

Brownsville Independent School District

Palm Grove Elementary

2018-2019 Campus Improvement Plan



Mission Statement

The Palm Grove Elementary Learning Community supports and promotes a climate in which everyone holds high expectations for ALL students' achievements, and are committed to ensuring that ALL students are successful.

Vision

Through combined efforts of home, school, and community, our students will:

- Continue to be our #1 priority;
- Be educated in a positive atmosphere with trust and respect;
- Be provided a stimulating curriculum with meaningful and engaging hands-on learning experiences;
- Be prepared for college and career success in the 21st century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Palm Grove Elementary is a Title-I campus with a population of approximately 440 students in grades EE through fifth grade. Our student population consists of 99% Hispanic, 97% economically disadvantaged, 59% ELL's, 78% at risk, Gifted and Talented 8%, Special Ed 9%, and 1% migrant with a mobility rate of 15%. Pre-Kindergarten through fourth grade students are served in self-contained classrooms and our fifth grade classrooms are departmentalized. The attendance rate is 75% for all students and 96% for at risk students. The retention rate is 6%. The average class size is 22:1 for EE through 5th. Palm Grove Elementary feeds into Besteiro Middle School and in turn to Lopez High School.

The faculty and staff consist of three (3) administrators, twenty two (22) classroom teachers, two (2) special education teachers, four (4) professional support personnel, one full time (1) counselor, four (4) clerical/office members, and six (6) educational aides. In addition a special education diagnostician reports to the campus two days a week, a speech therapist reports once a week, one (1) part-time migrant teacher and one (1) part time dyslexia teacher are here to serve our student population. The ethnicity of the Palm Grove Elementary School staff is comprised of 99% Hispanic and 1% Caucasian. The teaching staff is also 13% male and 87% female.

Demographics Strengths

Palm Grove Elementary is a true community school serving several generations of families. RTIs are being implemented in full force; our teachers are providing research based interventions to our struggling students through the RTI model in order to ensure their success. The interventions are changed as needed. All teachers are GT core trained and maintain/monitor their professional development. Any decisions affecting our ELL student educational plans are made by the LPAC committee and campus administration.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate of 96.5% is an area of need based on District expectations of 97.5%. **Root Cause:** Our mobility rate is high due to unstable homes environment.

Student Academic Achievement

Student Academic Achievement Summary

Palm Grove Elementary is committed to creating an environment conducive to social and academic growth where all student can and will succeed. Through continued professional development, teachers are implementing the TEKS through the use of research based strategies, techniques, and activities with a continued focus on differentiated, rigorous instruction. The RTI Committee is available and meets on a regular basis to assist and collaborate with teachers to determine the effectiveness of the tier 2 interventions and/or the need for tier 3 interventions for struggling students.

We are showing steady growth in C-PM and TPRI-Tejas Lee the lower grade levels. While these achievements are certainly cause for celebration we still face several challenges. The 2017-2018 STAAR results showed the following Approaches data: 14% increase in 3rd grade Reading, 16% increase in 3rd grade Math, 14% increase in 4th grade Math, no growth/loss in 4th grade Reading and Writing, 1% growth in 5th grade math, 8% loss in 5th grade reading and 2% loss in 5th grade Science when compared to the 2016-2017 STAAR results. As a campus, we recognize the challenges of the 2018-2019 school year, and will continually strive to raise our standards and expectations to ensure that each of our students reach their full potential.

Student Academic Achievement Strengths

- * Tutorials

- * Extended Day

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student performance on STAAR indicated that gaps remain between the performance of all students and our ELLs, and special education subgroups. **Root Cause:** Lack of rigor and differentiation of the taught curriculum.

School Processes & Programs

School Processes & Programs Summary

Teachers are provided, high quality professional development as per district initiatives and self-evaluation in order to provide high quality instruction to all students. Teachers integrate professional development strategies, Texas Literacy initiatives, District curriculum and supplement it with additional resources to vary instruction based on student strengths and weaknesses. Resources may vary depending on the makeup of each class. Teachers are provided with opportunities for vertical and horizontal alignment and planning. Weekly tests, grade level campus and district benchmarks are used to measure student achievement. Furthermore, performance on the TPRI/Tejas Lee, C-PM, TELPAS, PBMAS, benchmarks and weekly fluency trackers are used to monitor student achievement. Assessment results are used to adjust the instructional plan to meet set goals on the data information plan. The Texas Literacy recommended interventions will be used with Tier II and Tier III plans to support student success. Interventions are research based strategies and monitored for effectiveness. The RTI committee proceeds with recommendations for 504 or Tier III instruction if needed. Dyslexia Screener or Special Education testing based on documented Tier interventions and student needs.

