

Brownsville Independent School District
Garden Park Elementary
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on the Texas Education Agency 2018 Accountability Summary Report, Garden Park Elementary's Accountability Rating is Met Standard with a scaled score of 91 overall. Garden Park met standards in the following categories: Index 1-Student Achievement, Index 2-Student Progress, Index 3-Closing Performance Gaps, and Index 4-Postsecondary Readiness. Garden Park surpassed the state targets in each of the four categories. Garden Park also received six State Distinctions in ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps.

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2016-2017 Texas Academic Performance Report results.

STAAR Summary of 3rd-5th Grades Tested

State District Campus

Grade 3

Reading	73%	76%	74%
Mathematics	78%	84%	80%

Grade 4

Reading	70%	76%	79%
Mathematics	76%	81%	85%
Writing	65%	76%	85%

Grade 5

Reading	82%	86%	86%
Mathematics	87%	94%	99%
Science	74%	81%	85%

Performance Variation Between All Student Groups and All Grades

All Students Hispanic White Econ Disadv Two + Races Special Ed ELL

All Subjects	84%	84%	*	84%	*	62%	67%
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Reading	80%	80%	*	80%	*	57%	53%
Mathematics	89%	89%	*	88%	*	73%	82%
Writing	85%	85%	*	85%	*	*	68%
Science	85%	85%	*	84%	*	60%	65%

Demographics

Demographics Summary

The total enrollment for Garden Park Elementary is 646 students from Pre-Kindergarten through 5th grade. The Garden Park student population is comprised of 98.5% Hispanic, 0.9% White, and 0.2% African American. 99.1% of the students are considered Economically Disadvantaged. There are 206 students in the Bilingual program (ELL's) or 31.9% of the student population. 75.5% or 488 of the students are considered At-Risk. Garden Park students have a 16.3% Mobility rate.

Demographics Strengths

80% of the Economically Disadvantaged group (3rd-5th grade) met the Approaches Grade Level Standard on the Reading STAAR Assessment. 88% of the Economically Disadvantaged group (3rd-5th grade) met the Approaches Grade Level Standard on the Math STAAR Assessment. 85% of the Economically Disadvantaged group (4th grade) met the Approaches Grade Level Standard on the Writing STAAR Assessment. 84% of the Economically Disadvantaged group (5th grade) met the Approaches Grade Level Standard on the Science STAAR Assessment.

70% of the Bilingual/ELL group (3rd-5th grade) met the Approaches Grade Level Standard on the Reading STAAR Assessment. 88% of the Bilingual/ELL group (3rd-5th grade) met the Approaches Grade Level Standard on the Math STAAR Assessment. 79% of the of the Bilingual/ELL group met the Approaches Grade Level Standard on the Writing (4th grade) and Science (5th grade) STAAR Assessment.

Demographic Needs

The subpopulation that poses a demographic need is the Special Education group. Sp.Ed. students (3rd-5th grade) did not meet the Approaches Grade Level Standard in Reading scoring a 57% on the STAAR Reading Assessment.

1. (Goal 1.1.20) In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., PreK(3)-5th grade, including duplicating paper and reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to the Media Center to make student booklets for instruction. Populations: All students, Sp.Ed., At-Risk, ELL, TI, MIG, DYS, GT. Timeline: August 2018-May 2019
2. (Goal 9.2.1) Accelerated instruction in the foundation curriculum will be provided during extended day (PreK-5th) and tutorial programs (1st-5th) in order to improve at-risk student achievement on campus, district, and state assessments. Extra Duty Pay/Overtime included. Populations: All students, Sp.Ed., At-Risk, ELL, TI, MIG, DYS. Timeline: August 2018-May 2019
3. (Goal 1.1.7) Garden Park students will practice for and participate in the District UIL Competition for 3rd-5th grade. Funds will be allotted for general UIL supplies to support students. Transportation, breakfast, and lunch will also be provided for students and sponsors. Populations: GT, ELL, TI,

Sp.Ed., At-Risk, MIG, DYS. Timeline: September 2018-December 2019

4. (Goal 1.1.10) ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEP's) for ARD meetings and other deadlines as needed. Populations: Sp.Ed. Timeline: ARD Meeting Schedule September 2018-May 2019
5. (Goal 1.4.1) Garden Park Fine Arts students from all demographic groups will develop critical thinking, multi-tasking skills, creativity, teamwork, and character building by participating in UIL and non-UIL contests, exhibitions, district/community events, and public performances. Funds will be allotted for travel and subsistence of students for Fine Arts events, competitions, and performances. Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT. Timeline: November 2018-February 2019
6. (Goal 1.4.6) Garden Park GT students will prepare for and participate in the annual BISD Brainsville competition. Populations: All Students, GT, TI, DYS, ELL, Sp.Ed., MIG. Timeline: December 2018-January 2019
7. (Goal 1.4.7) Garden Park GT students will prepare for and participate in the Destination Imagination Regional Competition. Funds will be allotted for general supplies to support students with DI projects and presentations for the South Border Bridge DI Competition. Populations: All Students, GT, ELL, DYS, TI, Sp.Ed. Timeline: September 2018-February 2019
8. (Goal 1.4.9) Garden Park will maintain a Chess team that will participate in local, regional, state, and national chess tournaments. Funds will be set aside by the campus to pay for Chess consultants to support the sustainability of the Chess program. Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS. Timeline: August 2018-May 2019
9. (Goal 1.4.10) In order to motivate and encourage students to participate in extracurricular activities (i.e. Science Fair, DI, UIL, Brainsville, Chess), general supplies, travel, meals, and awards will be purchased to maintain the needs and motivation incentives for extracurricular clubs and teams. Populations: All Students, ELL, DYS, TI, MIG, GT, Sp.Ed., At-Risk. Timeline: August 2018-May 2019

Demographic CNA Strategies: 1.1.7, 1.1.10, 1.1.20, 1.4.1, 1.4.6, 1.4.7, 1.4.9, 1.4.10, 9.2.1

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education group scored a 57% in Reading at the Approaches Grade Level Standard. **Root Cause:** Teachers need more explicit Reading instruction training to target the Reading TEKS not mastered by students based on campus and district assessments for STAAR.

Student Academic Achievement

Student Academic Achievement Summary

Based on the Texas Education Agency 2017 Accountability Summary Report, Garden Park Elementary's Accountability Rating is Met Standard. Garden Park met standards in the following categories: Index 1-Student Achievement, Index 2-Student Progress, Index 3-Closing Performance Gaps, and Index 4-Postsecondary Readiness. Garden Park surpassed the state targets in each of the four categories. Garden Park received six State Distinctions. Garden Park met 25 out of 26 System Safeguard indicators for a 96% overall score. In the area of Performance Rates the number of indicators met was 15 out of 16 for a 94% and in Participation Rates the number of indicators met was 10 out of 10 for a score of 100%.

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2016-2017 Texas Academic Performance Report results.

STAAR Summary of 3rd-5th Grades Tested

State District Campus

Grade 3

Reading	73%	76%	74%
Mathematics	78%	84%	80%

Grade 4

Reading	70%	76%	79%
Mathematics	76%	81%	85%
Writing	65%	76%	85%

Grade 5

Reading	82%	86%	86%
Mathematics	87%	94%	99%
Science	74%	81%	85%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	Two + Races	Special Ed	ELL
All Subjects	84%	84%	*	84%	*	62%	67%
Reading	80%	80%	*	80%	*	57%	53%

Mathematics	89%	89%	*	88%	*	73%	82%
Writing	85%	85%	*	85%	*	*	68%
Science	85%	85%	*	84%	*	60%	65%

Student Academic Achievement Strengths

Garden Park did show some strengths in performance areas based on the 2016-2017 TEA Texas Academic Performance Report. The percent of all students passing all subjects improved from 75% in 2016 to 84% in 2017.

The percent of all Economically Disadvantaged students passing all subjects improved from 75% in 2016 to 84% in 2017. In Reading, the Economically Disadvantaged group improved 6 percentage points from 74% in 2016 to 80% in 2017. In Math, the Economically Disadvantaged group improved 7 percentage points from 81% in 2016 to 88% in 2017. In Writing, the Economically Disadvantaged group improved 29 percentage points from 56% in 2016 to 85% in 2017. In Science, the Economically Disadvantaged group improved 8 percentage points from 76% in 2016 to 84% in 2017.

The percent of all ELL students passing all subjects improved from 58% in 2016 to 67% in 2017. In Reading, the ELL group improved 4 percentage points from 49% in 2016 to 53% in 2017. In Math, the ELL group improved 8 percentage points from 74% in 2016 to 82% in 2017. In Writing, the ELL group improved 42 percentage points from 26% in 2016 to 68% in 2017. In Science, the ELL group improved 8 percentage points from 57% in 2016 to 65% in 2017.

Student Academic Achievement Needs

Our campus missed the 2017 System Safeguard for our Special Education group with a score of 57% in Reading at the Approaches Grade Level Standard.

*Pending 2017-2018 STAAR Results for 3rd-5th grade.

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

Last updated 06-08-2018

In Pre-Kindergarten, our needs are in the areas of Phonological Awareness and Vocabulary based on the CPALLS EOY Assessment. For Kindergarten our area of need is Phonological Awareness based on the TPRI EOY Assessment. In First and Second Grades our areas of need are Fluency Rates and Reading Comprehension and Graphophonemic Awareness. In third grade our needs are in the areas of Graphophonemic Awareness, Fluency Rates, and Reading Comprehension based on TPRI EOY Assessment and Reading scores in the STAAR Assessment. In First and Second grades another identified need that will be addressed are Stanford scores where students scored below the 40th percentile.

