

Brownsville Independent School District
El Jardin Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The Mission of El Jardin Elementary is to educate all students to become critical thinkers by providing a strong foundation towards a college bound future.

Vision

Academic Excellence for all Students

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Comprehensive Needs Assessment

Needs Assessment Overview

TEA 2017 STUDENT ACHIEVEMNT DATA TABLE (INDEX 1) EL JARDIN ELEMENTARY	SUBJECT	2018
GRADE LEVEL		
3 RD	READING	79
	MATH	85
4 TH	READING	66
	MATH	85
	WRITING	63
5 TH	READING	84
	MATH	95
	SCIENCE	71
OVERALL AVE.		
	READING	76
	MATH	88
	WRITING	63
	SCIENCE	71

El Jardín Elementary School first opened its doors in 1926 originally operating as one-building country school serving all grade levels. At one point, the original structure had been renovated and remodeled however; the original hardwood floors were preserved. In 1997, a beautiful fourth and fifth grade wing was built to reduce the number of portables. In addition to this, a new mini-gym and canopy were built for the physical education department to assist students during inclement weather. Numerous much-needed renovations have occurred at El Jardín Elementary to enhance its original design. Currently, El Jardín Elementary is one of the thirty-seven elementary schools in the Brownsville Independent School District serving approximately 550 students from the three-year-old program through fifth grade.

The mission of El Jardín Elementary is to educate all students to become critical thinkers by providing a strong foundation towards a college bound future.

El Jardín stakeholders consist of three campus administrators, twenty-nine regular classroom teachers, three special education teachers, seven professional support staff, one counselor, ten instructional assistants, five office staff members, six food service workers, four maintenance personnel, and one security officer.

El Jardín Elementary provides teacher training to all staff members in the newest trends of technology, discipline management, conflict resolution, special education issues, Texas Literacy Initiative, STAAR and T-TESS updates including numerous mandatory policies such as Sexual Harassment, Code of Ethics, ETC. Texas Reading Initiative, Language Enrichment, LEA and the Esperanza Programs are other reading initiatives used in the primary grades including third grade. At this point, Learning A-Z, Summit K-12, Edu Smart, Rosetta Stone, and AR are programs that are being utilized in the computer labs to help students improve their Reading, Math, and Science skills.

El Jardín promotes extracurricular activities, clubs and organizations where students are encouraged to participate in order for them to become contributing members of society and well-rounded constituents. Some of these include Choir, UIL, Spelling Bee, Science Fair, Track & Field Events, Coding Club, Chess, Brainsville, and Ballroom Dancing.

Parental and Community Involvement are definitely one of, if not, the most important components of our academic environment. Parent volunteers and Community Leaders encourage our students to perform well throughout their education years via classroom or school presentations, rallies, National

Library Week readings, and speeches.

El Jardín stakeholders, including administration, teachers, and staff definitely have high expectations of meeting the rigor and expectations of the STAAR test.

2018-2019 CASAIP Objectives

El Jardín Longhorns – Charge into Learning

- Eighty percent of all students at El Jardín Elementary in grades 3rd – 5th will pass the Reading portion of the STAAR test.
- Eighty percent of all students at El Jardín Elementary in grades 3rd – 5th will pass the Math portion of the STAAR test.
- Eighty percent of all students at El Jardín Elementary in 4th grade will pass the Writing portion of the STAAR test.
- Eighty percent of all students at El Jardín Elementary in 5th grade will pass the Science portion of the STAAR test.
- All Pre-K through 5th grade students will receive intensive instruction in the areas of Language Arts, Mathematics, and Science.

- Pre-K through 5th grade students will experience an enhanced perception of multicultural diversities as related to community, state, and multicultural relations.
- Ninety-seven point five percent daily student attendance rate will be maintained.
- Faculty & Staff attendance will increase by five percent.
- Office discipline referrals will be reduced by ten percent.
- Parent volunteers in the parent center will increase by ten percent.

Demographics

Demographics Summary

The student population at EL Jardin Elementary School is approximately 520 students in grades 3 year old program through fifth grade. According to the TARP Data review of our campus profile, the student population includes: 77.9% Hispanic, 21.8% White, 99.1% Economically Disadvantaged, 55.6% English Language Learners (ELL), .023% Migrant, 3.3% Gifted and Talented, 7.6% Special Education. Enrollment numbers for EL Jardin Elementary School have shown to be steady for the last two years. The mobility rate for the campus last year was 21.7%. A total of 465 students are identified as at-risk with the highest number of at-risk students being identified under the LEP indicator. Additionally, the retention rate is as follows: All students 7.6% At-Risk students 7.6%. The Attendance Rates for the 2015-2016 school year was 96.5% for all students.

El Jardin Elementary School views demographics data on a daily basis. One of the main focuses of data is daily attendance and At-Risk student data. Once attendance is taken on a daily basis, we view our average daily attendance to see if we met our attendance goals. Administration, counselors and teachers review student data from ESchools, student AARs, Eduphoria-and AWARE program generated reports. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure that absences are excused. If students are consistently absent we make sure to conference with parents. We follow our district policy afterward. Counselors ensure student coding is correct including ethnicity, economically disadvantage, GT, and At-Risk. The special education department ensures all special education students are also coded correctly. The 504/dyslexia program ensures student data is updated yearly. The PEIMS administrator oversees that all departments and special program departments verify and check student demographic data. Once students are identified as At-Risk, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. Procedures for overseeing demographic concerns include verifying daily attendance, verifying after-school and Saturday tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

1. **Data Sources Reviewed:** The following sources provided valuable data for Demographics in regards to the identification of needs:

- PEIMS Demographic Reports
- Student AAR's
- LPAC Special Programs Folders
- Student IEPs
- eSchools
- Eduphoria-Aware
- TAPR Report
- School Report Card
- PBMAS
- PEIMS Demographic Data by Subgroup
- Average Daily Attendance Reports

- Weekly Attendance Reports
- At-Risk Student Identification Reports

Demographics Strengths

El Jardin Elementary is primarily Hispanic

Student tutorial attendance is high

Enrollment has been steady

Student-Teacher Ratio

Less students testing in Spanish, more students testing in English

Reports readily available

Availability State Compensatory Funds for At-Risk Students

Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency

Demographic Challenges (Needs)

Attendance monitoring is a priority need at El Jardin Elementary. Continue working on incentives to increase attendance by students and teachers.