Palm Grove is participating in the extended day program and will be able to offer more after school activities to all students from Prekinder to 5th grade.

District guidelines are followed when planning the time assigned for each content area on the schedule. The school's schedules are then formulated to maximize the amount of time spent on instruction. Teachers select their special program periods to assist them in planning their instructional day. A Tier II intervention period is built into the daily schedule to provide additional assistance to struggling learners. Instructional meetings and/or events will always supersede any other campus event. Grade level meetings with administration are held on a weekly basis in order to disseminate information to the teachers, co-plan and provide an opportunity for teachers to discuss any issues.

In order to increase parental participation Palm Grove communicates with parents via the school website, school messenger, fliers and parent conference. Each teacher is required to keep a parent communication log to document any and all contacts made with parents. All communication is done in both English and Spanish to better assist parents. Attendance at parent meetings is strongly encouraged and will be improved by offering a variety of relevant topics such as Bilingual Transitional Program, instructional strategies, homework and parent assistance, RTI, and STAAR updates. Faculty and Staff are encouraged to recruit and invite community members to be part of the instructional component of the school. Parents are welcome to collaborate with parent liaison and District parent liaison to support community partnerships. Meet the teacher night is popular and is heavily attended by parents. A Fall and Spring Carnival is held as a fund raiser, which allows our students to showcase cultural dances, singing, and poetry to parents; this event is heavily attended as well.

School Processes & Programs Strengths

* Open-door policy by administration,

* Master schedule is conducive to planning and meeting by teachers to discuss student's needs,

- * Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons
- * STAAR Test Data Analysis through AWARE, TANGO, Living with Science Program
- * Accelerated Reader usage reports
- * RTI's are frequently monitored and adapted to meet student's needs
- * After School Tutorials for 3rd-5th grade
- * Science/Technology Lab
- * Extended day program PK-5th five days out of the week

Parent Liaison

- * Parent Volunteers and Parent Meetings
- * Parent Conferences
- * Communication provided in English and Spanish

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the CNA Survey 81% of teachers indicated that more PD was needed in the areas of Math 81% and Reading 62%. **Root Cause:** Additional funds to allow teachers to go to in and out of district professional development training.

Perceptions

Perceptions Summary

Palm Grove Elementary School is one of thirty-seven (37) elementary schools in Brownsville ISD. The campus was originally established as the Cameron County Educational District in the early 1900s. The school then served students from elementary through high school. The original school was comprised of six portables, a cafeteria, library and gymnasium. It was taken over by BISD in the 1930's as the school was falling into disarray. In 1975, twenty-seven (27) classrooms were added and the school continued in operation as such until 2008-2009 when a new wing of six (6) classrooms was added and Palm Grove became what it is today: a community school that values education.

All staff members at Palm Grove Elementary believe that students learn best in an environment where differences are considered a strength and mistakes are seen as opportunities to learn and grow. A classroom management framework that supports higher expectations implemented throughout campus. All faculty and staff is involved in school safety which is promoted at all levels. A campus procedure for school visitations is in place and strictly adhered to. We have one security guard and response from BISD police (to reach our campus) is from twenty to twenty-five minutes. Positive behaviors are rewarded to individual students by their teachers and administration. Our counseling programs support positive behavior interventions and affirmations allowing students to feel they can step out of their comfort zone and learn in new ways. Our drill team, chess club, UIL, science fair, 5th grade choir, Makerspace, Coding, library club and soccer teams are a strong part of our school.

Perceptions Strengths

The attendance committee rewards students with perfect attendance at the end of every six weeks. The school Librarian promotes accelerated reading by offering popcorn and a movie on a six weeks basis.

All students feel safe and secure through our proactive bullying interventions and strong teacher-student-peer to peer relationships. the counselor does a wonderful job promoting positive character traits and ensure that our students know what to do if bullied or see bullying going on, emphasizing a zero tolerance for bullying school policy. All other safety procedures are in place, RTI and Review 360 plans implemented and the Security Officer provide expertise in safety procedures.