1. (Goal 1.1.20) In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including duplicating paper, and Reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to media center to make student booklets for instruction. Populations: All students, Sp.Ed., At-Risk, ELL, TI, Mig., DYS, GT. Timeline: August 2018-May 2019
2. (Goal 9.1.2) Recognize and provide awards/incentives to all students with perfect attendance and A/B & A Honor Roll every 6 weeks and at the end of the year. Campus awards recognition of students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals. Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk. Timeline: September 2018-May 2019
3. (Goal 9.2.1) Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included. Populations: All students, At-Risk, Sp.Ed., TI, MI, ELL. Timeline: August 2018-May 2019
4. (Goal 1.1.26) Funds will be set aside to purchase general library supplies and books to be kept in the library to motivate students' reading comprehension skills. Funds will also be allotted to purchase incentives to motivate students to read. Populations: All students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed. Timeline: August 2018-May 2019
5. (Goal 1.1.27) Funds will be allotted to purchase office supplies and campus materials to carry out the daily operations of maintaining and monitoring student progress, benchmarks, assessments and other campus instructional needs. Populations: All students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed. Timeline: August 2018-May 2019
6. (Goal 1.1.28) To promote the academic progress of Kinder through 2nd grade students, funds will be allotted to purchase the Stanford Achievement Test Series, Tenth Edition. Kinder-2nd grade students will be assessed in the core content areas of Reading, Math, ELA, Science, and Social Studies for yearly progress monitoring. Populations: All Kinder, 1st Grade, and 2nd Grade Students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed. Timeline: January 2019-May 2019
7. (Goal 1.1.7) Garden Park students will practice for and participate in the District UIL Competition for 3rd-5th grade. Funds will be allotted for general UIL supplies to support students. Transportation, breakfast, and lunch will also be provided for students and sponsors. Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS. Timeline: September 2018-December 2019
8. (Goal 1.1.10) ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEP's) for ARD meetings and other deadlines as needed. Populations: Sp.Ed., At-Risk, DYS. Timeline: ARD Meeting Schedule September 2018-May 2019
9. (Goal 7.1.1) Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2018-2019 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.). Populations: All students, GT, At-Risk, Sp.Ed., ELL, TI, Dyslexia, Migrant. Timeline: August 2018-May 2019
10. (Goal 7.1.3) In order to enhance instruction in the classroom, K-2nd grade teachers will focus on punctuation and capitalization. K-3rd grade will focus on editing and parts of speech. 3rd-5th grade teachers will focus on revising and editing skills. Funds will also be allotted for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training. Administrative travel will also be included for administrators to attend current and relevant training meetings and leadership conferences. Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp. Ed. Timeline: August 2018-May 2019

11. (Goal 8.1.5) Students will utilize school desktops, laptops, and COW's to access site licensed AR, Imagine Math, Imagine Literacy, Living w/ Science and EduSmart softwares to complete targeted lessons/assessments. Additional State Compensatory funds were allotted for 26 iPads for second grade students to utilize educational software. In addition, funds will be allotted to purchase iPad Cart on Wheels and outlet surge protectors to charge the iPads and laptops for classroom use. Populations: All Students, ELL, DYS, TI, Sp.Ed., MIG, At-Risk, GT. Timeline: Fall 2018-Spring 2019
12. (Goal 8.1.6) To help PreK-2nd grade students master Phonics, Reading, and Math skills with the goal of students becoming fluent readers. Learning A-Z and DreamBox Software for Reading and Math will be purchased for use in the classroom and computer lab. Accelerated Reader licenses will also be purchased to support reading comprehension skills. Populations: All Students, ELL, Sp.Ed., DYS, MIG, GT, At-Risk. Timeline: Fall 2018

Student Academic Achievement CNA Strategies: 1.1.7, 1.1.10, 1.1.20, 1.1.26, 1.1.27, 1.1.28, 7.1.1, 7.1.3, 8.1.5, 8.1.6, 9.1.2, 9.2.1

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our Special Education group scored a 57% in Reading at the Approaches Grade Level Standard. **Root Cause:** Teachers need more explicit Reading instruction to target the Reading TEKS not mastered by students based on campus and district assessments for STAAR.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

At Garden Park Elementary, the total staff is comprised of 37 teachers, 5 support personnel, and 3 administrators. There are 11 educational aides. There are 4 paraprofessionals assigned to two Special Education units and 1 to the library. The majority of teachers have between 11-20 years and over 20 years of teaching experience at Garden Park Elementary.

Curriculum, Instruction, and Assessment Strengths Summary

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

School Context and Organization Summary

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

Technology Summary

Garden Park Elementary strives to meet the needs of students and teachers by providing them with technology in the classrooms and computer labs. PreK teachers have been provided with two HATCH computers per class to have students take turns practicing skills in phonological awareness, numeric operations, language development, alphabet knowledge, and logic & reasoning. Kinder teachers utilize iPads in the classroom to practice Reading and Math skills. 2nd Grade students will receive 26 iPads for the grade level for classroom use. 5th grade will continue their use of district administered laptops for Reading, Math, and Science software programs.

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

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

1. (Goal 1.1.1) Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2018-2019 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful. Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT. Timeline: August 2017-June 2018
2. (Goal 1.1.22) As per the BISD 2018-2019 Action Plan for ELAR, the Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, and classroom observations so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, and CPALLS assessments. Dean and teachers will analyze data to target and plan for instruction. Populations: All Students, At-Risk, ELL, Dys., Sp.Ed., Mig., GT, TI. Timeline: August 2018-May 2019
3. (Goal 7.1.1) Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2018-2019 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.). Populations: All students, GT, At-Risk, Sp.Ed., ELL, TI, Dys, Mig. Timeline: August 2018-May 2019
4. (Goal 7.1.2) Vertical and horizontal planning between grade levels will occur in the fall and spring semesters to plan instruction for all content areas. Populations: All Students, At-Risk, GT, ELL, Sp.Ed. Timeline: December 2018-February 2019
5. (Goal 7.1.3) Funds will also be allotted for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training. Administrative travel will also be included for administrators to attend current and relevant training meetings and leadership conferences. Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp. Ed. Timeline: August 2018-May 2019

Curriculum, Instruction, and Assessment Strengths

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

Curriculum, Instruction, and Assessment Needs

1. (Goal 1.1.1) Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2018-2019 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful.
2. (Goal 1.1.13) All teachers in all grade levels will meet and analyze their students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, CLI Engage, and OWL Assessments. These meetings will be in compliance with the BISD 2018-2019 Action Plan for ELAR.
3. (Goal 1.1.27) Funds will be allotted to purchase office supplies to carry out the daily operations of maintaining and monitoring student progress, benchmarks, assessments, and other campus instructional needs.
4. (Goal 1.1.28) To promote the academic progress of Kinder through 2nd grade students, funds will be allotted to purchase the Stanford Achievement Test Series, Tenth Edition. Kinder-2nd grade students will be assessed in the core content areas of Reading, Math, ELA, Science, and Social Studies for yearly progress monitoring.
5. (Goal 7.1.1) Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2018-2019 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.).
6. (Goal 8.1.6) To help PreK-2nd grade students master Phonics, Reading, and Math skills with the goal of students becoming fluent readers. Learning A-Z and DreamBox Software for Reading and Math will be purchased for use in the classroom and computer lab. Accelerated Reader licenses will also be purchased to support reading comprehension skills. Funds will be allotted to purchase licenses for two desktop computers for the administrative use, access, and monitoring of educational software programs, and assessment results for improved instruction.
7. (Goal 9.2.1) Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade.

School Context and Organization Strengths

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

School Context and Organization Needs

1. (Goal 1.1.16) To promote and ensure physical fitness, students in grades Pre-K-5th grade will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes per week. Funds will be allotted for general P.E. supplies to perform physical fitness goals and activities.
2. (Goal 1.1.27) There is a need for budgeted funds to purchase office supplies to carry out the daily operations of maintaining and monitoring student progress, benchmarks, assessments, and other campus instructional needs.
3. (Goal 3.1.2) There is a need for allotted funds to pay for highly qualified substitute teachers for students when teachers are absent from duty.
4. (Goal 5.3.1) There is a need for four walkie talkie radios for campus personnel to communicate to ensure student safety on campus.
5. (Goal 5.3.2) Funds will be utilized to obtain the Raptor Visitor Management Safety System, whereby visitor information will be scanned to generate visitor badges for all campus visitors.
6. (Goal 5.3.6) There is a need to set aside funds to purchase custodial maintenance supplies to maintain a safe and clean school environment.
7. (Goal 9.1.2) There is a need to recognize and provide awards/incentives to students with perfect attendance and A/B & A Honor Roll every 6 weeks and at the end of the year. Campus awards recognition of students for Perfect Attendance and Academic Achievement to reward successful attendance and learning goals.
8. (Goal 9.1.7) To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year.
9. (Goal 9.3.2) Funds will be budgeted for the school nurse to purchase supplies for the school infirmary for students' health needs.
10. (Goal 9.3.4) Funds will be allotted for general supplies for the counselor to assist with the counseling and guidance of students and their emotional/developmental well-being.

School Context and Organization CNA Strategies: 1.1.16, 1.1.27, 3.1.2, 5.3.1, 5.3.2, 5.3.6, 9.1.2, 9.1.7, 9.3.2, 9.3.4

Technology Strengths

Technology strengths include student utilization of educational online programs such as Learning A-Z Reading and DreamBox Math for grades PreK-2nd grade. Students in grades 3rd-5th utilize Learning A-Z, Accelerated Reader, ReadWorks and Imagine Math to practice comprehension and problem solving skills. Students in 4th and 5th grade also participate in the Coding Club to create computer programs through coding. Coding students have the opportunity to showcase their knowledge in coding at Club Coding Summits throughout the school year. Students in Kinder-5th grade also use the online programs Living with Science and EduSmart for Science in 5th grade to practice targeted Science TEKS in the classrooms, computer labs, and at home. Garden Park Elementary obtained two Computer on Wheels (COWs), which will provide all fifth grade students with a laptop to use for instructional practice in the classroom.

Technology Needs

1. (Goal 8.1.3) Teachers and counselors will integrate technology in the classroom to improve instruction and student learning through the use of desktop computers, projectors, laptops, iPads, printers and ink cartridges for printers and other equipment. Administration will use an administrative printer to print and monitor the academic, logistic, and functional needs of daily school operations.
2. (Goal 8.1.5) Students will utilize school desktops, laptops, and COW's to access site licensed AR, Imagine Math, Imagine Literacy, Living w/ Science and EduSmart softwares to complete targeted lessons/assessments. Additional State Compensatory funds were allotted for 26 iPads for second grade students to utilize educational software. In addition, funds will be allotted to purchase iPad Cart on Wheels and outlet surge protectors to charge the iPads and laptops for classroom use. Populations: All Students, ELL, DYS, TI, Sp.Ed., MIG, At-Risk, GT. Timeline: Fall 2018-Spring 2019
3. (Goal 8.1.6) To help PreK-2nd grade students master Phonics, Reading, and Math skills with the goal of students becoming fluent readers. Learning A-Z and DreamBox Software for Reading and Math will be purchased for use in the classroom and computer lab. Accelerated Reader licenses will also be purchased to support reading comprehension skills.

Technology CNA Strategies: 8.1.3, 8.1.5, 8.1.6

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our Special Education group scored a 57% in Reading at the Approaches Grade Level Standard. **Root Cause:** Teachers need more explicit Reading instruction training to target the Reading TEKS not mastered by students based on campus and district assessments for STAAR.

Perceptions

Perceptions Summary

School Culture and Climate Summary

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

Family and Community Involvement Comprehensive Summary

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

Garden Park Elementary is proud of having parents who are well informed and actively involved in their children's education. The weekly Parent Meetings were a great success with parents attending every week. There was a high attendance rate of parents who came to speak with their child's teacher at the Fall Open House on campus.

Garden Park conducts Student Awards Assemblies every six weeks for parents to view their children being recognized for their academic accomplishments. Garden Park also hosted a successful Spring Elementary Open House on March 20, 2018, whereby parents visited their child's teacher and had the opportunity to complete the Parent Campus Needs Assessment Survey for feedback.