Other demographic needs include:

1. Continued support for students of poverty to receive the health and nutritional supports necessary to be healthy students and increase attendance
2. Expansion of programs and services supporting parental, community and business involvement with students and schools.
3. Use of appropriate technologies to increase opportunities beyond those available in the south border region of Texas.
4. Incentives to support teacher retention and improve school climate
5. Increase school attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate needs to be monitor and improved. From a 96.5% to a 97% for all students. **Root Cause:** High mobility rate is one of the main causes of our low attendance

Student Academic Achievement

Student Academic Achievement Summary

El Jardin Elementary student achievement profile is as follows:

3rd grade

Reading 63% Approaches

Math 72% Approaches

4th grade

Reading 62% Approaches

Math 80% Approaches

Writing 62% Approaches

5th grade

Reading 81% Approaches

Math 87% Approaches

Science 67% Approaches

The trends identified when students performance scores were compared over a period of two years demonstrate that students are slowly increasing their performance on state assessments.

Index 1 Score 71

Index 2 Score 44

Critical to the academic success of El Jardin Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting the state's student expectations and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on a RTI plan, TPRI/Tejas Lee BOY, MOY and EOY, benchmarks, and practice state assessment exams. Administrators, and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. Teachers also plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students who are considered at-risk. The SBDM meets to disaggregate assessment data and discuss campus needs. Administration, and teachers evaluate student achievement history by generating state testing history results in Eduphoria-Aware program and Tango Trends Computer Program. Administration analyzes trends in student achievement by evaluating test history by special population groups. Teachers disaggregate their student data to identify the strengths and weaknesses of their students and also to determine which objectives could have been taught differently or more in-depth to produce better results.

1. **Data Sources Reviewed:** The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report
- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware
- TELPAS and AMAOS Results
- Stanford and Aprenda Results
- Tejas Lee/TPRI - BOY/MOY/EOY Scores
- Progress Monitoring
- Promotion/Retention Rates
- Campus/District Benchmarks and assessment

Student Academic Achievement Strengths

Content area tutorials made available to students

Disaggregate Data by subgroups, grade levels and contents

Weekly grade level meetings to discuss student progress

Data Analysis (Item analysis is done by each teacher for each benchmark)

Student Academic Achievement Challenges (Needs):

Based on 2018 scores and progress throughout 2017-2018, the following needs are being address

1. Reading/literacy still needs to improve at all levels
2. Performance gaps between Special Education, Bilingual/ESL, and At-Risk students are still significant in all content areas at all grade levels
3. More effective use of assessment monitoring software by classroom teachers and campus administrators
4. Vertical alignment within the content areas to support spiraling of instruction
5. "Longhorn Planning across the content areas to better support transfer of learning
6. Increase fluency and comprehension and continuue the weekly monitoring
7. Full implemantarion of the writing across the curriculum
8. Integration of instructional technology need to be increase

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading, Math, and Writing STAAR student performance was 67% , it's below passing standards performance for 2018. **Root Cause:** Literacy supports and interventions were not implemented with sufficient frequency and fidelity to close performance gaps and raise overall scores.

School Processes & Programs

School Processes & Programs Summary

El Jardin Elementary has departmentalized 3rd through 5th grade classes to make sure all subject areas are addressed. This strengthens the communication and collaboration between teachers. (vertically and horizontally)

This action has helped us stay focused and to raise the school performance on all state assessments.

English Language Arts

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Reading Initiatives

A-Z Program

Dr. Kay

Language Arts (Lesson Plan Routine)

Mathematics

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Lesson Plan Routine

Science

El Jardin Elementary implements the following:

Social Studies

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

School Processes & Programs Strengths

In 2017-2018, a major factor contributing to our strengths continued to be the constant data analysis and planning.

Frequent walkthroughs ensured constant monitoring of classroom instruction based on the diverse needs of the district. Many classroom activities involved modeling, coaching, and providing instructional support to teachers.

Significant gains have been made in the school academic (STAAR) scores. By using prescriptive methods of intervention to assist students in passing state mandated tests and courses.

Our attendance rate has consistently remained above the state rate set at 95%.

School Processes & Programs Challenges (Needs)

Based on the Spring 2018 Campus Needs Assessment Survey compiled for the entire school activities were added to our CIP to address needs.

Campus resources from supplemental programs continue to be needed to improve the level of intervention/accelerated opportunities—especially by supporting extra-duty pay and resources to increase quality learning time that includes the very popular with parents Extended Day Enrichment Program that averages 150 students per day from 3:30 to 5:30 pm.