In addition the Special Education/Dyslexia/Migrant teachers meet to co-plan with teachers every six weeks or as needed. The Dean along with the district specialist assist teachers with planning and delivery of instruction as well as provide research based interventions activities to support the RTI process. Our Schoolwide Title I program consists of parent involvement actives which are done on a regular basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Promote a college going atmosphere with higher expectations for academic and behavior success. **Root Cause:** Lack of parental involvement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data

Goals

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

Performance Objective 1: BISD 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/EOC performance 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) All Students at Palm Grove will participate in TEKS-appropriate, accelerated or modified/accommodated instruction and activities appropriate for each grade level outlined within the District Action Plan.</p> <p>POPULATION: PK3 -6 students: TI, MI, LEP, SE, AR, GT, DYS, TIMELINE: August, 2018 to May 2019</p>	2.4, 2.5	Principals, Deans, Teachers PreK-5th, Special Education Teachers, Librarian	<p>FORMATIVE: BOY/MOY TPRI/TJL, Progress Monitoring, Reading Fluency Monitoring, Teacher observations, Progress grades, Accelerated Reader tests, Lesson plans.</p> <p>SUMMATIVE: Student success in STAAR Scores and participation, TELPAS, Circle, CPALS, Terra Nova and EOY TPRI/Tejas Lee scores</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide reading supplies and resource materials for enjoyment opportunities for all students in order to improve reading fluency and comprehension through the use of the following: TLI strategies, Accelerated Reader, Sustained Silent Reading, Reading Logs, Read Alouds, Incentives, Book Fair, Story Telling, National Book Week, National Library Week, Home and School connection, On-line databases</p> <p>POPULATION:PK3 -6 students: TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal, Dean, Librarian, Classroom Teachers, Sp. Ed. Teachers, and Technology Teacher	FORMATIVE: AR Reports, TPRI and TejasLEE, STAAR Scores, APRENDA Scores, TELPAS Scores, CIRCLE/C-PALLS, SUMMATIVE: Cumulative scores on STAAR and AR program; and Passing/retention rate				
<p>Funding Sources: 199 Local funds - 1000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) In support of the District Action Plan highly qualified teachers will carry out instructional programs in order to impact student achievement, improve student assessment scores in the core content areas to meet standards. These highly qualified teachers will participate in professional staff development that supports curriculum through:Use of state adopted textbooks; Circle; ESL Strategies, ELAR/SLAR TEKS, PK Frameworks, TLI Strategies Texas Reading Academies RTI Model, ELPS; TELPAS; SIOP; Vertical and horizontal collaboration; vocabulary development in all areas, DOK: Questioning techniques; Second language learning and assessment SIOP and STAAR, Pearson Realize Intervention strategies, TANGO Data and Intervention strategies, Item analysis, format, specification and categories of STAAR; College & Career Readiness Standards; Blooms Taxonomy-Depth of knowledge;PD in questioning strategies to enhance reflective reasoning & conceptual understanding. POC Training/Meetings, Assessment Notebooks, Science Lab</p> <p>POPULATIONS: Pre-K -6 students, TI, MI, LEP, SE, AR, GT, DYS, TIMELINE: August 2018 to May 2019</p>		Principal, Asst. Principal, Dean, Gen. Ed., Sp. Ed. Program Teachers, C & I Specialist, Science Lab Teacher	FORMATIVE: Classroom Observations, Walk through, Lesson Plans, Sign-in Sheets, ERO Reports, STAAR & progress monitoring Scores; SUMMATIVE: CPALLS, TPRI/Tejas Lee, TELPAS, STAAR, PBMAS, Progress Reports				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Measuring Up, STAAR Coach, Jump Start, Motivation, Kamico, Instructional materials; STAAR Master, Step Up to TEKS, Lone Star and Ford Ferrier LLC, Ford Ferrier RTI, TLI routines and strategies will be used as part of the reading program to improve Reading scores in grades 1 to 5. Measuring Up, STAAR Master, Think Through Math; Step-Up to TEKS, GPS Math, Fast Focus, Countdown, Envision, and teacher created materials will be used to improve student Math scores in grades 1st through 6th.</p> <p>Curriculum, Inst & Assmt. POPULATION: Pk3 -6 students: TI, MI, LEP, SE, AR, GT, DYS TIMELINES: AUGUST 2018 TO MAY 2019</p>		<p>Principal, Assistant Principal, Dean, Gen. Ed. Teachers, Sp. Ed. Teachers</p>	<p>FORMATIVE: Lesson Plans, BOY/MOY Progress Reports, Progress Monitoring Tests, Report Cards, Walk-throughs, SUMMATIVE: EOY TPRI/Tejas Lee, STAAR Scores, Retention/passing rate</p>				
