** Our campus will provide the BISD Public Information Office with feature articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017]

**Evaluation Data Source(s) 1:** Media records with Public Information Office, Enrollment data

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Garden Park will promote current accomplishments regularly through the campus website, media venues, and the Public Information Officer.</p> <p>Population: Campus Stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Decreasing enrollment/Board approved goal priority [DEIC added 12-6-2017]</p>		<p>Campus Administration Campus Media Specialist</p>	<p>Weekly Newsletter will indicate campus highlights; Regular Recognitions of Campus Highlights and Accomplishments</p> <p>Formative: Weekly Newsletter</p> <p>Summative: Listing of Highlights presented in Weekly Newsletters</p>				
<p>2) Garden Park will designate a PIO contact to provide feature articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: Campus Stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Decreasing enrollment/Board approved goal priority [DEIC added 12-6-2017]</p>		<p>Campus Administration Campus Media Specialist</p>	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: Annual compilation of articles, presentations, and showcases</p>				



<p>3) Garden Park will update the campus website monthly including showcasing student and community activities.</p> <p>Population: Campus Stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Decreasing enrollment/Board approved goal priority [DEIC added 12-6-2017]</p>		<p>Campus Administration Campus Media Specialist</p>	<p>Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.</p> <p>Formative: Campus Website indicating current showcases</p> <p>Summative: End-of-year report showing monthly checklist results</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2017-2018 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback so that all students in every demographic group will be academically successful. Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT Timeline: August 2017-June 2018 CNA: p. 6, 8, 9, 12, 17-19
1	1	2	Teachers will use Sheltered English Instruction strategies to help ELL students master TEKS and Reading objectives. Populations: All students, ELL, At-Risk, Sp.Ed., GT Timeline: August 2017-June 2018 CNA: p. 6, 8, 9, 13, 14
1	1	3	Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2017-2018 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction. Populations: All students, GT, At-Risk, Sp.Ed., ELL, TI, Dyslexia, Migrant Timeline: August 2017-June 2018 CNA: p. 6, 8, 9, 13, 14
1	1	5	One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and every six weeks. Fluency testing will be conducted to measure comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD 2017-2018 Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks. Populations: All Students, Sp. Ed., GT, At-Risk, TI, Migrant, Dys., ELL Timeline: September 2017-June 2018 CNA: p. 6, 8, 9, 13, 14, 18, 19
1	1	6	Students will attend the computer lab(s) to work on Math skills: PreK-2 DreamBox Math and 3rd-5th Imagine Math. Students will also practice Reading skills: PreK-5 Learning A-Z. Students will also take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for STAAR Assessments. Students will also use the COW's to work on targeted math and reading skills. Populations: All students, GT, ELL, At-Risk, Sp.Ed., DYS, TI, MIG. Timeline: Twice a week from August 2017-June 2018 CNA: p. 6, 8, 9, 13, 14, 18, 19
1	1	12	ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Populations: Sp.Ed. Timeline: ARD Meeting Schedule September 2017-June 2018 CNA: p. 8, 9
1	1	15	All Teachers in all grade levels will meet and analyze their students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, CLI Engage, and OWL Assessments. These meetings will be in compliance with the BISD 2017-2018 Action Plan for ELAR. Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT Timeline: Every Six Weeks, September 2017- May 2018 CNA: p. 6, 8, 9, 12, 13, 14, 17, 18

Goal	Objective	Strategy	Description
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Populations: AR, TI, MI, LEP Timeline: August 2017-June 2018

# State Compensatory

## Budget for Garden Park Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-106-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$6,297.00
162-11-6118-00-106-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$6,576.00
162-11-6118-00-106-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$55,508.00
162-11-6119-00-106-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,154.00
162-11-6119-00-106-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$100,736.00
162-13-6119-31-106-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,172.00
<b>6100 Subtotal:</b>		<b>\$249,443.00</b>
<b>6300 Supplies and Services</b>		
162-11-6329-00-106-Y-30-000-Y	6329 Reading Materials	\$3,000.00
162-11-6395-62-106-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$0.00
162-11-6396-00-106-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$6,000.00
162-11-6398-62-106-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$4,454.00
162-11-6399-00-106-Y-30-000-Y	6399 General Supplies	\$7,000.00
162-11-6399-16-106-Y-30-000-Y	6399 General Supplies	\$1,500.00
162-11-6399-62-106-Y-30-000-Y	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$23,954.00</b>
<b>6400 Other Operating Costs</b>		
162-11-6498-00-106-Y-30-000-Y	6498 Athletic/PE Supplies - Locally Defined	\$7,000.00
<b>6400 Subtotal:</b>		<b>\$7,000.00</b>