Title Program funds will be targeted to address the following identified areas of need:

1. expansion of the Pre-K 3 Programs; (Title I-A)
2. accelerated instruction, such as extended day/week/year learning opportunities; (Title I-A, Title II-A, and Title IV-A)
3. supplemental instructional supplies, materials, equipment and technology related hardware and software. (Title I-A)

4. certified teachers and paraprofessionals to reduce class size in an effort to improve student achievement and address the needs of low achieving students; (Title I-A, Title II-A, and Title IV-A)
5. professional development opportunities to retain District and private school teachers and staff, stipends to attend state and out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings; (Title I-A, Title II-A, and Title IV-A)
6. supplemental student support services to eligible private schools and homeless students, as well as out-of-state travel for teachers of eligible students;(Title I-A and Title II-A)
7. STEM/Coding activities in order to improve science, technology, engineering and math skills; (Title I-A)
8. parental activities in an effort to increase family engagement and student academic success. (Title I-A)

Attendance

After reviewing current PEIMS attendance data, the Pupil Services Department has identified the need for improvement in student attendance. The overall district attendance goal is set at 96.8%. E Jardin attendance rate increased slightly in 2015-2016 school year to 96.5%. There is a need to continue providing training, monitoring and assistance to all campuses and campus personnel. El Jardin will provide incentives and awards to students meeting the district attendance goals.

Technology needs include increasing the available infrastructure to support on-line testing and student access including using Bring your own device (BYOD), professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2018 staff survey), increased Campus Technology Support staff and improved campus hardware and software.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase Reading, Math, Writing and Science assessment scores amongst At-Risk, LEP/ELL, SPED ED and Migrant Students through the use of additional supplemental supplies, resources and instructional materials. **Root Cause:** Access to various instructional resources, materials and supplies was not available and the use of them were not monitor.

Perceptions

Perceptions Summary

Overall, El Jardin Elem. continues to be considered a "Met Standard" Elementary . Continue to work and monitor implementation of the school initiatives for Reading, Math, Writing and Science.

Teachers need to implement learning strategies in the classroom with fidelity.

Perceptions Strengths

El Jardin Parent Survey indicators showed that parents were overall satisfied (over 80% combining "strongly agree" and "agree" with the regular and special program instruction provided. Over 98% of parents agree that El Jardin teachers expect their children to do their very best and over 60% "strongly agree" (98% agree) that the quality of instruction at their child's school is good. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 66% (97% agreed) of all parents strongly agreed that they feel welcomed at their child's school.

Parental Involvement Department has identified the following as areas of strength:

- Increased parent participation at all levels
- Combined strongly agree and agree statements are in the 95% range for parental support of schools and activities.
- Monthly informational parent meetings/trainings were conducted at the Campus level

Student survey data showed over 83% of the students who responded agree that they "Look forward to going to school each day."

Based on the 2018 Parent Survey results, El Jardin Elementary continues to need to provide more information to parents about the Special Education, Bilingual and Migrant programs. We also need to provide more opportunities and/or reasons for predominately Spanish language parents to participate with campuses in parental involvement activities. Combined strongly agree and agree statements are in the 95% range but more parents need to strongly agree with statements to indicate a stronger support of our schools and their activities. In summary, the Parental Involvement Department will strive to increase outreach efforts to parents in order to address their needs and increase student academic achievement.

The lowest area for the survey data from students continues to be the food served in the cafeterias with less than 40% of secondary students agreeing that they liked the lunch and less than 50% agreeing they liked breakfast.

In reviewing the beliefs of teachers about high academic expectations, there were significant differences in the responses regarding their peers at different

levels for "strongly agree" for "Teachers consistently hold high academic expectations for all students." Teacher respondents had over 60% strongly agree in 2017 and 59% in 2018.

Perceptions Challenges (Needs):

1. Based on the 2018 Parent Survey results, the campuses continues to need to provide more information to parents about the Special Education, Bilingual and Migrant programs. El Jardin Elementary needs to provide more opportunities and/or reasons for predominately Spanish language parents to participate with campuses in parental involvement activities.
2. Early identificaton of students in need of academic support.
3. Parental Involvement (Parent Liaison) needs to increase outreach efforts to parents in order to address the needs and increase student academic achievement
4. Provide a better school climate among staff members

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The growing numbers of At-Risk student in the areas of Dyslexia, SPED ED, and 504 reflects the support needed for teachers on continuing how to identify, develop RTI plans and provide interventions to At-Risk students in need of academic support **Root Cause:** There is a need to provide more academic support and interventions to identified At-Risk, LEP/ELL, and SPED ED students who are struggling academically and in need of a timely dyslexia, behavioral or speech RTI plans and SPED Evaluations/504 screenings.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- 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
- Budgets/entitlements and expenditures data

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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: El Jardin performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics and science by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p>1) Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives in all subject areas. Teachers will follow and implement these strategies in the classroom in order to increase the schools accountability report card and provide the students with a college bound future.</p>	<p align="center">2.4</p>	<p align="center">Administrators</p>	<p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, BOY/MOY/EOY data analysis meetings, 3-12, Fluency checks noted in elementary report cards Summative Impact: STAAR and EOC scores, TPRI/TJL Data, TELPAS and TERRA NOVA/Supera</p>				
<p>Elementary: Language Enrichment Educational Galaxy Envision Pearson Math Coding Initiative programs Dr. K Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Population: All student groups Timeline: Aug. 2018-June 2019</p> <p>CNA SPP #5</p>	<p>Funding Sources: 199 Local funds - 1600.00, 162 State Compensatory - 4500.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: August 2018 to June 2019</p>	2.6	Principals, Assistant Principals and Deans	<p>Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, TPRI/TJL/, TELPAS, Tier 2 and 3 changes to lower tiers</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Teacher will meet every six weeks to analyze students' assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. *Longhorn Planning" Populations: All sub-population and teachers Timeline: August 2018 to June 2019 CNA SAA #5</p>	2.4, 2.6	Principals/Deans and Teachers	<p>Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks Summative: STAAR scores, TPRI/Tejas LEE, EOY, T-TESS data, EOY CIRCLE-PM and OWL results</p>				
<p>Funding Sources: 162 State Compensatory - 12000.00</p>							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p>4) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 5th Grade Students Timeline: August 2018 to June 2019</p>	2.5	School Administrator	<p>Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Personnel Requisitions, Walk-Throughs Summative impact: +T-TESS summative evaluation data</p>				