<p>Funding Sources: 162 State Compensatory - 16385.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Implement interventions through the 3 tier RtI Model in order to support student academic growth and success</p> <p>POPULATION:PK3 -6 Teachers TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>	<p>2.5</p>	<p>Principal, Assistant Principal, Dean, RTI Team, Gen. Ed. Teachers, SPED Teachers, Special Program Teachers</p>	<p>FORMATIVE: TPRI/Tejas Lee BOY, MOY, SUMMATIVE: EOY, and Progress Monitoring, RTI Meeting Logs</p>				
<p>Critical Success Factors CSF 1</p> <p>6) Grades 1-6 will progress monitor students at the end of every six week period using a STAAR Formatted Diagnostic Assessment Grades 3-6 will progress monitor students using check points every three weeks to monitor progress toward success on STAAR and grade level education.</p> <p>POPULATION: PK3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Nov. 2018 to March 2019</p>	<p>2.4</p>	<p>Principal, Dean, Gen. Ed. Teachers, Sped. Teachers, Special Program Teachers</p>	<p>FORMATIVE: BOY/MOY TPRI-TJL Tango Progress Monitoring Reports, SUMMATIVE: STAAR Results, TELPAS results, Tejas Lee/TPRI Results,</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>7) Special Education Teachers will attend District trainings and in-services in order to ensure PLAAFPs and goals are in compliance with the elements required in the students IEP.(AYP Initiative)</p> <p>POPULATION: PK3 -6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Principal, Dean, Special Education Teachers Diagnostician</p>	<p>FORMATIVE: Students IEP, SUMMATIVE: Compliance with student eligibility folder</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Instruction for students in special programs (Bilingual, GT, Special ED, 504, Dyslexia) will be serviced in accordance with their individual IEP and/or Accommodations.</p> <p>POPULATION:P3K -6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Principal, Assistant Principal, Special Ed. Teacher, Dyslexia Teacher General Ed. Teachers</p>	<p>FORMATIVE: Lesson Plans, Walk-Throughs SUMMATIVE: STAAR Scores ARD Minutes</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Federal Programs will continue to fund highly qualified paraprofessionals to supplement allotted campus positions so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>Staff Quality & Recruitment POPULATION: PK3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Principal, Dean, Special Programs Administrator, and Federal Programs Admin.</p>	<p>FORMATIVE: District and campus Progress monitoring scores, teacher observations, student progress reports. SUMMATIVE: EOY Student passing rates EOY Assessment scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) Instructional materials, capital outlay, furnishings, and consumable supplies will be made available to ensure the continuity of instruction.</p> <p>POPULATION:P3K -6 Teachers TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>	<p>Funding Sources: 199 Local funds - 7339.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Teachers in Pre-K3 - 5th grade along with Special Education teachers will analyze campus and district benchmarks, previous STAAR data, TPRI/Tejas Lee , LION, CPALL/CP-M assessment to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS by utilizing Eduphoria and TANGO reports to facilitate disaggregation of data, as well as plan vertically and horizontally to adjust instruction for student success.</p> <p>POPULATION: PK3 -6 Teachers Non LEP, TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to April 2019</p>		Principal, Assistant Principal, Dean, Gen. Ed. Teachers, Special Ed. Teachers	FORMATIVE: Benchmark Reports, Lesson Plans, Progress monitoring, SUMMATIVE: STAAR results				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>12) In order to improve State assessment scores in the core content areas, teachers and administrators will attend professional development to meet state and local PD hour requirement. Points of Contact will be assigned to ensure improve staff attendance at various professional development opportunities according to their POC area in order to comply with the Districts action plan for ELAR activities as appropriate for each grade levels.</p> <p>POPULATION: PK3 -6 Teachers/Faculty TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal, Assistant Principal, Dean, Gen. Ed. Teachers, Sp. Ed. Teachers	FORMATIVE: Lesson Plans. Walk-throughs;Session Evaluation SUMMATIVE: STAAR, PBMAS, Progress Reports, ERO,				
<p>Funding Sources: 199 Local funds - 1000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) Teachers will use technology and technology programs to reinforce concepts/skills taught in the classroom. EduSmart, RAP 360, and other software programs will be used by students in grades Pre-k to 5th to improve student achievement in science, math, language arts and other academic subjects.</p> <p>POPULATION:PK3 -6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal, Assistant Principal, Dean, Gen. Ed. Teacher, Sp. Ed. Teachers, Technology Teacher	FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. Progress monitoring SUMMATIVE: STAAR Scores TELPAS				