**Personnel for Garden Park Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Pequeno	Pre-Kinder Teacher	State Compensatory	.50
Lucina Carrejo	Dean of Instruction	State Compensatory	1.00
Raquel Delgado	Dyslexia Teacher	State Compensatory	.50
Yvette Anzaldua	Pre-Kinder Teacher	State Compensatory	.50

# Title I

## Schoolwide Program Plan

Garden Park Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114. The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2013-2014 school year and to increase the commended performance level in all content areas. In addition, the need to improve comprehension skills, vocabulary development and Writing skills were also identified as needs to improve student achievement.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Garden Park Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114. The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2013-2014 school year and to increase the commended performance level in all content areas. In addition, the need to improve comprehension skills, vocabulary development and Writing skills were also identified as needs to improve student achievement. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

Strategies: 1.1,1.2,1.4,1.5,1.6,1.7,1.10,1.11,3.1,3.2,

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

Strategies: 1.1,1.2,1.5,1.6,1.7,1.10,1.11,3.1,3.2,3.5,4.8,5.9,9.1,9.2,9.6

### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification.

Strategies: 1.1,1.2,1.4,1.11,1.15,3.5,3.6,4.8,5.1,5.3,6.4,9.3

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers will be attending professional activities in the areas Writing, Science, Math, Language Arts, Discipline Management to improve student achievement.

Strategies: 1.1,1.4,1.15,5.1,5.3,9.1

### **5: Strategies to attract highly qualified teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies.

Strategies: 1.2,1.3,1.4,1.10,1.11,1.14,1.15,1.17,1.18,

#### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

Strategies: 7.1,7.2,7.3,7.4,7.5,7.6,7.7

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for preschool children from Head Start to assist with the transition to Garden Park Elementary will be held annually in the Spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school.

Strategies: 4.7

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

Strategies: 1.4,1.12,1.15,1.16

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**



Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises, periodic tests and campus and district benchmarks. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will also attend the computer labs to work on the I-Station and Think Through Math computer programs to develop Language Arts and Math skills and Living With Science for Science.

Strategies: 1.2,1.3,1.6,1.10,1.12,1.17,1.20,3.1,3.2,3.3,3.4,3.5,6.4,9.1,9.2,9.3,9.4

#### **10: Coordination and integration of federal, state and local services and programs**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with Local 199 Function 11 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

Garden Park Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. State Compensatory Education funds will also be utilized to provide direct instructional services via SCE funded personnel.

Strategies: 1.1,1.3,1.4,3.1,3.2,3.3,3.4,3.6,

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Mendiola	Teacher Aide	Title I-A	1.0
Bertha Escamilla	3 Year Old Aide	Title I-A	1.00
Blanca Orozco	3 yr old Teacher	Title I-A	1.0
Catalina Loya	School Nurse	Title I-A	40%
Hermelinda Belleville	Kinder Teacher Aide	Title I-A	1.00
Maria G. Contreras	Parent Liaison	Title I-A	1.0
Maria Torres	Pre-Kinder Aide	Title I-A	1.0
Maribel Guerrero	FP Teacher Aide	Title I-A	1.00
Melissa Torres	Pre-K Aide	Titile I-A	1.0
Noemi Strong	Library Aide	Title I-A	1.00

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Victor Caballero	Principal
Administrator	Lucina Carrejo	Dean
Community Representative	Nancy Balboa	Counselor
Business Representative	Jessica Olvera	Librarian
Non-classroom Professional	Patricia Alvarez	Special Education Teacher
Classroom Teacher	Adriana Pequeno	Prekindergarten Teacher
Classroom Teacher	Anna Ortega	Kindergarten Teacher
Parent	Elsa Ramirez	1st Grade Teacher
Parent	Adriana Sepulveda	2nd Grade Teacher
Classroom Teacher	Claudia Davis	3rd Grade Teacher
Classroom Teacher	Leticia Olivarez	4th Grade Teacher
Classroom Teacher	Sara Garay	5th Grade Teacher
District-level Professional	Corina Caballero	Advanced Academics
Community Representative	Melissa Garcia	Parent Liaison
Business Representative	Leticia Briones	Assistant Principal

## Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	LE Handouts, TLI materials	199-13-6112-00-106-Y99-000-Y	\$0.00
1	1	3	Misc. Operating Costs	199-13-6499-53-106-Y99-000-Y	\$1,000.00
1	1	7	Posters, Showboards, Science Fair Forms	199-36-6399-00-106-Y-1	\$0.00
1	1	7	Student Meals	199-36-6412-00-106-Y-1	\$0.00
1	1	9	UIL T-Shirts	199-11-6399-00-106-Y11-000-Y	\$0.00
1	1	9	Transportation for Students	199-36-6494-00-106-199-000-Y	\$0.00
1	1	9	Travel & Subsistence-Students	199-36-6412-00-106-Y99-000-Y	\$3,000.00
1	1	9	Reclassified Transportation Exp/Ex	199-11-6494-00-106-Y11-000-Y	\$1,400.00
1	1	17	No Funds Needed		\$0.00
1	1	18	General PE Supplies	199-11-6399-51-106-Y11-000-Y	\$1,000.00
1	1	21	Transportation, PE supplies	199-36-6494-00-106-Y-1	\$0.00
1	1	21	Student Meals	199-36-6412-00-106-Y-1	\$0.00
1	1	23	Furniture	199-11-6399-45-106-Y11-000-Y	\$0.00
1	1	23	General Supplies	199-11-6399-45-106-Y11-000-Y	\$648.00
1	1	24	Copy Paper	199-11-6396-00-106-Y11-000-Y	\$1,000.00
1	1	24	General Supplies	199-11-6399-00-106-Y11-000-Y	\$1,000.00
1	1	24	Misc. Operating Costs	199-11-6499-53-106-Y11-000-Y	\$500.00
1	1	34	Library General Supplies	199-12-6399-00-106-Y99-000-Y	\$250.00
2	1	1	Field trip for UIL students	199-11-6412-00-106-Y11-000-Y	\$4,200.00
2	1	1	Reclassified Transportation Exp/Ex	199-11-6494-00-106-Y11-000-Y	\$0.00
2	1	5	Transportion	199-36-6494-00-106-Y-1	\$0.00
2	1	5	Student Meals	199-36-6412-00-106-Y-1	\$0.00
2	2	2	\$350.00 for supplies and showboards	199-11-6399-00-106-Y-21-000-Y	\$0.00
2	2	3	General Supplies	199-36-6399-00-106-Y99-000-Y	\$500.00

2	2	3	Meals	199-36-6494-00-106-Y-1	\$0.00
2	2	3	Transportation	199-36-6412-00-106-Y-1	\$0.00
2	2	4	Catalogs	199-11-6399-00-106-Y-1	\$0.00
2	2	5	Funds to Pay for Chess Consultants	199-36-6291-00-106-Y99-000-Y	\$5,000.00
2	2	5	Misc. Contracted Services	199-12-6299-00-106-Y99-000-Y	\$500.00
4	1	2	Misc. Operating Costs-Awards	199-11-6498-00-106-Y11-000-Y	\$2,500.00
4	1	5	No Funds Needed, OSS Report, PEIMS Action Reason		\$0.00
4	1	7	Transportation for 5th graders to Stell Middle School	199-36-6494-00-106-Y-1	\$0.00
4	1	10	General Supplies	199-23-6399-00-106-Y99-000-Y	\$300.00
4	1	10	General Supplies	199-23-6399-16-106-Y99-000-Y	\$300.00
4	1	10	Misc. Operating Costs-Awards	199-23-6498-00-106-Y99-000-Y	\$800.00
4	1	10	Misc. Operating Costs	199-23-6499-53-106-Y99-000-Y	\$1,000.00
5	1	10	General Supplies-Nurse	199-33-6399-00-106-Y-99-000-Y	\$250.00
5	1	11	Funds to purchase supplies	199-51-6249-00-106-Y99-000-Y	\$0.00
5	1	11	Supplies for Maint/Operating-Custodians	199-51-6315-00-106-Y99-000-Y	\$2,000.00
5	1	11	Purchase custodial uniforms	199-51-6399-44-106-Y-99-000-Y	\$0.00
5	1	11	Supplies for Maint/Operations	199-51-6319-00-106-Y99-000-Y	\$400.00
5	1	12			\$0.00
6	1	7	Miscellaneous Operating Costs	199-36-6499-53-106-Y99-000-Y	\$500.00
8	1	3	General Supplies-Counseling & Guidance	199-31-6399-00-106-Y99-000-Y	\$300.00
<b>Sub-Total</b>					\$28,348.00
<b>Budgeted Fund Source Amount</b>					\$28,348.00
<b>+/- Difference</b>					<b>\$0</b>
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	14	TXAir, Edusmart, Living With Science	162-11-6249-00-106-Y-30-LWS-Y	\$0.00
1	1	14	Living With Science Software	162-11-6399-00-106-Y30-000-Y	\$0.00
1	1	23	General Instructional Supplies	162-11-6399-00-106-Y30-000-Y	\$7,000.00