<p>5) Teachers in Pre-Kinder through third grade will implement phonemic awareness strategies in order to improve TPRI/Tejas LEE scores. Pre-K- 3rd Grade teachers, including special education, will be trained in Language Enrichment and Reading Readiness in order to guide planning for student improvement.</p> <p>BISD Plan of Action for ELA and Reading 2018-2019</p> <p>Population - All students Timeline - Aug. 2018-May 2019</p>		Teachers Administration	<p>Formative: BOY TPRI and Tejas LEE, Walkthrough, Lesson Plans</p> <p>Summative: EOY TPRI and Tejas LEE, Report Cards, PDAS STAAR 3rd grade</p>				
<p>6) Through Fluency and Journal Writing checks, all students 3 yr. old-5th grade will be regularly assessed with valid and reliable measures of automatized decoding and passage comprehension in order to develop language usage and to improve proficiency.</p> <p>Population - Pk-5th grade students Timeline - August 2018 - May 2019 CNA SAA #6</p>		Administrators Teachers	<p>Formative: Fluency (WPM)</p> <p>Summative: Fluency level TPRI Tejas LEE Report Cards</p>				
<p>Funding Sources: 199 Local funds - 1000.00</p>							
<p>7) Pre-K-5th Grade teachers, including special education, will implement BISD's Bilingual plan, so that all bilingual students are taught by a certified bilingual teacher in developmentally appropriate second language acquisition classroom. Students placement and progress will be monitor by the LPAC committee. (SIOP, ELPS).</p> <p>Population - All bilingual students Timeline - August 2018 - May 2019</p>		Personnel Bilingual Teachers Administrators	<p>Formative: REACH ESL assessments</p> <p>Summative: TPRI, Tejas LEE, Report Card, Benchmarks STAAR</p>				
<p>Funding Sources: 163 State Bilingual - 2000.00</p>							
<p>8) All 1st-5th Grade students will be tested using Districts Benchmark and/or LION tests provided by district. School wide assessment will also be implemented using supplemental instructional materials that support the curriculum. This will be done in order to monitor the students progress and readiness.</p> <p>Population - 1st - 5th grade students Timeline - September 2018 and April 2019</p>		Administrator Teachers	<p>Formative: Benchmark Results Wikthroughs</p> <p>Summative: STAAR Results, Benchmark, Report Cards</p>				

<p>9) Special Education teachers for Inclusion, Resource and Life Skills will received professional development and information needed to provide services for all students as per students IEP. Resources and materials to accomplish these goals will be provided. Teachers will monitor IEP and student's schedule to make sure they are in compliance. Population - Special Education Timeline - August 2018 - May 2019</p>		<p>Inclusion Teacher Reg. Ed. Teacher Administration</p>	<p>Formative: Walkthroughs, Lesson Plans, Progress Reports Summative: STAAR Results, EOY</p>				
<p>10) Pre-K -5th grade teachers, including Special Education and special programs, will be trained on CATCH program in order to be in compliance with the requirements of Senate Bill 530 effective 9/1/07. Population - All teachers Timeline - August 2018 - May 2019</p>		<p>CATCH committee chair person</p>	<p>Formative: Monthly meeting updates Summative: Monthly activities from CATCH Program</p>				
<p>Funding Sources: 199 Local funds - 600.00</p>							
<p>11) Puberty curriculum will be introduced for students in 4th and 5th Grade in order to maintain a healthy lifestyle and to promote health and wellness. Population - 4th and 5th grade students Timeline - April 2018-May 2019</p>		<p>Nurse Administration Parents Teachers</p>	<p>Formative: Curriculum Activities Summative: Student learning Progress</p>				
<p>12) PE coaches will attend monthly meetings in order to integrate PE TEKS with curriculum and assess the Fitness Gram. All students will participate in Physical Education classes. Student will be encourage to participate in before and after school fitness activities such as Volley Ball, Soccer, Basket Ball, Cross County and Track. Population - PE Coaches Timeline - August 2018 - May 2019</p>		<p>Coaches Administration</p>	<p>Formative: Observations Summative: Gym Activities Results of Fitness Gram</p>				
<p>13) All students that are independent readers will participate in the Accelerated Reading Program in order to increase reading comprehension. Students who reach their goals will be receiving incentives during the school year. The Librarian, teachers and administration would be monitoring the implemantarion of the AR Program. *Classroom Computers *Library books Population - All students Timeline - Daily Aug.2018-June 2019</p>		<p>Administration Teachers Librarian TST</p>	<p>FORMATIVE: Log of Access SUMMATIVE: STAR & AR Results / PBMAS TELPAS/AMAOS TPRI STAAR AYP Results</p>				

<p>14) Ensure that El Jardin provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. Head Start Transitioning Activities/Summer Bridge Programs 5th grade students will be assisted with the transition to Middle School by coordinating a school visit. Population - PK students Timeline - Summer 2019</p>		Administration Counselor	<p>FORMATIVE: Lesson Plans Walk-throughs, Campus Visits SUMMATIVE: CLI engage. 3yr. old program enrollment</p>				
<p>15) The CIP will be posted on the Plan4Learning website and will include SBDM Committee members, the ten components of the schoolwide Program Plan, a CNA, and budgets and FTE's.</p>		Administration	<p>Formative: CIP Summative: Assessment reports</p>				
<p>16) El Jardin elementary will make sure that spending targets are met according to guidelines.</p>		Administration Secretary Finance Department	<p>Formative: BISD Audits End of Year Clearance Summative: BOY/MOY/MOY/ TELPAS/ PBMAS/ STAAR</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 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: El Jardin early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) El Jardin Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria</p> <p>Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019</p>	2.4	Principals Deans of Instruction	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results</p>				