<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>14) Career Awareness will be provided by the counselors for grades Pre-K to 5th and students will participate in Career Day Presentations to reinforce TEKS objectives about responsible citizenship.</p> <p>POPULATION: PK3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal, Assistant Principal, Dean, Counselor	Formative: Lesson Plans, Writing Samples; Summative: Participation in Careers on Wheels and Career Day presentations by both students and businesses				
<p align="center">Critical Success Factors CSF 6</p> <p>15) Recognize and award incentives to students with perfect attendance and honor roll every six weeks and at the end of the year for academic achievement in all areas and special events.</p> <p>POPULATION: PK3-6 students; TI, MI LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal, PEIMS Supervisor, Data Entry Clerk, Student Accounting	FORMATIVE: Award ceremony. Student rosters for participation; perfect attendance competition and rosters. SUMMATIVE: Reduction absences and meet district attendance goal. STAAR scores and increased attendance rate				
<p>Funding Sources: 199 Local funds - 5500.00</p>							
<p align="center">Critical Success Factors CSF 7</p> <p>16) All teachers will be GT certified to enhancing strategies that can be used in all classes in order to provide differentiated instructions.</p> <p>POPULATION: PK3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal Dean Teachers	FORMATIVE: Lesson plans, Walk-throughs; student work; SUMMATIVE: Student spring and Fall projects; STAAR scores				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>17) Advanced Academics will provide monies to support instructional materials/supplies for GT Students:</p> <p>POPULATION: K - 6 students GT, TI, MI, LEP, SE, AR, DYS TIMELINE: August 2018 to May 2019</p>		Principal Dean Teachers	FORMATIVE: Lesson Plans, walk thru's SUMMATIVE: Participation; increase in nominations				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) Student fluency routine will be done on a daily basis. Teachers will be required to turn in fluency charts on a weekly basis.</p> <p>POPULATION: K - 6 students: GT, TI, MI, LEP, SE, AR, DYS TIMELINE: August 2018 to May 2019</p>		<p>Teachers Administration</p>	<p>FORMATIVE: Weekly progress/fluency logs - student fluency readings. SUMMATIVE: TPRI/Tejas Lee EOY results TELPAS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>19) Dean of instruction and grade level contact person will conduct campus Turn-Around trainings on cognitive strategies and explicit instruction, data analysis of CPALLS, TPRI/Tejas LEE, District Benchmarks and review sessions ensure improved instructional strategies and delivery based on data and following the TLI Systems for Sustainability to increase student local and state assessment expectations as outlined within the District Action Plan for professional development in support of highly efficient teacher-instruction.</p> <p>Population: ALL Students TI,MI,LEP,SE,AR,GT,DYS Timeline:August 2018-May 2019</p>		<p>Principal, Dean, Classroom Teachers Special Ed Teachers Dyslexia Teachers</p>	<p>FORMATIVE: Lesson Plans, Walkthroughs SUMMATIVE: PDAS (TTESS)</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>20) Substitutes will be provided to cover classroom teachers needed during testing.</p> <p>POPULATION: PK3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: April - May 2019</p>		<p>Administration</p>	<p>FORMATIVE: Increase in Testing Performance SUMMATIVE: Benchmarks, TELPAS, STAAR, Assessments</p>				

<p>21) Evaluate and recommend necessary upgrades for instructional facilities equipment and supplies to ensure an appropriate environment and student safety.</p> <p>POPULATION: PK3 -6 students TI, MI, LEP, SE, AR, GT, DYS</p> <p>TIMELINE: April - May 2019</p>		<p>Administration PE Coaches C&I PE Specialist</p>	<p>FORMATIVE: Increase safe and durable equipment while participating in core PE programs</p> <p>SUMMATIVE: Fitness Gram Assessments</p>				
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= 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 2: Campus early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Support Early Childhood Education in order to increase early literacy and student school readiness thru a locally funded Full Day session Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management,</p> <p>POPULATION: Pre-K 3 students as of Sept. 1st TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Administration PK3 Teacher	<p>FORMATIVE:Teacher Observation BOY, MOY, EORY, - CPM testing results, PK-OWL screening, walkthroughs, lesson plans SUMMATIVE;TTESS, assessment results</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) PreKinder teachers will implement Circle Programing to ensure readiness for reading in Kinder and beyond.</p> <p>POPULATION: Pre-K 3/4 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal Dean PK Teachers	<p>FORMATIVE: CPALLS Fluency rating; student vocabulary growth; and student's social skill improvement. SUMMATIVE: Student Graphophonemic knowledge; student's ability to identify capital and lower case letters and tell the difference; as evidenced by the EOY assessments</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 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