Perceptions Strengths

School Culture and Climate Strengths

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

School Culture and Climate Needs

1. (Goal 3.2.1) Garden park will allot funds to improve and sustain team building during Teacher Appreciation Week, as well as throughout the school year.
2. (Goal 5.3.6) Funds will be set aside to purchase custodial maintenance supplies to maintain a safe school environment.
3. (Goal 9.1.7) To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year.

School Culture and Climate CNA Strategies: 3.2.1, 5.3.6, 9.1.7

Family and Community Involvement Strengths

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

During the Spring Elementary Open House Garden Park had a high participation count with Campus Needs Assessment Surveys for BISD in the computer lab.

Family and Community Involvement Needs

1. (Goal 6.1.7) The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities. Funds will be allotted to purchase materials, supplies, and food for parent meetings. Funds will also be allotted to compensate travel mileage for home visits.
2. (Goal 9.1.5) Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to help students become productive citizens and pursue a college career upon graduation.

Family and Community Involvement CNA Strategies: 6.1.7, 9.1.5

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On the Parent Campus Needs Assessment Survey, less than 75% of parents "Strongly Agree" with the statement: "I know about the different programs and services provided by this school." **Root Cause:** Campus faculty and staff need to communicate and promote the different programs and services provided by Garden Park Elementary using various communication methods and tools.

Comprehensive Needs Assessment Data Documentation

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

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: Garden Park Elementary student 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, science and social studies 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>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2018-2019 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful.</p> <p>Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 13, 14</p>		<p>Campus Administration Dean of Instruction Teachers C&I Specialists</p>	<p>100% of walk-throughs will indicate the application of skills acquired during professional development</p> <p>Students will meet fluency goals at their respective grade levels.</p> <p>Kindergarten-3rd grade students will score at the Developed Level on TPRI/C-PM/Tejas LEE.</p>				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Teachers will use Sheltered English Instruction strategies to help ELL students master TEKS and Reading objectives.</p> <p>Populations: All students, ELL, At-Risk, Sp.Ed., GT</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of instruction Teachers</p>	<p>STAAR Results TELPAS EOY TPRI/Tejas LEE C-PM Campus Benchmark Assessments</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and six weeks. Fluency testing will be conducted to measure reading accuracy and comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD 2018-2019 Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks.</p> <p>Populations: All Students, Sp. Ed., GT, At-Risk, TI, Migrant, Dys., ELL</p> <p>Timeline: August 2018-May 2019</p>		<p>School Administration Dean of Instruction Teachers</p>	<p>Campus Fluency Trackers STAAR Results EOY TPRI/Tejas LEE C-PM Campus Benchmark Assessments</p>				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>4) Students will attend the computer lab(s) to work on Math skills: PreK-2nd DreamBox Math and 3rd-5th Imagine Math. Students will also practice Reading skills: PreK-5 Learning A-Z, AR, ReadWorks. Students will also take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for STAAR assessments. Students will also use the COW's to work on targeted math and reading skills.</p> <p>Populations: All students,GT, ELL, At-Risk, Sp.Ed., DYS, TI, MIG.</p> <p>Timeline: Twice a week from August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR Results EOY TPRI/Tejas LEE C-PM Campus Benchmark Assessments</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) All 3rd -5th grade students at Garden Park will work on a Science Project. The top Science projects from each category will be selected to participate at the District Science Fair.</p> <p>Populations: At-Risk, TI, ELL, Sp.Ed.,GT, Dys., Mig.</p> <p>Timeline: August 2018-November 2019</p>		<p>Campus Administration Dean of Instruction Teachers Parents</p>	<p>STAAR Science Results Place at the District Science Fair</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>6) Selected 3rd-5th grade students from each classroom will participate in a campus Spelling Bee in October to prepare for the District Spelling Bee in February.</p> <p>Populations: ELL, DYS, TI, Sp.Ed., At-Risk, MIG, GT</p> <p>Timeline: September 2018-February 2019</p>		<p>Campus Administration Dean of Instruction 3rd-5th Grade Teachers</p>	<p>Place in Top 10 at the District Spelling Bee</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>7) Garden Park students will practice for and participate in the District UIL Competition for 3rd-5th grade. Funds will be allotted for general UIL supplies to support students. Transportation, breakfast, and lunch will also be provided for students and sponsors.</p> <p>Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: September 2018-December 2019</p> <p>CNA p. 6, 10</p>		<p>Campus Administration Dean of Instruction UIL Coaches-Teachers Campus UIL Coordinator Campus UIL Organizer</p>	<p>Sustain 1st place in District UIL Competition</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>8) All Kinder through 5th grade teachers will work on drills focusing on targeted multiplication tables, so all students are able to solve multiplication problems. Kinder: 0's, 1's 1st: 2's, 3's and 4's 2nd: 5's, 6's and 7's 3rd: 8's, 9's and 10's 4th and 5th: 2's-12's</p> <p>Populations: All Students, At-Risk, TI, ELL, GT, MIG, DYS, Sp.Ed.</p> <p>Timeline: Daily, August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR Math Results C-PM District Benchmarks Campus Benchmark Assessments</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>9) All teachers will display a Word Wall focusing on Academic Vocabulary from the core areas to enhance learning and increase vocabulary development to help achieve the goal for all students to pass their STAAR assessments and ELL students to score Advance High in all areas of the TELPAS assessment.</p> <p>Populations: All students, At-Risk, Sp.Ed., ELL, GT, TI, MIG, DYS</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR TELPAS EOY TPRI/Tejas LEE C-PM Campus Benchmark Assessments</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>10) ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEP's) for ARD meetings and other deadlines as needed.</p> <p>Populations: Sp.Ed.</p> <p>Timeline: ARD Meeting Schedule September 2018-May 2019</p> <p>CNA p. 7, 10</p>		<p>Campus Administration Special Ed. Teachers Classroom Teachers Diagnostician</p>	<p>STAAR TELPAS EOY TPRI/Tejas LEE C-PM</p>				<p>Funding Sources: 166 State Special Ed. - 1000.00</p>

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>11) Kindergarten through 5th grade students will keep a journal to improve their organizational skills with graphic organizers, annotations, and timelines so students can pass the STAAR assessments in grades 3rd-5th and ELL students can score Advance High in all areas of the TELPAS in all content areas of Math, Science, Social Studies, and Language Arts.</p> <p>Populations: All Students, At-Risk, ELL, TI, GT, MIG, DYS, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR TELPAS EOY TPRI/Tejas LEE C-PM</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>12) All Kinder-5th grade students will use Edusmart and Living With Science to improve Science skills. 1st-5th grade students will utilize the Science A-Z online program purchased with campus funds. Funds will be allotted to purchase the Living with Science online program to support mastery of Science TEKS. Half the cost will be paid for by the district for 2nd and 3rd grade.</p> <p>Populations: All Students, ELL, DYS, GT, Sp.Ed.TI, MIG, At-Risk</p> <p>Timeline: Twice a week; August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR TELPAS District Benchmark Campus Benchmark Assessments</p>				

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>13) All teachers in all grade levels will meet and analyze their students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, C-PM, and OWL Assessments. These meetings will be in compliance with the BISD 2018-2019 Action Plan for ELAR.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT</p> <p>Timeline: Every Six Weeks, September 2018-May 2019</p> <p>CNA p. 14</p>	2.6	Campus Administration Dean of Instruction Teachers	STAAR TELPAS EOY TPRI/Tejas LEE C-PM OWL Assessments Ellevation				
<p align="center">Critical Success Factors</p> <p align="center">CSF 3</p> <p>14) The SBDM Committee will meet as needed to review and discuss the campus plan, curriculum issues, and budgets to guide the vision of Garden Park for all students.</p> <p>Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: As Needed, September 2018-May 2019</p>		Campus Administration Dean of Instruction SBDM Committee	STAAR, TELPAS, TPRI/Tejas LEE, C-PM, OWL Results				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>15) All students in grades Pre-K through 2nd grade will work through teacher led Science projects/activities to expose students to the Scientific Method/Processes. Students will also utilize Observation/Investigation Journals for Science.</p> <p>Populations: All Students ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: August 2018-June 2019</p>		Campus Administration Dean of Instruction Pre-K-2nd Grade Teachers	EOY TPRI/Tejas LEE C-PM OWL Assessments Campus Benchmark Assessments				





<p align="center">Critical Success Factors CSF 6</p> <p>16) To promote and ensure physical fitness, students in grades Pre-K-5th grade will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes per week. Funds will be allotted for general P.E. supplies to perform physical fitness goals and activities.</p> <p>Populations: All Students, GT, ELL, TI, DYS, MIG, Sp.Ed., At-Risk</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 15</p>		<p>Campus Administration PE Teachers</p>	<p>School Health Index Physical Fitness Assessment</p>				
<p>Funding Sources: 199 Local funds - 2000.00</p>							
<p align="center">Critical Success Factors CSF 6</p> <p>17) Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530.</p> <p>Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: Spring 2019</p>		<p>Campus Administration PE Teachers</p>	<p>School Health Index Physical Fitness Assessment</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>18) Garden Park will sustain the CATCH Team to implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, and successful methods to ensure students are reaching required moderate to vigorous physical activity goals.</p> <p>Populations: All Students, MIG, DYS, TI, Sp.Ed., At-Risk, ELL, GT</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration PE Teachers Campus CATCH Team</p>	<p>School Health Index CATCH Activities Binder</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>19) Garden Park will participate in the annual Jump Rope for Heart activity at Sam's Stadium.</p> <p>Populations: All Students,DYS,ELL,MIG, TI,GT,At-Risk,Sp.Ed.</p> <p>Timeline: May 2019</p>		<p>Campus Administration PE Coaches</p>	<p>Student Participation</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>20) In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including duplicating paper, and Reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to media center to make student booklets for instruction.</p> <p>Populations: All students, Sp.Ed.,At-Risk,ELL, TI,Mig.,DYS,GT</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 6, 10</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Teachers</p>	<p>STAAR TELPAS EOY TPRI/Tejas LEE C-PM OWL Assessments</p>				<p>Funding Sources: 199 Local funds - 1500.00, 162 State Compensatory - 9500.00, 166 State Special Ed. - 390.00, 211 Title I-A - 13100.00</p>