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>2) 3 year old - 5th grade teachers will be provided with instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) Bilingual/SIOP Language Enrichment (Niehaus) Learning A-Z Hatch TLI Cognitive Routines/Strategies Tango Software Dr. K</p> <p>*A master schedule would be implemented in order to have an effective lesson delivery. Population: All student groups Timeline: July</p> <p>CNA SPP#3</p>	2.6	Principals, Assistant Principal and Deans	Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera				
Funding Sources: 163 State Bilingual - 5245.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>3) El Jardin Elem. will provide locally funded Pre-kindergarten Full Day O sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) Population: PK-4-year-old students as of Sept. 1st Timeline: August 2018 - June 2019</p>	2.5, 2.6	Principals	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>4) Title I-A personnel and student support services, supplies/ equipment for El Jardin Elementary will be funded.</p> <p>Population: PK3 and PK4 students as of Sept. 1st Timeline: August 2018 - June 2019</p>		School Administrators	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results				

<p>5) El Jardin Elem. will support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Population: PK3 and PK4 Timeline: July 2018 - June 2019</p>		<p>School Administrators</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results</p>				
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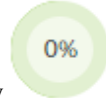

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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2018-June 2019</p>		<p>District Migrant Coordinator Migrant Funded: Teachers Migrant Counselor Recruiters</p>	<p>Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: Migrant students</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 840.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies and ELA, Fine Arts by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Student Participation at the different extra-curricular events for elementary schools

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin Elementary will participate in the BISD Science Fair in order to increase student awareness in Science. Population: Grades 3-5 teachers and students Timeline: August 2018 - June 2019		School Administrators	Formative Results: attendance and evaluation reports Summative Impact: Students Participation				
2) El Jardin students will participate in Brainsville Inventions, Chess and UIL. Student's problem solving skills, originality and creativity will be encouraged through their participation. Population: Grades K-5 teachers and students (especially G/T identified students) Timeline: August 2018 - May 2019		Campus Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers UIL Campus Coordinator	Formative Results: flyers, invitations Summative Impacts: Brainsville Inventions (3rd-12th) Participatin list Chess (K-12th) Participation list UIL Academics (4th-12th) participation list				
3) El Jardin Elementary will promote the participation in Brownsville Kids Voting activities as they learn about being an active citizen by exercising their right and privilege to vote. Population: Grades 3-5th students Timeline: August 2018 - May 2019		School Administrators	Formative Results: Student's participation report Summative Impact: Campus participation in Brownsville Kids Voting.				

<p>4) El Jardin Elementary will participate in after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 4-5 students Timeline: August 2018 - June 2019</p>		<p>Technology Lead Teachers, Principals</p>	<p>Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: EOY data for student competition participation and performance</p>				
<p>5) El Jardin student's will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, district/community events, and public performances. *UIL Music *Ballroom Population: all students K-5th Timeline: August 2018 - June 2019</p>		<p>Principal Music Teachers Ballroom Coach</p>	<p>Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases</p>				
<p>6) El Jardin will implement the GALAXY (GT) Program Defined by categories example Academic Vocational Expectations for Students behavior towards College Courses. Students will have opportunities to learn and interact all together on an educational day. El Jardin Elementary will increase by 10 percent the number of students qualifying to GT Program by having teachers in 1st -5th grade nominate students from their classroom. Population - All students Timeline - 1st semester</p>		<p>Administration Counselors</p>	<p>Formative Lesson Plans Summative STAAR scores</p>				
<p>Funding Sources: 199 Local funds - 460.00</p>							
<p>7) Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn Fine Arts skills. In addition, El Jardin students in grades 3rd-5th will be able to participate in choir in order to experience music performance. Population - Pre-Kinder - 5th grade students. Timeline August 2018 - May 2019</p>		<p>Teachers Administration Fine Arts Teacher</p>	<p>Formative: participation Summative: grades, participation</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: El Jardin Elementary facilities 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 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin Elementary will promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: El Jardin Elementary Timeline: August 2018 - June 2019		Campus Administration	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: El Jardin Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin Elementary will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: August 2018- June 2019 Need: Board approved goal priority		Campus Administration	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: El Jardin Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) El Jardin Elementary will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate.</p> <p>*Perfect Attendance *Reaching Goals *Teacher Appreciation</p> <p>Population: faculty and staff Timeline: July 2018 to June 2019</p>		Campus Administrators	<p>Formative result: Campus CNA survey</p> <p>Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates</p>				
<p>2) El Jardin Elementary will celebrate Teacher's Appreciation Week and make all teachers feel appreciated.</p> <p>Population: Teachers Timeline: May 2019</p> <p>CNA P #4</p>		School Administration	<p>Reward teacher during Teacher's Appreciation Week.</p> <p>Formative: Teacher's appreciation Week calendar</p> <p>Summative: List of activities provided</p>				
<p>Funding Sources: 199 Local funds - 3000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: 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)

Performance Objective 1: El Jardin Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The TST at El Jardin Elementary will be the PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: August 2018 - June 2019 Need: Decreasing enrollment/ Board approved goal priority</p>		PIO, Campus Administration	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) El Jardin Elementary TST will update websites at least monthly including showcasing student and community activities. Population: El Jardin Stakeholders Timeline: August 2018- June 2019</p>		PIO, Campus Administration	<p>Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results</p>				