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

Summative Evaluation 3:

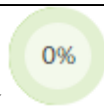
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) LPAC will monitor language acquisition of students in order to ensure that progress from one category to the next on TELPAS assessment.</p> <p>POPULATION: PK3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>	2.5	Principal LPAC Admin/Members Teachers	<p>FORMATIVE: Sign-in sheets, Writing Portfolios, SELP/SSLP, ESL Reach Unit Assessments</p> <p>SUMMATIVE: STAAR, TELPAS Composite Rating based on AMAOS I and II, PBMAS, TPRI/TEJAS Lee</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Migrant students (PFS) will receive various type of supplemental (ex: small group instruction) support services delineated by NCLB. Section 1304(d) are addressed</p> <p>School Context & Org. POPULATION: Pre-K3 -6 MI and PFS students TIMELINE: August 2018 to May 2019</p>		Campus Administrators Migrant and Regular Ed Teachers DMC MSC	<p>FORMATIVE: NGS Campus Reports, District Supply Request</p> <p>SUMMATIVE: RTI Plan, Completed PFS Monitoring Tool showing fewer PFS students identified due to interventions and increased performance.</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: District 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</p> <p>1) Students will be encouraged to participate in UIL to enhance performance in academic disciplines such as: Science Fair, Music, Choir, Picture Memory, chess, Oral Reading, UIL Math, Spelling Bee and other UIL competitions held throughout the year.</p> <p>POPULATION: 3-6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal, Assistant Principal, Dean, UIL Sponsors, UIL Campus Coordinator, Chess Sponsor Science Fair Coordinator/Sponsors	<p>FORMATIVE: District Meet and Regional Meet participation</p> <p>SUMMATIVE: Student activity reports, Math, Science Scores</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Students in 4th and 5th grade will participate in STEM related-fields and project based learning environments facilitated by educators. Club Code activities will help students think creatively, reason systematically and work collaboratively as well as demonstrate higher achievement scores in STAAR.</p> <p>POPULATION:4-6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal Dean of Instruction Coding Sponsor	<p>FORMATIVE: Lesson Plans, Walkthrough</p> <p>SUMMATIVE: STAAR Scores, TELPAS; Projects presentations</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Students from Pre Kindergarten 3/4 to fifth grade attend music class once very other week in order to expose them to various styles of music.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Administration Music Teacher	<p>FORMATIVE: Lesson Plans, Walk Throughs SUMMATIVE: Performances</p>				
<p>4) 3rd, 4th and 5th grade students will compete in the spelling BEE, UIL Art and music to expose them to music and art history. 6th grade will complete in the History Fair. This will enable students in developing aural skills.</p> <p>POPULATION: 3 - 6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		UIL Coach UIL Coordinator	<p>FORMATIVE: Lesson Plans SUMMATIVE: Performance Ratings</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) PreK through 6th grade students will be given the opportunity to participate in various performances throughout the school year such as Fall/Spring carnivals, school plays, Thanksgiving Presentations, Christmas Performance, and Charro Days Performance.</p> <p>POPULATION:Pre-K3 -6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Teachers Administration	<p>FORMATIVE: Lesson Plans SUMMATIVE: Student participation.</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Students will be given the opportunity to participate in soccer, volleyball, track and field, Marathon Kids and other sports in an intramural and co-curricular arena as sponsored by the school and district. This will motivate students to build character and in turn build academics performance.</p> <p>POPULATION: Pre-K3 -56students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: October 2018 to May 2019</p>		Coaches	<p>FORMATIVE: Student participating in various sports activities. LION, TELPAS, TERRA NOVA and District progress monitoring. SUMMATIVE: Students participating in activities will perform higher in STAAR.</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: All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) All stakeholders will purposely promote energy saving activities on the campus to support implementation of the districts energy savings plan.</p> <p>POPULATION: Staff, Parents, community, and Pre-K3-6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Administration	<p>FORMATIVE: complete implementation of the district energy savings plan will result in decrease energy usage as compared to prior year.</p> <p>SUMMATIVE: Annual comparison of energy usage</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Create and implement a systematic approach to the maintenance/upgrade/improvement of campus to include prioritizing based on safety and need</p> <p>POPULATION: Staff, Parents, community, and Pre-K - 6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Administration and Staff	<p>FORMATIVE: Survey campuses to prioritization of the plan</p> <p>SUMMATIVE: Evaluation/analysis of survey data</p>				
		Funding Sources: 199 Local funds - 5850.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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: The District will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Budgeted funds based on the needs assessment will be used effectively and efficiently to support programs that meet student needs</p> <p>POPULATION: Pre-K -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Administration SBDM	<p>FORMATIVE: Monthly funds reports based on prioritize needs</p> <p>SUMMATIVE: EOY expenditure reports</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) The Campus will support the effective and efficient use of available budgeted funds based on the needs assessment</p> <p>POPULATION: Teachers TIMELINE: August 2018-May2019</p>		District Administration Campus Administration	<p>FORMATIVE: monthly reports based on prioritized needs</p> <p>SUMMATIVE:EOY reports</p>				
<p>Critical Success Factors CSF 7</p> <p>2) Strategies to attract high quality teachers will include: stipends paid to lead teachers and Bilingually certified teachers who service LEP students, as well as the District providing medical insurance.</p> <p>POPULATION: Teachers TIMELINE: August 2018-May 2019</p>		District Administration Campus Administration	<p>FORMATIVE: approval letters, sign-in sheets/logs</p> <p>SUMMATIVE: Formal observations</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