<p align="center">Critical Success Factors CSF 1</p> <p>21) As per the BISD 2018-2019 Action Plan for ELAR, teachers will utilize research based instructional resources and targeted interventions to ensure that all students are prepared to meet campus, district, and/or state assessments.</p> <p>*STAAR resource materials *District approved software: Imagine Math, Learning A-Z, Living With Science, PEG Writing *EduSmart *Review 360 *LPAC Meetings *SIOP trainings Allot funds for PreK-3-5th grade teachers to purchase educational materials to improve their delivery of instruction.</p> <p>Populations: All Students, Sp.Ed., TI, GT, ELL, DYS, MIG, At-Risk Timeline: August 2018-May 2019</p>		<p>Administration Dean of Instruction Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM OWL Assessments Campus Benchmark Assessments</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>22) As per the BISD 2018-2019 Action Plan for ELAR, the Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, and classroom observations so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, and C-PM assessments. Dean and teachers will analyze data to target and plan for instruction.</p> <p>Populations: All Students, At-Risk,ELL,Dys., Sp.Ed.,Mig.,GT,TI Timeline: August 2018-May 2019</p> <p>CNA p. 13</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR, TELPAS TPRI/Tejas Lee Results C-PM OWL Assessments Campus Benchmark Assessments</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>23) The library aide will provide assistance to the librarian with daily operations to manage the school library.</p> <p>Populations: All students, At-Risk, ELL, Sp.Ed., DYS, Mig., GT, TI, DYS</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Librarian</p>	<p>Timesheets EOY Evaluation</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>24) LPAC Committee will meet throughout the year to monitor progress of ELL students in the Bilingual program and conduct End-of-Year Reviews to determine how many ELL students have met exit criteria from the Bilingual Department. Funds will be allotted for substitutes to cover LPAC Committee Members for meetings and EOY reviews.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig., TI, Sp.Ed.</p> <p>Timeline: September 2018-May 2019</p>		<p>Administration LPAC Administrator LPAC Chairperson LPAC Committee Teachers</p>	<p>TELPAS STAAR TPRI/Tejas LEE C-PM</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>25) To improve Writing skills and prepare students for the STAAR and TELPAS Writing assessments, teachers in grades K-2nd will focus on Narrative Writing and 3rd-4th will focus on Narrative Writing for the 1st Six Weeks. Expository Writing will be covered 2nd-6th Six Weeks with Empowering Writers.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig, TI, Sp Ed.</p> <p>Timeline: August 2018-May 2019</p>		<p>Administration Dean of Instruction Teachers</p>	<p>TELPAS Campus Writing Benchmarks STAAR Writing Assessments</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>26) Funds will be set aside to purchase general library supplies and books to be kept in the library to motivate students' reading comprehension skills. Funds will also be allotted to purchase incentives to motivate students to read.</p> <p>Populations: All students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 10</p>		Administration School Librarian	TELPAS STAAR State Assessments TPRI/Tejs LEE C-PM Campus Benchmark Assessments				
<p>Funding Sources: 199 Local funds - 250.00, 211 Title I-A - 250.00</p>							
<p align="center">Critical Success Factors CSF 2</p> <p>27) Funds will be allotted to purchase office supplies and campus materials to carry out the daily operations of maintaining and monitoring student progress, benchmarks, assessments and other campus instructional needs.</p> <p>Populations: All students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 10, 14, 15</p>		Administration Dean of Instruction Teachers	Campus/District Benchmarks Progress Monitoring TELPAS, TPRI/TEJAS LEE STAAR Assessments				
<p>Funding Sources: 199 Local funds - 300.00, 211 Title I-A - 4000.00</p>							

<p align="center">Critical Success Factors CSF 2</p> <p>28) To promote the academic progress of Kinder through 2nd grade students, funds will be allotted to purchase the Stanford Achievement Test Series, Tenth Edition. Kinder-2nd grade students will be assessed in the core content areas of Reading, Math, ELA, Science, and Social Studies for yearly progress monitoring.</p> <p>Populations: All Kinder, 1st Grade, and 2nd Grade Students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: January 2019-May 2019</p> <p>CNA p. 10, 14</p>		Administration Teachers	TELPAS, TPRI/TEJAS LEE Progress Monitoring Six Weeks Assessments Stanford Achievement Tests STAAR Assessments				
<p align="center">Critical Success Factors CSF 1</p> <p>29) Teachers will follow ELAR TEKS for Language Arts to promote that all students will be successful and meet CCRS standards when Garden Park students begin their college careers.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,Sp.Ed.,At-Risk</p> <p>Timeline: Daily August 2018-May 2019</p>		Campus Administration Dean of Instruction Teachers	STAAR, TELPAS EOY TPRI/Tejas LEE Results Weekly Assessments Campus Benchmark Assessments				
<p 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 2: Garden Park early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Pre-K and Kindergarten Paraprofessionals will assist teachers in the implementation of instruction in all subject areas to help students become successful in skills being taught to score at the developed level on the TPRI/Tejas Lee assessments. Paraprofessional duties and responsibilities will be detailed in the campus handbook.</p> <p>Populations: All students, At-Risk, ELL, TI, DYS, MIG, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>TPRI/Tejas LEE EOY Results TELPAS Results C-PM OWL Assessments</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) As per Board Goal Number One, Garden Park will continue the Pre-K 3 Year Old Program to address the needs of three year old students staffed by certified teachers and para-professionals. The Pre-K 3 Year Old Program will follow the modified and tailored guidelines of the Pre-K 4 Program.</p> <p>Populations: ELL, At-Risk,GT, DYS, Mig, TI, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		<p>Administration Dean of Instruction 3 Year Old Program Teachers</p>	<p>OWL Assessments BOY-EOY C-PM CPALLS Assessments</p>				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

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 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 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 Garden Park Migrant students will receive school and hygienic supplies as needed in order to provide them with the necessary tools to complete their classroom and homework assignments as well as improve hygienic self care. PFS students will receive supplemental support services before other migrant students.</p> <p>Populations: PFS/MIG</p> <p>Timeline: As needed, August 2018-May 2019</p>		<p>Campus Administration Counselors Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Campus Benchmark Assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Garden Park PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Teachers Campus Clerk</p>	<p>PFS Monthly Monitoring Tool Fewer PFS students identified due to increased performance</p> <p>Formative: NGS, Campus Reports, Delivery Page w/ signature.</p> <p>Summative: Completed PFS Monitoring Tool</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Garden Park parents of migrant PK-2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant Parents of PFS/Migrant PK-2nd grade students</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Parent Liaison</p>	<p>Agendas, Minutes, Sign-In Sheets,</p> <p>Academic success for all PK-2nd grade students, EOY, Promotion Rate</p> <p>Formative: Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Session Evaluations, Participation Surveys</p> <p>Migrant Tutorials</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Academic progress of 1st grade students will be monitored to ensure grade level completion and secure promotion to 2nd grade.</p> <p>Population: 1st Grade PFS/Migrant Students</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Teachers</p>	<p>Monthly Monitoring Tool, Decrease 1st grade retention</p> <p>Formative: Three Week Progress Reports, 6 Weeks Report Cards</p> <p>Summative: EOY Promotion Rate, EOY Grades, EOY TPRI/Tejas LEE Results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Garden Park Elementary migrant students will have an equal opportunity to attend BISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Migrant students will be provided with additional supplemental support by the respective campus in order to address academic attendance needs and promote positive social engagement.</p> <p>Population: Migrant and PFS PK-5th Grade Students</p> <p>Timeline: May 2019</p>		<p>Campus Administration Teachers</p>	<p>SS Enrollment Roster Increased promotion rate and test performance</p> <p>Formative: Eligibility Lists, Attendance Sheets, Progress Reports</p> <p>Summative: SS Promotion Report, Teacher/Student Surveys</p>				

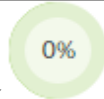
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Extended day tutorial sessions will occur at Garden Park for migrant students when there is documented need for supplemental academic support in the core subjects to ensure migrant students have the same academic opportunities to overcome challenges as non-migrant students.</p> <p>Population: Migrant, PFS students Timeline: October 2018-May 2019</p>		<p>Campus Administration Teachers</p>	<p>Supplemental Duty Paid Time Sheets, Attendance Roster</p> <p>Formative: Benchmark Results, Three Week Progress Reports</p> <p>Summative: Migrant Student Promotion Rate, EOY Report Card Grades, EOY Assessment Results</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) To increase awareness of migrant student needs, Garden Park teachers and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff Timeline: September 2018-May 2019</p>		<p>Campus Administration Teachers & Staff</p>	<p>Meeting Agendas and Sign-in Sheets, Timely Placement into RTI</p> <p>Formative: Tutorial Program, Attendance Reports, Participants' Survey</p> <p>Summative: Session Evaluations, Report cards</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PFS/Migrant students Timeline: April 2019</p>		<p>Campus Administration Teachers</p>	<p>Survey Results, Increase On-time Graduation</p> <p>Formative: Parent Meeting Evaluations, Student Session Evaluations</p> <p>Summative: Survey Results, Implementation of Survey suggestions</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.





Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Garden Park Fine Arts students from all demographic groups will develop critical thinking, multi-tasking skills, creativity, teamwork, and character building by participating in UIL and non-UIL contests, exhibitions, district/community events, and public performances. Funds will be allotted for travel and subsistence of students for Fine Arts events, competitions, and performances.</p> <p>Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT</p> <p>Timeline: November 2018-February 2019</p> <p>CNA p. 7</p>		<p>Administration Fine Arts Teacher Dean of Instruction Counselor</p>	<p>Students competing at UIL contests will score at highest rating.</p> <p>Choir and Estudiantina students will exhibit their learned talents by performing at Retirement Homes, Community Centers, and community events.</p> <p>Students submitting Art projects for different art contests will place/be recognized for their work.</p>				
<p>Funding Sources: 199 Local funds - 950.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Garden Park teachers will provide Theater Arts lessons integrated with their daily instruction.</p> <p>Populations: All Students, DYS, MIG, TI, ELL, At-Risk, Sp.Ed., GT</p> <p>Timeline: August 2018-May 2019</p>		<p>Administration Dean of Instruction Fine Arts Teacher</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Garden Park students will practice for and compete in UIL Music Memory district competition.</p> <p>Populations: All Students, GT, At-Risk, ELL, TI, DYS, MIG, Sp.Ed.</p> <p>Timeline: November-December 2018</p>		<p>Administration Dean Of Instruction Fine Arts Teacher</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE UIL Placement Results</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) The Garden Park school choir and Estudiantina will practice for and perform Christmas Carols in December and Mother's Day songs in May for community nursing homes and other public places.</p> <p>Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT</p> <p>Timeline: December 2018 and May 2019</p>		<p>Campus Administration Fine Arts Teacher Parent Liaison</p>	<p>Student Participation Audience Response</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Garden Park will implement the Galaxy Program (GT). Students will be nominated and identified for the GT program.</p> <p>Populations: All Students, GT, ELL, TI, Sp.Ed., MIG, DYS</p> <p>Timeline: Fall 2017-Spring 2018</p>		<p>Campus Administration Dean of Instruction Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Campus Benchmark Assessments GT TPSP Projects</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>6) Garden Park GT students will prepare for and participate in the annual BISD Brainsville competition.</p> <p>Populations: All Students,GT, TI, DYS, ELL, Sp.Ed., MIG</p> <p>Timeline: December 2018-January 2019</p> <p>CNA p. 7</p>		<p>Campus Administration Dean of Instruction GT Classroom Teachers</p>	<p>STAAR, TELPAS Results Brainsville District Competition</p>				<p>Funding Sources: 199 Local funds - 950.00</p>