<p>3) El Jardin Elementary will prompt Student of the Day in conjunction with the Brownsville Herald by sending nominations weekly. Population: Students Timeline: December 2018- August 2019</p>		Teachers	<p>Weekly nominations will be send to the Brownsville Herald for Student of the Week.</p> <p>Formative: Student of the Week nominations</p> <p>Summative: Brownsville Herald's Student of the Week selections.</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 1: ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) El Jardin Elementary will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: August 2018 to March 2019</p>		Campus RtI Administrator and RtI committee Campus Counselor	<p>Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p>				
<p>PBMAS Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) El Jardin Elementary will provide training and support to classroom teachers in discipline management and safe environments. Population: All Students Timeline: August 2018 to June 2019</p>		Administrator	<p>Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Review 360 and discipline report</p>				


<p align="center">PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>3) Campus Officers and Counselors will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to June 2019</p>		Counselor	<p>Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: Decrease in the number of students discipline incidents compared to prior school year</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A security officers will be assign to El Jardin Elementary to assist with the safety of the school, faculty and students. Population: All Students Timeline: August 2018 to June 2019		Security Services Department	Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place				
2) El Jardin Elem. will conduct * Fire Drills *Lock Down Drills *Severe Weather *Shelter in Place *Soft Lock Down Population: all students Timeline: August 2018 to June 2019		Security Services Campus Administration	Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.				
							

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. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.



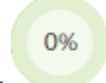

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) El Jardin Elem. will have Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Parent Liaison will ensure that the Parent Center at our campus operates efficiently.</p> <p>Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: August 2018 -June 2019</p>	2.4, 3.2	Federal Programs Administrator Parent & Family Engagement, Migrant and State Compensatory Coordinators	<p>Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2018-June 2019</p>	<p align="center">3.1</p>	<p>Parent and Family Engagement Coordinator and Staff</p>	<p>Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>3) El Jardin Elementary will 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: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: August 2018-June 2019</p>	<p align="center">3.1</p>	<p>Parent and Family Engagement Coordinator and Staff</p>	<p>Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members</p>				

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Population: Parents Timeline: August 2018-June 2019</p>	3.2	Parent and Family Engagement Staff, Special Services Administrator, Family Center Staff and Department Staff Technology Services Staff C&I Specialist Dyslexia Dept. Administrator	Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Population: Parents Timeline: August 2018-June 2019</p>	2.6, 3.2	Parent and Family Engagement Staff	Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals				

<p>Critical Success Factors CSF 5</p> <p>6) Early Childhood Family Engagement plan will be implemented at El Jardin Elementary campuses. It will be linked to the BISD webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers. Population: all Pre-kindergarten faculty, staff and parents Timeline: July 2018 to June 2019</p>		<p>Curriculum Early Childhood staff Campus principals</p>	<p>Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program</p>				
<p>7) El Jardin Elementary will have a Fall and Spring Open House. In addition our school will have an Open House on the 3rd week of the 6th weeks. (Progress Reports)</p> <p>Population - Parents, Students, Staff Timeline - 1st and 2nd semester</p>		<p>Teachers Administration Parent Liaison</p>	<p>Formative: Meeting Minutes Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)





Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 7</p> <p>1) Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (Rtl), sheltered instruction (SIOP), differentiated instruction,), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education. Timeline: July 2018 to June 2019 CNA SPP #5</p>		Administratrion	<p>Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p>				
Funding Sources: 199 Local funds - 2000.00							

<p align="center">Critical Success Factors CSF 7</p> <p>2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2018 to June 2019</p>		<p>Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers Principals/ Deans DAAS Lead Teachers</p>	<p>Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>3) Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering Timeline: July 2018 to June 2019</p>		<p>Campus Administration</p>	<p>Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISSD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>4) El Jardin Elem. will support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Population: All grade level teachers Timeline: July 2018 to June 2019</p>		<p>Principals and Deans</p>	<p>Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments</p>				

<p>Critical Success Factors CSF 7</p> <p>5) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Timeline: August 2018 to June 2019</p>	2.4	Principals, Deans of Instruction	<p>Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.</p>				
<p>Critical Success Factors CSF 2 CSF 7</p> <p>6) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-risk Students Timeline: August 2018- June 2019 (As needed)</p>		School administration	<p>Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)





Performance Objective 1: El Jardin Elementary will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) E Jardin will have a computer lab schedule for all students to attend. This will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students Timeline: August 2018- June 2019 CNA SAA #8</p>		Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +StarChart Surveys 5. +Benchmarks				
Funding Sources: 199 Local funds - 800.00							

<p align="center">Critical Success Factors CSF 7</p> <p>2) Teachers will be require to participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. Population: All Students and teaching faculty Timeline: August 2018 to June 2019 Need: District policy</p>		Principals	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS 				
<p align="center">Critical Success Factors CSF 7</p> <p>3) El Jardin Elem. will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2018 - June 2019</p>		Principals	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report 				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>4) Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. Population: all BISD 5th grade students Timeline: August 2018 to June 2019</p>		Special/Federal Programs and Technology Services Administration, Technology Lead Teachers, Principals	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores <p>Summative Impact:</p> <p>+Improved State assessment(s) scores</p>				

<p>Critical Success Factors CSF 7</p> <p>5) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to:</p> <ul style="list-style-type: none"> Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators Elmos Projectors <p>Population: all students grades PK-12 Timeline: August 2018 through June 2019 CNA SAA #8</p>		<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals/Deans, Dept Chairs & Campus Lead Teachers, Technology Service Staff</p>	<p>Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development.</p> <p>Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA</p> <p>+The district will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards</p>				
<p>Funding Sources: 199 Local funds - 2000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the school's attendance rate to 97% and improve At-Risk Student Attendance Rate by 5% over prior year attendance.