Goal 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 3: Performance Objective 3:

The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

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) Palm Grove will recognize and award faculty for their extra curriculum involvement, outstanding leadership and their student's academic achievements.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: May 2019</p>		Administration	<p>FORMATIVE: Classroom observations, ERO SUMMATIVE: EOY Assessment results</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 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: Palm Grove 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) The campus will promote current accomplishments weekly through the campus website.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Administration Teachers TST	<p>FORMATIVE:schedule of weekly articles SUMMATIVE: list of all weekly articles posted on website</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Campus website will be updated at least monthly including showcasing student and community activities</p> <p>POPULATION: Staff, Parents, community, and Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Administration TST	<p>FORMATIVE: update of campus website at least monthly SUMMATIVE:EOY report of year activities posted</p>				

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) The campus principal will designate a contact person to provide feature articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities and parent/community events.</p> <p>POPULATION: Staff, Parents, community, and Pre-K 3-6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Administration TST	<p>FORMATIVE: submission of information for articles and showcases</p> <p>SUMMATIVE: annual compilation of articles and presentation/showcases</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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: Palm Grove 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 1 CSF 6</p> <p>1) The Campus will provide information through various media on the District of Innovation Plan.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Administration Staff	<p>FORMATIVE: list of media distribution of information SUMMATIVE: Calendar review of learning opportunities</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

Evaluation Data Source(s) 1: ISS/OSS reports for 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide training for teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>POPULATION: PreK 3-6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principals, Assistant Principals, Counselors, Professional Development	<p>FORMATIVE: Agenda and Sign-in sheets for trainings SUMMATIVE: Reduction in referrals to Review 360, ISS and OSS actions</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide Campus/District professional development based on level of expertise and need in the following areas: Bullying Prevention /conflict resolution Recent drug use trends Resiliency/Developmental Assets Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>POPULATION: Pre-K3 -6 Faculty/Staff TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Administrators, Principals, APs, Dean Counselors, Professional Development, Behavioral Specialists RtI Specialist	<p>FORMATIVE: Attendance Roster, Professional Development Evaluation, PEIMS</p> <p>SUMMATIVE: Discipline Reduction in bullying on campus as evidenced by decline in bullying reports</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Campus will develop and maintain an Emergency Operations Plan. Plan will be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee.</p> <p>POPULATION: Pre-K3 -6 students/Staff TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Administrators, Principals & Assistant Principals, Faculty & Staff, BISD Police & Security	<p>FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations</p> <p>SUMMATIVE: Audits, Safety Coordinator Binder, Referral Report (Decrease) Attendance Report (Increase)</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Visitors must present identification at Sign-In and must be escorted at all times while in the building.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security</p>	<p>FORMATIVE: Daily visitors log (issuing of badges to visitors) SUMMATIVE: Observation to ensure that all visitors have complied with safety standard</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>4) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 20187 to May 2019</p>		<p>Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services</p>	<p>FORMATIVE: Evaluations, Sign-In Sheets, PEIMS Discipline Reports SUMMATIVE: Campus Security office continues to assist in providing a safe and secure learning environment</p>				
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>5) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly/bi-weekly basis in order to ensure that students needs are addressed.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Principal Counselors</p>	<p>FORMATIVE: Student sign in sheets, contact with parents. Officer work Schedule. SUMMATIVE: EOY Referral Report Counselor Log</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Campus will observe Red Ribbon Week to make students aware of the dangers of drug use and promote a healthy lifestyle.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Teachers Counselor Administration</p>	<p>FORMATIVE: Counselor's agenda for Red Ribbon Week planned activities; SUMMATIVE: 100% participation in Red Ribbon Week activities by students, staff and community</p>				