<p align="center">Critical Success Factors CSF 4</p> <p>7) Garden Park GT students will prepare for and participate in the Destination Imagination Regional Competition. Funds will be allotted for general supplies to support students with DI projects and presentations for the South Border Bridge DI Competition.</p> <p>Populations: All Students, GT, ELL, DYS, TI, Sp.Ed.</p> <p>Timeline: September 2018-February 2019</p> <p>CNA p. 7</p>		<p>Campus Administration Dean of Instruction DI Coaches</p>	<p>STAAR Results Place at Regional Competition Advance to State Tournament</p>				
<p>Funding Sources: 199 Local funds - 950.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>8) To enhance classroom instruction, GT teachers will be given funds to purchase instructional materials to target GT students' needs.</p> <p>Populations: All Students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: October-November 2018</p>		<p>Administration Dean of Instruction GT Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Campus Benchmark Assessments</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>9) Garden Park will maintain a Chess team that will participate in local, regional, state, and national chess tournaments. Funds will be set aside by the campus to pay for Chess consultants to support the sustainability of the Chess program.</p> <p>Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 7</p>		<p>Administration Chess Sponsors</p>	<p>Placement in local, regional, state, and national chess tournaments</p>				
<p>Funding Sources: 199 Local funds - 6200.00</p>							

<p>Critical Success Factors CSF 4 CSF 6</p> <p>10) In order to motivate and encourage students to participate in extracurricular activities (i.e. Science Fair, DI, UIL, Brainsville, Chess), general supplies, travel, meals, and awards will be purchased to maintain the needs and motivation incentives for extracurricular clubs and teams.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, GT, Sp.Ed., AR</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 7</p>		Administration Teachers	District UIL Chess Results Science Fair Results Brainsville Results DI Results				
<p>Funding Sources: 199 Local funds - 5794.00</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: Garden Park Elementary 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
<p>Critical Success Factors CSF 6</p> <p>1) Garden Park will purposely promote energy savings activities on campus to support the implementation of the district's energy savings plan.</p> <p>Populations: Administration, Office Staff, Teachers, Custodial and Cafeteria Staff</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Board approved goal priority</p>		<p>Administration Teachers Office Staff Custodial Staff Cafeteria Staff</p>	<p>Decreased energy usage compared to prior year</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>				

<p>Critical Success Factors CSF 6</p> <p>2) Create and implement a systematic approach to the renovation/upgrade/improvement of facilities. This will include prioritizing energy savings based on campus needs and safety.</p> <p>Populations: Administration, Office Staff, Teachers, Custodial and Cafeteria Staff</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Board approved goal priority</p>		<p>Administration Teachers Office Staff Custodial Staff Cafeteria Staff</p>	<p>Campus survey results will indicate prioritization of the renovation plan</p> <p>Formative: Campus Survey</p> <p>Summative: Evaluation/analysis of survey data</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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: Garden Park 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 campus, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

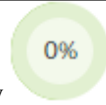
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Garden Park will support programs in the efficient and effective use of 100% of available budgeted funds based on students' needs.</p> <p>Population: All stakeholders, All students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Board approved goal priority</p>		<p>Campus Administration SBDM Committee Members</p>	<p>Funding Reports will indicate all funds expended based on prioritized needs</p> <p>Formative: Monthly expenditure reports compared DIP/CIP</p> <p>Summative: End-of-Year expenditure reports</p>				
<p>Critical Success Factors CSF 7</p> <p>2) Funds will be allotted to pay for highly qualified substitute teachers for students when teachers are absent from duty.</p> <p>Population: All students, ELL, GT, TI, At-Risk, Sp.Ed. DYS, MIG</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 15</p>		<p>Campus Administration Teachers</p>	<p>Decreased Review 360 Reports during Teachers' Absence from Duty</p>				
<p>Funding Sources: 211 Title I-A - 3000.00</p>							



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

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: Garden Park Elementary will create and provide faculty and staff recognition 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) Garden park will allot funds to improve and sustain team building during Teacher Appreciation Week, as well as throughout the school year.</p> <p>Population: Certified teachers servicing all students</p> <p>Timeline: January 2019-May 2019</p> <p>CNA p. 18</p>		<p>Campus Administration</p> <p>Office Staff</p> <p>Teachers</p>	<p>Improved team building morale and productivity</p> <p>Elementary Staff CNA Survey</p>				
<p>Funding Sources: 199 Local funds - 1050.00, 211 Title I-A - 2500.00</p>							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Garden Park will give priority to teachers to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives.</p> <p>Population: Certified teachers servicing all students</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Equity Plan need and Board approved goal priority</p>		<p>Campus Administration</p> <p>Master Teachers</p>	<p>Compensation plan will reflective incentives available for teachers</p> <p>Improve staff quality and retention</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: Garden Park 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 6</p> <p>1) Garden Park will promote current accomplishments regularly through the campus website, media venues, and the Public Information Officer.</p> <p>Population: Campus Stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Decreasing enrollment/Board approved goal priority</p>		<p>Campus Administration Campus Media Specialist</p>	<p>Weekly Newsletter will indicate campus highlights; Regular Recognitions of Campus Highlights and Accomplishments</p> <p>Formative: Weekly Newsletter</p> <p>Summative: Listing of Highlights presented in Weekly Newsletters</p>				





<p>Critical Success Factors CSF 6</p> <p>2) Garden Park will designate a PIO contact to provide feature articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: Campus Stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Decreasing enrollment/Board approved goal priority</p>		<p>Campus Administration Campus Media Specialist</p>	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: Annual compilation of articles, presentations, and showcases</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Garden Park will update the campus website monthly including showcasing student and community activities.</p> <p>Population: Campus Stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Decreasing enrollment/Board approved goal priority</p>		<p>Campus Administration Campus Media Specialist</p>	<p>Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.</p> <p>Formative: Campus Website indicating current showcases</p> <p>Summative: End-of-year report showing monthly checklist results</p>				
<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 2: Garden Park Elementary will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2: School calendar showing earlier start date.

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) Garden Park will communicate the updated school calendar showing the earlier start date by posting it on our school website and utilizing the school messenger and marquee sign.</p> <p>Population: Campus Stakeholders, All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Decreasing enrollment/Board approved goal priority</p>		<p>Campus Administration Campus Media Specialist</p>	<p>Campus website will be up-to-date on a monthly basis with all compliance postings.</p> <p>Formative: Campus Website indicating calendar dates and events.</p> <p>Summative: End-of-year report showing monthly checklist results</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Source(s) 1: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Garden Park personnel will assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students.</p> <p>Populations: All Students, ELL, Sp.Ed., TI, GT, At-Risk, MIG, DYS</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Counselors Teachers Plans</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results C-PM Results</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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

Performance Objective 2: 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) 2: ISS/OSS reports for district and 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 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) Provide training for teachers to effectively handle classroom discipline so that out-of-school suspensions and discretionary removals are used as a last resort. Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to learning by all students. Teachers will utilize Review 360 to document discipline incidents.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Decrease in Discipline Referrals</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Parents will be notified of any discipline referral received by their son/daughter as outlined in the Student Code of Conduct and mandated by district policy.</p> <p>Populations: All Students, At-Risk, DYS, MIG, ELL, GT, Sp.Ed., TI</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results Decrease in Discipline Referrals</p>				

<p>Critical Success Factors CSF 6</p> <p>3) Provide professional development based on need in the following areas: a) Bullying b) Violence/Conflict Resolution c) Trends in recent drug use d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention (RTI) Model for behavior based interventions to allow staff to recognize and address the issue as a preventive measure.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Counselors Dean of Instruction RTI Specialist</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Results Decrease in Discipline Referrals</p>				
<p>Critical Success Factors CSF 4</p> <p>4) Reduce by 5% the yearly out-of-school suspensions by researching and evaluating 2017-2018 number of days students were absent due to OSS. To increase campus student attendance rates and improve student academic achievement for all students, administration will analyze OSS reports each six weeks to determine increase or decrease in OSS.</p> <p>Populations: All Students, TI, AR, ELL, Sp.Ed., DYS, MIG</p> <p>Timeline: Fall 2018-Spring 2019</p>		<p>Campus Administration Campus PEIMS Administrator Counselors Data Entry Clerk</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Attendance Reports</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 3: Refine and implement all safety plans across at Garden Park Elementary to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Campus will develop and maintain an Emergency Operations Plan. Plan will be multi-hazard in nature. The plan will be reviewed and updated annually by the campus safety and security committee. The following drills will be practiced accordingly:</p> <p>a) Lockdown Drills (3 times per year) b) Shelter-In-Place c) Fire Drills (once a month) d) Reverse Evacuation e) Drop & Cover f) Evacuation</p> <p>To prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property or harm to the environment.</p> <p>There is a need for four walkie talkie radios for campus personnel to communicate to ensure student safety on campus.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Counselors Teachers Parents BISD Police and Security</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Results</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							

<p align="center">Critical Success Factors CSF 6</p> <p>2) Garden Park will have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must sign in and present proof of identification before obtaining a Visitors Card.</p> <p>Funds will be utilized to obtain the Raptor Visitor Management Safety System, whereby visitor information will be scanned to generate visitor badges for all campus visitors.</p> <p>Populations: All Students, ELL, GT, DYS, TI, At-Risk, MIG, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 15</p>		<p>Campus Administration Office Staff Campus Security Officer Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Results</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>3) Campus based law enforcement: Security officer will be placed and assigned throughout the year at Garden Park. Campus officer when possible will address current trends with students, parents, campus personnel, on the following: Gang Awareness, Bullying, Dating Violence, Internet Safety Drug, Alcohol, and Tobacco Awareness, Emergency Operations Plan, and Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Populations: All Students, GT, ELL, DYS, MIG, Sp.Ed., At-Risk, TI</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Counselors Teachers Parents Security Officer Parent Liaison</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results C-PM</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>4) Parent presentations will be made periodically at the campus: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, EOP, and Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Populations: All Students, ELL, DYS, TI, Sp.Ed., GT, At-Risk, MIG</p> <p>Timeline: Parent Meetings, August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Counselors Parent Liaison Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Garden Park will maintain a written safety plan developed by the campus safety committee. Meet annually with parents for awareness education. Provide counseling for students involved in offenses, implement enforcement of protective orders, and school based alternatives to protective orders.</p> <p>Populations: All Students, ELL, Sp.Ed., TI, At-Risk, GT, MIG, DYS</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean Of Instruction Counselors Teachers Parents</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Results</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Funds will be set aside to purchase custodial maintenance supplies to maintain a safe school environment.</p> <p>Populations: All students, DYS, Mig, TI, GT, At Risk, Sp.Ed., ELL</p> <p>Timeline: October 2018-December 2018</p> <p>CNA p. 15, 18</p>		<p>Administration Head Custodian</p>	<p>STAAR, TELPAS TPRI/Tejas LEE Results Clean and Safe School Environment</p>				<p>Funding Sources: 199 Local funds - 2800.00, 211 Title I-A - 2000.00</p>