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. Population: All BISD students Timeline: August 2018 to June 2019		Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Parent Liaisons.	Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				
2) 2) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Population: all BISD students PK to 12th grade Timeline: September 2018 to May 2019		Parent Liaison Campus Administration	Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				
3) 5) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2018 Fall Semester and 2019 Spring Semester		Pupil Services Administration and Staff, Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons	Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase				

<p>4) Pre-K-5th grade students, including special education, will be eligible to receive perfect attendance awards in order to increase attendance every six weeks.</p> <p>Populations - All students Timeline - Every six weeks</p>		<p>Administration Teachers Counselors</p>	<p>Formative: Eschools Attendance Log Summative: Attendance Reports</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: El Jardin will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5%.

Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during Extended Day and Tutorials to all students.</p> <p>*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary at-risk Students Timeline: September 2018- June 2019 CNA SPP #2</p>	2.5	Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title I- Part	Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students				
Funding Sources: 211 Title I-A - 27363.00, 162 State Compensatory - 41532.00							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) El Jardin Elementary will have a Dean of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Monitor programs implementation Population: Elementary At-risk Students Timeline: July 2018- June 2019 CNA SPP # 3 and 5</p>	2.4	Curriculum and Instruction Department and State Compensatory Education administration Campus Administration	Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
Funding Sources: 162 State Compensatory - 9175.00							
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) El Jardin Elem. will provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
<p>4) 6) The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline: August 2018 - June 2019</p>		District Migrant Coordinator Campus Principals Migrant Funded teachers DM Counselor MSC	Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: EOY Assessment results Increased promotion rates				
<p>5) PBMAS 7) Elementary and Middle School migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. High school migrant students will have access to migrant summer for credit recovery in order to ensure on-time graduation. Population: All Migrant students Timeline: June 2019</p>	2.5	District Migrant Coordinator Campus Principals Migrant Teachers Migrant Clerks MSC	Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance				

<p>6) 8) In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, 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 Timeline: September 2018 - May 2018</p>		<p>District Migrant Coordinator Campus Principals Migrant Funded Teachers MSC</p>	<p>Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions</p> <p>Summative: Improved EOY Assessment Results for CIRCLE PM/TPRI/Tejas LEE/ STAAR, PBMAS Report Performance and Staging</p>				
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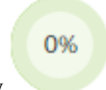

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) To promote physically and emotionally healthy students, the school will utilize the</p> <p>-CATCH (Coordinated Approach to Child Health) program, and</p> <p>Population: All students Timeline: August 2018 to June 2019</p>	2.6	Administration Coaches and Nurse	<p>Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Assistance in the planning and execution of the overall health program at campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses).</p> <p>Population: Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2018 - June 2019 CNA P #1</p>		Health Services and Administrator	<p>Formative Results: Monthly reports</p> <p>Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades</p>				
		Funding Sources: 199 Local funds - 800.00					
<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>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives in all subject areas. Teachers will follow and implement these strategies in the classroom in order to increase the schools accountability report card and provide the students with a college bound future. Elementary: Language Enrichment Educational Galaxy Envision Pearson Math Coding Initiative programs Dr. K Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Population: All student groups Timeline: Aug. 2018-June 2019 CNA SPP #5
1	1	2	Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: August 2018 to June 2019
1	1	3	Teacher will meet every six weeks to analyze students' assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. *Longhorn Planning" Populations: All sub-population and teachers Timeline: August 2018 to June 2019 CNA SAA #5
1	1	4	Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 5th Grade Students Timeline: August 2018 to June 2019
1	2	1	El Jardin Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019
1	2	2	3 year old - 5th grade teachers will be provided with instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) Bilingual/SIOP Language Enrichment (Niehaus) Learning A-Z Hatch TLI Cognitive Routines/Strategies Tango Software Dr. K *A master schedule would be implemented in order to have an effective lesson delivery. Population: All student groups Timeline: July CNA SPP#3
7	1	1	Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction,), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/writing proficiency in all content areas. Population: All teachers teaching core content and special education. Timeline: July 2018 to June 2019 CNA SPP #5

Goal	Objective	Strategy	Description
8	1	1	E Jardin will have a computer lab schedule for all students to attend. This will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district. Population: All Students Timeline: August 2018- June 2019 CNA SAA #8
9	2	1	Accelerated instruction in the foundation curriculum will be provided during Extended Day and Tutorials to all students. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary at-risk Students Timeline: September 2018- June 2019 CNA SPP #2
9	2	2	El Jardin Elementary will have a Dean of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Monitor programs implementation Population: Elementary At-risk Students Timeline: July 2018- June 2019 CNA SPP # 3 and 5
9	2	3	El Jardin Elem. will provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: August 2018 - June 2019

State Compensatory

Budget for El Jardin Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-00-105-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$12,000.00
162-11-6118-00-105-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$10,932.00
162-11-6118-00-105-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$30,600.00
6100 Subtotal:		\$53,532.00
6300 Supplies and Services		
162-11-6396-00-105-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$4,000.00
162-11-6399-00-105-Y-30-000-Y	6399 General Supplies	\$4,625.00
162-11-6399-16-105-Y-30-000-Y	6399 General Supplies	\$550.00
162-11-6399-62-105-Y-30-000-Y	6399 General Supplies	\$4,500.00
6300 Subtotal:		\$13,675.00

Personnel for El Jardin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Gomez	PK teacher	PK4	.5
Laura Trevino	Dean of Instruction	Dean	1
Ruth Rodriguez	Pk Teacher	PK4	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment needs to include, academic achievement, student and parental feedback. Information on the academic achievement of students in relation to the challenging state academic standards.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

El Jardin Elementary will have a school wide program that may use Title 1 funds for any activity that supports the needs of students as identified through the CNA. The school has a CIP that includes a description of the strategies that the school will be implementing.