1	1	23	Copy Paper	162-11-6396-00-106-Y30-000-Y	\$6,000.00
1	1	23	Supplies & Materials-LCL	162-11-6398-62-106-Y30-000-Y	\$4,454.00
1	1	24	Supplemental Instructional resources	162-11-6399-00-106-Y30-000-Y	\$0.00
1	1	26		162-13-6119-31-106-Y-30-000-Y	\$0.00
1	1	30	Reading Materials	162-11-6329-00-106-Y30-000-Y	\$3,000.00
3	1	1	Extra Duty Pay After School Tutorial Program	162-11-6118-00-106-Y-30-000-Y	\$6,576.00
3	1	1	Extended Day Enrichment Program Extra Duty Pay	162-11-6118-00-106-Y-30-ASP-Y	\$55,508.00
3	1	1	Student Success Initiative Extra Duty Pay	162-11-6118-00-106-Y-24-SSI-Y	\$6,297.00
3	1	6	Professional Salaries/Wages	162-13-6119-31-106-Y-30-000-Y	\$55,172.00
3	1	7	Professional Salaries/Wages	162-11-6119-00-106-Y-34-PKK-Y	\$100,736.00
3	1	8	.50 FTE	162-11-6119-00-106-Y-30-054-Y	\$25,154.00
4	1	2	Miscel Operating Costs-Student Incentives, Attendance Reports, Report Cards, E-School	162-11-6498-00-106-Y-30-000-Y	\$7,000.00
8	1	1	Living With Science Software	162-11-6249-62-106-Y30-LWS-Y	\$0.00
8	1	1	Living With Science Software	162-11-6399-00-106-Y30-000-Y	\$0.00
8	1	1	Laptops	162-11-6649-62-106-Y30-000-Y	\$0.00
8	1	1	laminating machine	162-11-6649-62-106-Y-30-000-Y	\$0.00
8	1	3	General Supplies-Ink for Classroom Printers	162-11-6399-62-106-Y30-000-Y	\$2,000.00
8	1	3	General Supplies	162-11-6399-16-106-Y30-000-Y	\$1,500.00
8	1	5	Instructional Desktop Computers & Software	162-11-6649-62-106-Y30-TEC-Y	\$16,695.00
8	1	6	Supplies & Materials-Software	162-11-6395-62-106-Y30-TEC-Y	\$1,155.00
<b>Sub-Total</b>					\$298,247.00
<b>Budgeted Fund Source Amount</b>					\$298,247.00
<b>+/- Difference</b>					<b>\$0</b>
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	23	Instructional Supplies		\$3,800.00
1	1	24	Duplicating Paper	163-11-6396-00-106-Y-25-000-Y	\$0.00

1	1	24	Electronic Between \$150-\$500	163-11-6398-00-106-Y-25-000-Y	\$0.00
1	1	24	General Instructional Supplies	163-11-6399-00-106-Y-25-000-Y	\$0.00
1	1	29	LPAC committee, funds for substitutes	163-11-6112-00-106-Y-25-000-Y	\$0.00
1	1	29	LPAC Committee: Substitute Funds		\$1,200.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$0

### 166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	36	Sp.Ed. Supplies: Gloves, Velcro, Vests	166-11-6399-00-106-Y-23-0B0-Y	\$500.00
4	1	2	Awards-Sp.Ed. Life Skills	166-11-6498-00-106-Y23-0P1-Y	\$300.00
4	1	2	Awards-Sp.Ed. Resources	166-11-6498-00-106-Y23-0P4-Y	\$300.00
8	1	3	Toner-Sp.Ed.	166-11-6399-62-106-Y23-000-Y	\$1,000.00
8	1	3	Supplies-Sp.Ed.	166-11-6399-00-106-Y23-0P4-Y	\$500.00
<b>Sub-Total</b>					\$2,600.00
<b>Budgeted Fund Source Amount</b>					\$2,600.00
<b>+/- Difference</b>					\$0

### 211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	23	General Supplies & Printing Media Center	211-11-6399-16-106-Y-30-0F2-Y	\$7,000.00
1	1	23	Kinder Furniture	211-11-6395-00-106-Y30-0F2-Y	\$0.00
1	1	23	Duplicating Paper	211-11-6396-00-106-Y-30-0F2-Y	\$2,000.00
1	1	23	General Instructional Supplies	211-11-6399-00-106-Y-30-0F2	\$7,000.00
1	1	25	Classified Instructional 5 FTE's	211-11-6129-00-106-Y-30-0F2-Y	\$0.00
1	1	27	Library Aide	211-12-6129-00-106-Y-30-000-Y	\$0.00
1	1	28	School Nurse	211-33-6119-00-106-Y-30-000-Y	\$0.00
1	1	31	Playground equipment	211-11-66449-00-106-Y32-3YR-Y	\$0.00
1	1	31	3 Year Old Program Certified Teacher	211-11-6119-00-106-Y-24-0F0-Y	\$0.00