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus 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) Complete and disseminate a Family Engagement Policy to delineate how parents will be actively involved at the district/campus level with the intention of increasing participation by having a parent meeting in the Fall semester.</p> <p>Populations: All Students, At-Risk, TI, GT, ELL, DYS, MIG, Sp.Ed.</p> <p>Timeline: Fall 2018</p>	3.1	Administration Parent Liaison	Increase number of parents, guardians, and/or family members attending campus activities and parent meetings as evidenced by sign-in sheets				
<p>Critical Success Factors CSF 5</p> <p>2) Disseminate School-Parent-Student Compact Forms to all Garden Park parents indicating each group's responsibilities to ensure student achievement. Parent meeting(s) will occur in the fall.</p> <p>Populations: All Students, ELL, GT, DYS, MIG, Sp.Ed., At-Risk, TI</p> <p>Timeline: Fall 2018</p>		Campus Administration Parent Liaison	Composite End of Year Survey				

<p align="center">Critical Success Factors CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: School-Parent-Student Compact, Campus Improvement Plan</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: Parent Meetings, SBDM Meetings, August 2018-May 2019</p>		<p>Campus Administration Parent Liaison SBDM Committee</p>	<p>Title I-A Parental Involvement Compliance Checklist STAAR Results</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) Parents will be encouraged to volunteer and join the Parent Center to be well informed about their children's education, while assisting with campus needs.</p> <p>Populations: All Students, ELL, GT, DYS, MIG, At-Risk, Sp.Ed., TI</p> <p>Timeline: Weekly Parent Meetings, August 2018-May 2019</p>		<p>Campus Administration Parent Liaison Parental Involvement Staff</p>	<p>Title I-A Parental Involvement Compliance Checklist Increase in Parent Volunteers STAAR Results</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Parents will be encouraged to participate and become involved in committees such as SBDM and LPAC to be well informed of their children's education and the educational process.</p> <p>Populations: All Students, ELL, Sp.Ed., GT, DYS, MIG, At-Risk, TI</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration SBDM Committee LPAC Committee Parent Liaison</p>	<p>Title I-A Parental Involvement Compliance Checklist Parent participation in SBDM and LPAC Committees</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>6) The school principal will have a parent meeting to present the Campus Report Card within the first six weeks of the school year.</p> <p>Populations: All Students, ELL, Sp.Ed., TI, At-Risk, GT, MIG, DYS</p> <p>Timeline: 1st Six Weeks 2018</p>		<p>Campus Administration Parent Liaison</p>	<p>Increased Parental Involvement (Sign-In Sheet) Title I-A Parental Involvement Compliance Checklist STAAR Results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities. Funds will be allotted to purchase materials, supplies, and food for parent meetings. Funds will also be allotted to compensate travel mileage for home visits.</p> <p>Populations: All Students, ELL, TI, At-Risk, Sp.Ed., MIG, DYS</p> <p>Timeline: Weekly, August 2018-May 2019</p> <p>CNA p. 18</p>	<p>2.4, 3.2</p>	<p>Campus Administration Parental Liaison</p>	<p>Title I-A Parental Involvement Compliance Checklist Increased Parental Involvement (Sign-In Sheets) STAAR Results</p>				<p>Funding Sources: 211 Title I-A - 1050.00</p>
<p align="center">Critical Success Factors CSF 5</p> <p>8) Garden Park will provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers, and students through parent meetings, teacher staff development, CATCH team, and classroom instruction.</p> <p>Populations: All Students, ELL, DYS, TI, Sp.Ed., At-Risk, GT, MIG</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration PE Teachers Parent Liaison</p>	<p>School Health Index</p>				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) Garden Park will conduct a Campus Needs Assessment Parent Survey during the Spring Elementary School Open House in the computer lab to encourage feedback of school's overall performance.</p> <p>Populations: All Student Parents, ELL, SpEd, TI, At-Risk, GT, MIG, DYS</p> <p>Timeline: March 2019</p>		<p>Campus Administration Teachers Parent Liaison</p>	<p>Title I-A Parental Involvement Compliance Checklist Increased Parental Involvement STAAR Results</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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 Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2018-2019 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.).</p> <p>Populations: All students, GT, At-Risk, Sp.Ed., ELL, TI, Dyslexia, Migrant</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 10, 13, 14</p>		Campus Administration Dean of Instruction Teachers	STAAR Reading Results EOY TPRI/Tejas LEE C-PM TELPAS				
Funding Sources: 199 Local funds - 1000.00							

<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Vertical and horizontal planning between grade levels will occur in the fall and spring semesters to plan instruction for all content areas.</p> <p>Populations: All Students, At-Risk, GT, ELL, Sp.Ed.</p> <p>Timeline: December 2018-February 2019</p> <p>CNA p. 13</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR Results EOY TPRI/Tejas LEE C-PM TELPAS</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) In order to enhance instruction in the classroom, K-2nd grade teachers will focus on punctuation and capitalization. K-3rd grade will focus on editing and parts of speech. 3rd-5th grade teachers will focus on revising and editing skills.</p> <p>Funds will also be allotted for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training. Administrative travel will also be included for administrators to attend current and relevant training meetings and leadership conferences.</p> <p>Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp. Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 10, 13</p>		<p>Administration Dean of Instruction Teachers ELA Curriculum Specialist</p>	<p>Campus Benchmark Assessments TELPAS STAAR Writing Assessments</p>				<p>Funding Sources: 211 Title I-A - 500.00</p>
<p>Critical Success Factors CSF 3</p> <p>4) Funds will be allotted for counselor employee travel expenses for educational conferences and professional development purposes to support student interventions.</p> <p>Populations: TI, LEP, AR, RTI, DYS</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Counselor</p>	<p>Formative: Counselor Lesson Plans, Classroom Presentations & Observations, Student Progress Reports, Benchmark Scores, RTI Plans</p>				<p>Funding Sources: 211 Title I-A - 500.00</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: Garden Park 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>Critical Success Factors CSF 1</p> <p>1) Utilize instructional technology by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, whiteboards, document cameras, tablets, clickers, hardware and software, etc.) in order to differentiate instruction and meet accommodations for all students. School will allot funds to purchase Living With Science License, Science A-Z, and laptops for teachers to use in the classroom.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, GT, Sp.Ed., MIG</p> <p>Timeline: Fall 2018-Spring 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>STAAR Results, TELPAS Results Campus Benchmark Assessments</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) Garden Park ELL students will attend the computer lab and navigate through online practice tests to prepare them for the online administration of the Fall and Spring TELPAS Reading assessments by inputting their weekly test answers onto Etazo to obtain their test results.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: Weekly, August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>TELPAS Results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>3) Teachers and counselors will integrate technology in the classroom to improve instruction and student learning through the use of desktop computers, projectors, laptops, iPads, printers and ink cartridges for printers and other equipment. Administration will use an administrative printer to print and monitor the academic, logistic, and functional needs of daily school operations.</p> <p>Populations: All Students, ELL, GT, TI, DYS, MIG, At-Risk, Sp.Ed.</p> <p>Timeline: Daily, August 2018-May 2019</p> <p>CNA p. 16</p>		<p>Campus Administration Dean of Instruction Counselor Teachers</p>	<p>Campus Assessments/Benchmarks STAAR, TELPAS TPRI/Tejas LEE Progress Monitoring</p>				<p>Funding Sources: 162 State Compensatory - 2000.00, 211 Title I-A - 1500.00</p>
<p align="center">Critical Success Factors CSF 1</p> <p>4) All 3rd-5th grade Garden Park students will attend the computer lab and use the COWs to improve Reading and Math skills using Learning A-Z (RazPlus, Headsprout, Vocabulary A-Z) and Imagine Math.</p> <p>Populations: All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: Twice a week, August 2018-May 2019</p>		<p>Campus Administration Dean Of Instruction Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE Results</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>5) Students will utilize school desktops, laptops, and COW's to access site licensed AR, Imagine Math, Imagine Literacy, Living w/ Science and EduSmart softwares to complete targeted lessons/assessments.</p> <p>Additional State Compensatory funds were allotted for 26 iPads for second grade students to utilize educational software.</p> <p>In addition, funds will be allotted to purchase iPad Cart on Wheels and outlet surge protectors to charge the iPads and laptops for classroom use.</p> <p>Populations: All Students, ELL, DYS, TI, Sp.Ed., MIG, At-Risk, GT</p> <p>Timeline: Fall 2018-Spring 2019</p> <p>CNA p. 11, 16</p>		Administration Teachers	STAAR, TELPAS EOY TPRI/Tejas LEE Results Campus Benchmark Assessments				
Funding Sources: 162 State Compensatory - 7550.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) To help PreK-2nd grade students master Phonics, Reading, and Math skills with the goal of students becoming fluent readers. Learning A-Z and DreamBox Software for Reading and Math will be purchased for use in the classroom and computer lab. Accelerated Reader licenses will also be purchased to support reading comprehension skills.</p> <p>Populations: All Students, ELL, Sp.Ed., DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: Fall 2018</p> <p>CNA p. 11, 14, 16</p>		Administration Dean of Instruction PK-1st Grade Teachers	TELPAS, EOY TPRI/Tejas LEE C-PM, OWL				
Funding Sources: 162 State Compensatory - 7550.00							

<p>Critical Success Factors CSF 6</p> <p>7) Funds will be allotted to acquire, maintain, repair, or upgrade fixed assets, that may include equipment, facilities, or other school necessities that are not expended during normal use.</p> <p>Populations: All Students, ELL, SpEd, DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: August 2018-May 2019</p>		<p>Administration Dean of Instruction Maintenance</p>	<p>Campus Assessments/Benchmarks, STAAR, TELPAS, TPRI/Tejas LEE Progress Monitoring</p>				
<p>Critical Success Factors CSF 2</p> <p>8) Funds will be allotted to purchase licenses for two desktop computers for the administrative use, access, and monitoring of educational software programs, and assessment results for improved instruction.</p> <p>Two desktop computers will be purchased for office personnel to access, utilize, and monitor campus logistical programs for daily school operations.</p> <p>Populations: All Students, ELL, SpEd, DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: August 2018-May 2019</p>		<p>Administration Dean of Instruction Office Staff</p>	<p>Campus Benchmark Assessments District Benchmark Assessments District Checkpoints TELPAS, TPRI/TEJAS LEE STAAR Assessment Results PEIMS Reports Master Schedule</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 overall attendance rate target of 97.5% for Garden Park Elementary and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and 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
<p>Critical Success Factors CSF 4</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities, and a formal written plan for monitoring & management in the CIP. Ensure that student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: Weekly, August 2018-May 2019</p>		<p>Campus Administration Campus PEIMS Supervisor Data Entry Clerk Counselors</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Weekly Attendance Percentage Reports by Grade Level</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Recognize and provide awards/incentives to all students with perfect attendance and A/B & A Honor Roll every 6 weeks and at the end of the year. Campus awards recognition of students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: September 2018-May 2019</p> <p>CNA p. 10, 15</p>	2.5	<p>Campus Administration Counselors Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Report Cards</p>				
<p>Funding Sources: 199 Local funds - 500.00, 162 State Compensatory - 2325.00, 166 State Special Ed. - 780.00, 211 Title I-A - 9204.00</p>							