Activities will address the needs of students, teachers and parents

CIP will meet all requirements

2.2: Regular monitoring and revision

El Jardin Elementary will continue to monitor and revise all school academic incentives to improve academic performance

2.3: Available to parents and community in an understandable format and language

School information would be available to parents and community in an understandable format and language.

2.4: Opportunities for all children to meet State standards

El Jardin Elementary will offer opportunities for all children to meet state standards.

2.5: Increased learning time and well-rounded education

At El Jardin Elementary we educate all students to become critical thinkers by providing a strong foundation towards a college bound future.

2.6: Address needs of all students, particularly at-risk

Early identification that will address needs of all students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

El Jardin Elementary receives Title 1, Part A funds and must conduct outreach to all parents and family members and implement programs, activities and procedures for the involvement of parents and family members in school programs.

3.2: Offer flexible number of parent involvement meetings

Weekly Parental Involvement meetings

- *School Parent and Family Engagement Policy
- *Shared Responsibility for high student academic achievement
- *Building capacity for involvement
- *Activities addressing building capacity for parent and family engagement

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Slovak	Library aide	Title 1	1
Anita Ortiz	PK Aide	PK4	1
Corina Elizondo	PK Aide	PK4	1
Hilda Vargas	Parent Liaison	Title 1	1
Nurse	Nurse	Title 1	.40
Peter Daza	TST	Title 1	1
Sarita Contreras	PK Aide	PK4	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Marina Flores	Principal
Non-classroom Professional	Hector De	Assistant Principal
Meeting Facilitator	Laura Trevino	Dean
Business Representative	Jesus Trevino	
Classroom Teacher	Susana Fernandez	5th grade teacher
Classroom Teacher	Marla Benavidez	4th grade teacher
Classroom Teacher	Edna Hernandez	3rd grade teacher
Classroom Teacher	Joel Leal	2nd grade teacher
Classroom Teacher	Maria Elena	1st grade teacher
Classroom Teacher	Patricia Longoria	Kinder teacher
Business Representative	Francisco Arriaga	
Community Representative	Virginia Perez	
Community Representative	Roberto Moreno	
Parent	Ranjett Vargas	
Parent	Genoveva Flores	
Non-classroom Professional	Zulema Hinojosa	Counselor
District-level Professional	Silvia Saldana	Transportation administrator

Campus Funding Summary

199 Local funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	copy paper	199-11-63-96-00-105-Y-11-0-00	\$1,000.00	
1	1	1	general supplies	199-11-63-99-51-105-Y-11-0-00-Y	\$600.00	
1	1	6	supplies/materials	199-12-6399-00-105-Y-99-000	\$1,000.00	
1	1	10	General supplies	199-11-6399-51-105-Y-11-000-Y	\$600.00	
1	4	6	transportation/entrnce fees/food	199-11-6399-00-105-Y-21-000-Y	\$460.00	
3	2	2	awards	199-23-6498-00-105-Y-99-0-00	\$1,500.00	
3	2	2	advertising/food/graduation	199-23-6499-53-105-Y-99-0-00	\$1,500.00	
7	1	1	Employee travel	199-23-64-11-00-105-Y-99-0-00	\$1,000.00	
7	1	1	supplies/materials	199-23-6398-65-105-Y-99-0-00	\$1,000.00	
8	1	1	site licenses	199-11-6395-62-105-Y-99-0-00	\$800.00	
8	1	5	Capital assets	199-23-6649-65-105-Y-99-0-00	\$2,000.00	
9	3	2	General supplies	199-33-6399-00-105-Y-99-0-00	\$800.00	
Sub-Total					\$12,260.00	
Budgeted Fund Source Amount					\$12,260.00	
+/- Difference					\$0	
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	general supplies	162-11-6399-62-105-Y-30-000-Y	\$4,500.00	
1	1	3	Substitutes	162-11-6112-00-105-Y-30-000-Y	\$12,000.00	
9	2	1	Tutorials SSI	162-11-6118-00-105-Y-24-SSI-Y	\$10,932.00	
9	2	1	Estra duty pay	162-11-6118-00-105-Y-30-ASP-Y	\$30,600.00	
9	2	2	Copy Paper	162-11-6396-00-105-Y-30-000-Y	\$4,000.00	
9	2	2	General Supplies	162-11-6399-00-105-Y-30-000-Y	\$4,625.00	
9	2	2	Printing/general supplies	162-11-6399-16-105-Y-30-000-Y	\$550.00	

					Sub-Total	\$67,207.00
					Budgeted Fund Source Amount	\$67,207.00
					+/- Difference	\$0
163 State Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	7	substitutes	163-11-6112-00-105-Y-25-000-Y		\$2,000.00
1	2	2	Instructional resources	163-11-6399-00-105-Y-25-000-Y		\$5,245.00
					Sub-Total	\$7,245.00
					Budgeted Fund Source Amount	\$7,245.00
					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
9	2	1	Extra Duty pay	211-11-6118-00-105-Y-24-ASP-Y		\$15,144.00
9	2	1	Para Professional Overtime	211-11-6121-00-105-Y-24-ASP-Y		\$12,219.00
					Sub-Total	\$27,363.00
					Budgeted Fund Source Amount	\$27,363.00
					+/- Difference	\$0
212 Title I-C (Migrant)						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	3	1	general supplies	212-11-6399-00-105-Y-24-OF2-Y		\$415.00
1	3	1	general supplies	212--11-6399-00-105-Y-24-OF2-8		\$425.00
					Sub-Total	\$840.00
					Budgeted Fund Source Amount	\$840.00
					+/- Difference	\$0
					Grand Total	\$114,915.00