1	1	31	3 Year Old Program Para-Professional	211-11-6129-00-106-Y-24-0f0-Y	\$0.00
1	1	33	Salaries/Wages for Substitute Teachers/Trainings	211-13-6112-00-106-Y-30-0F2-Y	\$3,000.00
1	1	33	211-23-6411-23-106-Y-30-0F2-Y		\$190.00
1	1	34	Library Books	211-12-6329-00-106-Y30-0F2-Y	\$3,000.00
1	1	34	Library Incentives	211-11-6498-00-106-Y-30-000-Y	\$0.00
1	1	34	Library Supplies & Materials	211-12-6399-0-106-Y-30-0F2-Y	\$250.00
1	1	35		211-23-6399-00-106-Y-30-0F2-Y	\$1,062.00
1	1	37	General Supplies-School Culture & Climate	211-11-6399-00-106-Y-30-0F2-Y	\$375.25
1	1	38	Academic Assessments	211-11-6339-00-106-Y-30-0F2-Y	\$5,000.00
3	1	1	Extended Day Enrichment Program Extra Duty Pay	211-11-6118-00-106-Y-24-ASP-Y	\$0.00
3	1	1	Extra Duty Pay	211-11-6118-00-106-Y-30-0F2-Y	\$6,162.00
3	1	9	Counselor Employee Travel	211-31-6411-0-106-Y-30-0F2-Y	\$500.00
4	1	2	Miscellaneous Operating Costs-Student Incentives & Awards	211-11-6498-00-106-Y-30-0F2-Y	\$3,000.00
4	1	2	Counselor Awards for 6 Weeks Awards Ceremonies	211-31-6498-00-106-Y-30-0F2-Y	\$1,000.00
5	1	10		211-33-6399-00-106-Y-30-BDG-Y	\$400.00
5	1	11	General Maintenance Supplies	211-51-6399-0-106-Y-30-0F2-Y	\$1,000.00
6	1	7	Parent Liaison	211-61-6129-00-106-Y300F2	\$0.00
6	1	7	Parent Involvement supplies	211-61-6399-00-106-Y-30-0F2-Y	\$250.00
6	1	7	Parent Liaison Travel	211-61-6411-00-106-Y-30-0F2-Y	\$250.00
6	1	7	Parent Center Food	211-61-6499-53-106-Y-30-0F2-Y	\$250.00
8	1	1	STEMscopes	211-11-6395-62-106-Y-30-0F2-Y	\$0.00
8	1	1	Capital Outlay	211-23-6649-62-106-Y-30-0F2-Y	\$2,500.00
8	1	3	Supplies & Materials	211-11-6398-62-106-Y-30-0F2-Y	\$3,000.00
8	1	3	Counselor Supplies & Materials	211-31-6399-62-106-Y-30-0F2-Y	\$500.00
8	1	3	Administrative General Supplies	211-61-6499-53-106-Y-30-0F2-Y	\$487.57
8	1	6	Computer Software: Learning A-Z, Dream Box, AR	211-11-6395-62-106-Y30-0F2-Y	\$11,500.00
8	1	7	\$350.00		\$0.00
8	1	8	Capital Outlay	211-23-6649-0-106-Y-30-0F2-Y	\$2,000.00



8	1	9		211-23-6395-65-106-Y-30-0F2-Y	\$110.00
<b>Sub-Total</b>					\$61,786.82
<b>Budgeted Fund Source Amount</b>					\$61,786.82
<b>+/- Difference</b>					\$0
<b>212 Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	1	Instructional and self-care supplies	212-11-6399-00-106-Y-24-0F2-Y	\$410.00
7	1	7	Progress reports, EOY results, report cards	212-11-6118-00-106-Y-24-0F2-Y	\$0.00
<b>Sub-Total</b>					\$410.00
<b>Budgeted Fund Source Amount</b>					\$410.00
<b>+/- Difference</b>					\$0
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
8	1	6	Technology Software: Learning A-Z Reading 3rd-5th		\$6,636.00
<b>Sub-Total</b>					\$6,636.00
<b>Budgeted Fund Source Amount</b>					\$6,636.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$403,027.82