<p>Critical Success Factors CSF 4 CSF 5</p> <p>3) Home visits and parent conferences will be conducted when a student is absent 2 days in a row so students will be able to pass state assessments.</p> <p>Populations: All Students, ELL, TI, DYS, GT, MIG, At-Risk, Sp.Ed.</p> <p>Timeline: September 2018-May 2019</p>		<p>Campus Administration Parent Liaison Teachers</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM Attendance Reports</p>				
<p>Critical Success Factors CSF 4 CSF 5</p> <p>4) Parents will be encouraged and educated on the importance of their children attending school every day so students can receive a quality education and pass state assessments.</p> <p>Populations: All Students, TI, At-Risk, GT, ELL, Sp.Ed., DYS,MIG</p> <p>Timeline: Wednesday Parent Meetings August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Counselors Parent Liaison</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to help students become productive citizens and pursue a college career upon graduation.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed. Timeline: Spring 2019</p> <p>CNA p. 18</p>		<p>Campus Administration Counselors Teachers Community and Business Leaders</p>	<p>STAAR, TELPAS EOY TPRI/Tejas LEE C-PM</p>				<p>Funding Sources: 199 Local funds - 500.00</p>

<p align="center">Critical Success Factors CSF 6</p> <p>6) Garden Park counselors will conduct a 5th grade orientation & take students on an informational tour to their respective future middle school to make a smooth transition to the middle school setting and motivate students to do well in the classroom. School counselors will also conduct a presentation for parents of the Head Start program and their children to inform them of the Pre-K curriculum and lead them on a tour of a Pre-Kinder classroom to help make the smooth transition for their children coming to Pre-K.</p> <p>Populations: All Students, At-Risk, TI, DYS, MIG, GT, Sp.Ed., ELL</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Counselors Middle School Pre-Kindergarten Teachers</p>	<p>STAAR, TELPAS Results C-PM</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>7) To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year.</p> <p>Populations: All students, ELL, DYS, TI, MIG, GT, Sp.Ed., At-Risk</p> <p>Timeline: May 2019</p> <p>CNA p. 15, 18</p>		<p>Administration Teachers</p>	<p>End of Year Attendance Report TELPAS, STAAR EOY TPRI/Tejas LEE C-PM</p>				<p>Funding Sources: 199 Local funds - 1600.00</p>
<p 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: Garden Park Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included.</p> <p>Populations: All students, At-Risk, Sp.Ed., TI, MI, ELL</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 6, 10, 14</p>	2.4, 2.5, 2.6	Administration Dean of Instruction Teachers Administrator for State Compensatory Education	<p>Formative: Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR, Retention Rate</p>				
<p>Funding Sources: 199 Local funds - 100.00, 162 State Compensatory - 47416.00, 211 Title I-A - 15000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Garden Park will ensure that a process is in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2018-May 2019</p>		Campus Administration Data Entry Clerk Administrator for Homeless Youth Project	<p>Formative: eSchoolPLUS Rosters, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Attendance Rate</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>3) Teachers will use Sheltered English Instruction strategies to help ELL and at-risk students master targeted content areas.</p> <p>Populations: AR, TI, LEP</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR, TELPAS, EOY TPRI/Tejas LEE Results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Assist students with issues interfering with learning such as but not limited to emotional distress and family problems. Intervention strategies will be created for At-Risk students through RTI instruction.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Dean of Instruction Counselors Teachers</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR, TELPAS, EOY TPRI/Tejas LEE Results</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>5) The Dean of Instruction will facilitate campus grade level meetings/workshop sessions to support and promote highly qualified personnel that will positively impact at-risk student achievement.</p> <p>Populations: TI, MI, LEP, AR</p> <p>Timeline: August 2018-May 2019</p>		<p>Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>Formative: PDS Workshop Attendance Report, PDS Workshop Participation Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Garden Park will supplement the Pre-Kinder Program Teachers to provide foundation learning experiences in order to prepare at-risk students academically.</p> <p>Populations: TI, MI, LEP, AR</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Administration for State Compensatory Education</p>	<p>Formative: Teacher Lesson Plans, Classroom Observations, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative: C-PM (EOY), OWL</p>				

<p>Critical Success Factors CSF 1</p> <p>7) Garden Park will supplement the Dyslexia Program Teacher to provide language and literacy interventions to improve student achievement.</p> <p>Populations: AR, DYS</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Administration for State Compensatory Education</p>	<p>Formative: Teacher Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR, EOY TPRI/Tejas LEE</p>				
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  = 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 6</p> <p>1) The School Nurse will monitor students' health, needs, and records as needed.</p> <p>Populations: All students, ELL, At-Risk, GT, DYS, MIG, Sp.Ed., TI</p> <p>Timeline: August 2018-May 2019</p>		Campus Administration Nurse	Student Logs End of Year Reports				
<p>Critical Success Factors CSF 6</p> <p>2) Funds will be budgeted for the school nurse to purchase supplies for the school infirmary for students' health needs.</p> <p>Populations: All Students, DYS, MIG, TI, GT, ELL, Sp.Ed., At-Risk</p> <p>Timeline: As needed, August 2018-May 2019</p> <p>CNA p. 15</p>		Campus Administration School Nurse	STAAR, TELPAS TPRI/Tejas LEE Results Health Services Reports				
<p>Funding Sources: 199 Local funds - 210.00, 211 Title I-A - 200.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>3) Wellness supplies will be sustained at Garden Park to provide identified at-risk, homeless, and unaccompanied youth with hygiene products, school supplies, and clothing items as needed to improve at-risk student achievement, attendance, graduation rate, and decrease the retention and dropout rate.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2018-May 2019</p>		<p>Campus Administration Counselor Teachers Nurse</p>	<p>Formative: Benchmark Scores, Student Progress Reports, Six Weeks Attendance Reports</p> <p>Summative: STAAR, Yearly Attendance Rate Reports</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Funds will be allotted for general supplies and operating costs for the counselor to assist with the counseling and guidance of students and their emotional/developmental well-being.</p> <p>Populations: All Students, At-Risk, ELL, Sp.Ed., DYS, MIG</p> <p>Timeline: Fall 2018</p> <p>CNA p. 15</p>		<p>Campus Administration Counselor Teachers</p>	<p>Counselor Documentation Review 360 Reports</p>				<p>Funding Sources: 199 Local funds - 300.00, 211 Title I-A - 2000.00</p>
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2018-2019 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful. Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT Timeline: August 2018-May 2019 CNA p. 13, 14
1	1	2	Teachers will use Sheltered English Instruction strategies to help ELL students master TEKS and Reading objectives. Populations: All students, ELL, At-Risk, Sp.Ed., GT Timeline: August 2018-May 2019
1	1	3	One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and six weeks. Fluency testing will be conducted to measure reading accuracy and comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD 2018-2019 Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks. Populations: All Students, Sp. Ed., GT,At-Risk, TI, Migrant, Dys., ELL Timeline: August 2018-May 2019
1	1	4	Students will attend the computer lab(s) to work on Math skills: PreK-2nd DreamBox Math and 3rd-5th Imagine Math. Students will also practice Reading skills: PreK-5 Learning A-Z, AR, ReadWorks. Students will also take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for STAAR assessments. Students will also use the COW's to work on targeted math and reading skills. Populations: All students,GT, ELL, At-Risk, Sp.Ed., DYS,TI, MIG. Timeline: Twice a week from August 2018-May 2019
1	1	10	ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEP's) for ARD meetings and other deadlines as needed. Populations: Sp.Ed. Timeline: ARD Meeting Schedule September 2018-May 2019 CNA p. 7, 10
1	1	13	All teachers in all grade levels will meet and analyze their students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, C-PM, and OWL Assessments. These meetings will be in compliance with the BISD 2018-2019 Action Plan for ELAR. Populations: All Students, ELL, DYS,TI,At-Risk,MIG, Sp.Ed., GT Timeline: Every Six Weeks, September 2018-May 2019 CNA p. 14
7	1	1	Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2018-2019 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.). Populations: All students, GT, At-Risk, Sp.Ed., ELL. TI,Dyslexia, Migrant Timeline: August 2018-May 2019 CNA p. 10, 13, 14

Goal	Objective	Strategy	Description
9	2	1	Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included. Populations: All students, At-Risk, Sp.Ed., TI, MI, ELL Timeline: August 2018-May 2019 CNA p. 6, 10, 14

State Compensatory

Personnel for Garden Park Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Pequeno	Pre-Kinder Teacher	State Compensatory	.50
Lucina Carrejo	Dean of Instruction	State Compensatory	1.0
Miriam Garza-Arizmendi	Dyslexia Teacher	State Compensatory	1.0
Stefanie Lebron	Pre-Kinder Teacher	State Compensatory	.50
Yvette Anzaldua	Pre-Kinder Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

6.1.9. Garden Park will conduct a Campus Needs Assessment Parent Survey during the Spring Elementary School Open House in the computer lab to encourage feedback of school's overall performance.

Populations: All Student Parents, ELL, SpEd, TI, At-Risk, GT, MIG, DYS

Timeline: March 2019

Title Program Budget: N/A

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

6.1.7. The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities.

Funds will be allotted to purchase materials, supplies, and food for parent meetings.

Funds will also be allotted to compensate travel mileage for home visits.

Populations: All Students, ELL, TI, At-Risk, Sp.Ed., MIG, DYS

Timeline: Weekly, August 2018-May 2019

Title Program Budget: 211 Title I-A

2.2: Regular monitoring and revision

6.1.7. The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities.

Funds will be allotted to purchase materials, supplies, and food for parent meetings.

Funds will also be allotted to compensate travel mileage for home visits.

Populations: All Students, ELL, TI, At-Risk, Sp.Ed., MIG, DYS

Timeline: Weekly, August 2018-May 2019

Title Program Budget: 211 Title I-A

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

6.1.7. The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities.

Funds will be allotted to purchase materials, supplies, and food for parent meetings.

Funds will also be allotted to compensate travel mileage for home visits.

Populations: All Students, ELL, TI, At-Risk, Sp.Ed., MIG, DYS

Timeline: Weekly, August 2018-May 2019

Title Program Budget: Title I-A

2.4: Opportunities for all children to meet State standards

1.1.20. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including duplicating paper, and Reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to media center to make student booklets for instruction.

Populations: All students, Sp.Ed.,At-Risk,ELL, TI,Mig.,DYS,GT

Timeline: August 2018-May 2019

9.2.1. Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments.

Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included.

Populations: AR, TI, MI, LEP

Timeline: August 2018-May 2019

Title Program Budget: Title I-A

2.5: Increased learning time and well-rounded education

1.1.20. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including duplicating paper, and Reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to media center to make student booklets for instruction. Populations: All students, Sp.Ed., At-Risk, ELL, TI, Mig., DYS, GT. Timeline: August 2018-May 2019

9.1.2. Recognize and provide awards/incentives to all students with perfect attendance and A/B & A Honor Roll every 6 weeks and at the end of the year. Campus awards recognition of students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals. Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk. Timeline: September 2018-May 2019

9.2.1. Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included. Populations: At-Risk, Sp.Ed., TI, MI, LEP. Timeline: August 2018-May 2019

Title Program Budget: 211 Title I-A

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

1.1.13. All teachers in all grade levels will meet and analyze their students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, C-PM, and OWL Assessments. These meetings will be in compliance with the BISD 2018-2019 Action Plan for ELAR. Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT. Timeline: Every Six Weeks, September 2018-May 2019

1.1.20. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including duplicating paper, and Reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to media center to make student booklets for instruction. Populations: All students, Sp.Ed., At-Risk, ELL, TI, Mig., DYS, GT. Timeline: August 2018-May 2019

9.2.1. Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included. Populations: All students, At-Risk, Sp.Ed., TI, MI, LEP. Timeline: August 2018-May 2019

Title Program Budget: 211 Title I-A

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

6.1.1 Complete and disseminate a Family Engagement Policy to delineate how parents will be actively involved at the district/campus level with the intention of increasing participation by having a parent meeting in the Fall semester.

Populations: Admin., Teachers, Parents, All Students, At-Risk, TI, GT, ELL, DYS, MIG, Sp.Ed.

Timeline: Fall 2018

Title Program Budget: N/A

3.2: Offer flexible number of parent involvement meetings

6.1.7. The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities.

Funds will be allotted to purchase materials, supplies, and food for parent meetings.

Funds will also be allotted to compensate travel mileage for home visits.

Populations: Admin., Teachers, Parent Liaison, Parents, All Students, ELL, TI, At-Risk, Sp.Ed., MIG, DYS

Timeline: Weekly, August 2018-May 2019

Title Program Budget: 211-61-6499-53-106-Y30-0F2-Y

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Virgen	Pre-Kinder 3 Teacher	Title I-A	1.0
Bertha Escamilla	Federal Programs Aide	Title I-A	1.0
Catalina Loya	School Nurse	Title I-A	40%
Hermelinda Belleville	Title I-A Teacher Aide	Title I-A	1.0
Maria Torres	Title I-A Pre-Kinder Aide	Title I-A	1.0
Maribel Guerrero	3 Year Old Teacher Aide	Title I-A	1.0
Noemi Strong	Library Aide	Title I-A	1.0
Susana Sanchez	Title I-A Teacher Aide	Title I-A	1.0
Yolanda Rios	TLI Pre-K Aide	Title I-A	1.0

SBDM

Committee Role	Name	Position
Administrator	Victor Caballero	Principal
Meeting Facilitator	Lucina Carrejo	Dean
Non-classroom Professional	Jessica Olvera	Librarian
Classroom Teacher	Stefanie Lebron	Pre-K Teacher
Classroom Teacher	Bertha Robles	Kinder Teacher
Classroom Teacher	Elizabeth Alejandro	3rd Grade Teacher
Classroom Teacher	Aleida Esparza	5th Grade Teacher
District-level Professional	Corina Caballero	Advanced Academics
Classroom Teacher	Esmeralda Rodriguez	4th Grade Teacher
Community Representative	Ida Garza	Retired Educator
Community Representative	Matt Reveley	Educational Consultant
Business Representative	Jesse Sanchez	Area Partnership Manager
Business Representative	Leticia Leandro	Customer Success Manager
Parent	Pilar Martinez	Parent Volunteer
Parent	Angelica Guajardo	Medical Billing Supervisor

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Travel & Subsistence-UIL	199-11-6412-00-106-Y11-000-Y	\$950.00
1	1	7	General Supplies-UIL	199-36-6399-00-106-Y99-000-Y	\$500.00
1	1	16	General Supplies-P.E. Equipment	199-11-6399-51-106-Y11-000-Y	\$2,000.00
1	1	20	General Supplies	199-11-6399-00-106-Y11-000-Y	\$1,500.00
1	1	26	General Supplies-Library	199-12-6399-00-106-Y99-000-Y	\$250.00
1	1	27	General Supplies-Office	199-23-6399-00-106-Y99-000-Y	\$300.00
1	4	1	Travel & Subsistence-Fine Arts	199-11-6412-00-106-Y11-000-Y	\$950.00
1	4	6	Travel & Subsistence-Brainsville	199-11-6412-00-106-Y11-000-Y	\$950.00
1	4	7	Travel & Subsistence-DI	199-11-6412-00-106-Y11-000-Y	\$950.00
1	4	9	Consulting Services-Chess	199-36-6291-00-106-Y99-000-Y	\$6,200.00
1	4	10	Travel & Subsistence-Students Extracurricular	199-36-6412-00-106-Y99-000-Y	\$5,794.00
3	2	1	Miscellaneous Operating Costs-Team Building	199-23-6499-53-106-Y99-000-Y	\$1,050.00
5	3	1			\$0.00
5	3	6	Supplies for Maint/Operations-Custodians	199-51-6315-00-106-Y99-000-Y	\$2,000.00
5	3	6	Supplies for Maint/Operations-Custodian Tools	199-51-6319-00-106-Y99-000-Y	\$800.00
7	1	1	Miscellaneous Operating Costs-Staff Development	199-13-6499-53-106-Y99-000-Y	\$1,000.00
9	1	2	Misc. Operating Costs-Awards	199-23-6498-00-106-Y99-000-Y	\$500.00
9	1	5	Miscellaneous Operating Costs-Presenters	199-11-6499-53-106-Y11-000-Y	\$500.00
9	1	7	Reclassified Transportation Exp-EOY Field Trips	199-11-6494-00-106-Y11-000-Y	\$1,600.00
9	2	1	Extra Duty Pay/Overtime-Supplemental	199-23-6121-08-106-Y99-000-Y	\$50.00
9	2	1	Extra Duty Pay/Overtime-Supplemental	199-51-6121-47-106-Y99-000-Y	\$50.00
9	3	2	General Supplies-Nurse	199-33-6399-00-106-Y99-000-Y	\$210.00
9	3	4	General Supplies-Counselor	199-31-6399-00-106-Y99-000-Y	\$300.00
Sub-Total					\$28,404.00

					Budgeted Fund Source Amount	\$28,404.00
					+/- Difference	\$0
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	20	Copy Paper	162-11-6396-00-106-Y30-000-Y	\$4,000.00	
1	1	20	General Supplies-Classroom	162-11-6399-00-106-Y30-000-Y	\$4,000.00	
1	1	20	General Supplies-Printing Media	162-11-6399-16-106-Y30-000-Y	\$1,500.00	
8	1	3	General Supplies-Ink Toner	162-11-6399-62-106-Y30-000-Y	\$2,000.00	
8	1	5	Software-Site Licenses	162-11-6299-62-106-Y30-000-Y	\$7,550.00	
8	1	6	Software	162-11-6299-62-106-Y30-000-Y	\$7,550.00	
9	1	2	Misc. Operating Costs-Awards/Incentives	162-11-6498-00-106-Y30-000-Y	\$2,325.00	
9	2	1	Professional Extra Duty Pay-SSI	162-11-6118-00-106-Y24-SSI-Y	\$12,316.00	
9	2	1	Professional Extra Duty Pay-Extended Day	162-11-6118-00-106-Y30-ASP-Y	\$35,100.00	
					Sub-Total	\$76,341.00
					Budgeted Fund Source Amount	\$76,341.00
					+/- Difference	\$0
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	10	Toner-ARD Data	166-11-6399-62-106-Y23-000-Y	\$1,000.00	
1	1	20	Supplies-Resource	166-11-6399-00-106-Y23-0P4-Y	\$390.00	
9	1	2	Awards-Life Skills	166-11-6498-00-106-Y23-0P1-Y	\$390.00	
9	1	2	Awards-Resource	166-11-6498-00-106-Y23-0P4-Y	\$390.00	
					Sub-Total	\$2,170.00
					Budgeted Fund Source Amount	\$2,170.00
					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	20	Copy Paper	211-11-6396-00-106-Y30-0F2-Y	\$2,000.00	

1	1	20	General Supplies	211-11-6399-00-106-Y30-0F2-Y	\$6,100.00
1	1	20	General Supplies-Printing Media	211-11-6399-16-106-Y30-0F2-Y	\$5,000.00
1	1	26	General Supplies-Library	211-12-6399-00-106-Y30-0F2-Y	\$250.00
1	1	27	General Supplies-Campus Leadership	211-23-6399-00-106-Y30-0F2-Y	\$1,000.00
1	1	27	Supplies & Materials-Campus Leadership	211-23-6398-62-106-Y30-0F2-Y	\$3,000.00
1	1	28	Testing Materials	211-11-6339-00-106-Y30-0F2-Y	\$5,400.00
3	1	2	Salary & Wages for Substitute Teachers	211-11-6112-00-106-Y30-AYP-Y	\$3,000.00
3	2	1	Misc. Contracted Services-Team Building	211-23-6299-65-106-Y30-0F2-Y	\$2,500.00
5	3	2	Visitor Management System	211-23-6299-65-106-Y-30-0F2-Y	\$0.00
5	3	6	Supplies for Maint/Operations-Custodians	211-51-6315-00-106-Y30-0F2-Y	\$1,000.00
5	3	6	General Supplies-Custodians	211-51-6399-00-106-Y30-0F2-Y	\$1,000.00
6	1	7	General Supplies-Parent Liaison	211-61-6399-00-106-Y30-0F2-Y	\$250.00
6	1	7	Employee Travel-Parent Liaison	211-61-6411-00-106-Y30-0F2-Y	\$400.00
6	1	7	Misc. Operations-Parent Liaison		\$400.00
7	1	3	Employee Travel-Campus Leadership	211-23-6411-23-106-Y30-0F2-Y	\$500.00
7	1	4	Employee Travel-Counselor	211-31-6411-00-106-Y30-0F2-Y	\$500.00
8	1	3		211-11-6398-62-106-Y30-0F2-Y	\$1,500.00
9	1	2	Misc. Operating Costs	211-11-6498-00-106-Y30-0F2-Y	\$9,204.00
9	2	1	Prof. Extra Duty Pay-Extended Day	211-11-6118-00-106-Y30-0F2-Y	\$15,000.00
9	3	2	General Supplies-Nurse	211-33-6399-00-106-Y30-BDG-Y	\$200.00
9	3	4	General Supplies-Counselor	211-31-6399-65-106-Y30-0F2-Y	\$500.00
9	3	4	General Supplies-Counselor	211-31-6399-00-106-Y30-0F2-Y	\$500.00
9	3	4	Misc. Operating Costs-Counselor	211-31-6498-00-106-Y30-0F2-Y	\$1,000.00
Sub-Total					\$60,204.00
Budgeted Fund Source Amount					\$60,204.00
+/- Difference					\$0
Grand Total					\$167,119.00