<p>Critical Success Factors CSF 6</p> <p>7) The following drills must be practiced accordingly: Lockdown practice drills, Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, 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 and harm to the environment.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security</p>	<p>FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations, Audits SUMMATIVE: Safety Coordinator Binder</p>				
<p>Critical Success Factors CSF 6</p> <p>8) Evaluate and recommend necessary upgrades for facilities equipment and supplies needed to ensure a safe environment.</p> <p>Population: ALL Students TI, MI, LEP, SE, AR, GT, DYS Timeline: August 2018 to May 2019</p>		<p>Administration Head Custodian</p>	<p>FORMATIVE: Administration observation/inspection SUMMATIVE: Admin. safety inspection documentation</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/district parental involvement activities from 2017-2018 to 2018-2019.

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



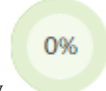

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) A para-professional will serve as parent Liaison to ensure that open communication with parents is maintained, to secure training for parents in current topics and to assist parents to become actively involved in school efforts.</p> <p>POPULATION: Parents TIMELINE: August 2018 to May 2019</p>		Parent Liaison Administration	<p>FORMATIVE: Increased parent participation, signed acknowledgment of policy. Job description and sign-in sheets.</p> <p>SUMMATIVE: Title I-A Parental Involvement compliance checklist. Increased school attendance rate. STAAR results and parent surveys.</p>				
<p>Critical Success Factors CSF 5</p> <p>2) A parental involvement policy is completed and disseminated that delineated how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>POPULATION: Parents TIMELINE: August 2018 - May 2019</p>		Parent Liaison Administration	<p>FORMATIVE: Increased parent participation, signed acknowledgment of policy. Sign-in sheets. Policy on website.</p> <p>SUMMATIVE: Title I-A Parental Involvement compliance checklist. Increased school attendance rate. STAAR results and parent surveys</p>				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Stripes, The Cake Shop, HEB, Tropical Texas, Behavior Health Center, Rodeo Dental, Peter Piper Pizza, Chick-fil-A, Wal-Mart, Charlie Clark and Luke Fruia, our adopted businesses will establish a working partnership with Palm Grove to serve our campus through attendance incentive, presentations to parents and students and Christmas giveaway program. The parental involvement checklist will be used to ensure compliance.</p> <p>POPULATION: Parents, community and Pre-K 3-6 students: TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2018 to May 2019</p>		Counselor Administration	<p>FORMATIVE: Monthly activities by grade level including special programs. Service/donation request service agreement. SUMMATIVE: EOY feedback from Adopt-A-School survey Increased school attendance rate. STAAR results</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) A Title I meeting is held annually to inform parents of services provided through Title I</p> <p>POPULATION: Parents TIMELINE: August 2018 to Dec. 2019</p>	3.1	Parent Liaison Administration	<p>FORMATIVE: Parent attendance at meeting. Sign-in sheets. SUMMATIVE: Parent Compliance Checklist; Increased school attendance rate. STAAR results. Decreased student referrals for behavior</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) An annual Title I Parent Survey is conducted to evaluate the effectiveness of Campus Parental Involvement Efforts.</p> <p>POPULATION: Parents TIMELINE: March-May 2019</p>		Parent Liaison Administration	<p>FORMATIVE: Number of returned surveys. SUMMATIVE: Parent Compliance Checklist. Increased school attendance rate. STAAR results and parent surveys</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Teachers will be made aware of the academic and non academic benefits of a strong parent-school partnership during the first annual faculty meeting. Teachers will be required to make contact with parents at least once per six weeks.</p> <p>POPULATION: Faculty/Staff TIMELINE: August 2018 to May 2019</p>		Administration Parent Liaison Parent volunteers Faculty	<p>FORMATIVE: Improved/Increased parent communication. Sign-in Sheets, Agendas, Evaluations SUMMATIVE: Parent compliance checklist. Increased school attendance rate. STAAR results</p>				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) School-Parent-Student compacts are disseminated indicating each groups responsibilities to ensure student achievement.</p> <p>POPULATION: Faculty/Staff, Parents and Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018</p>		Principal Teachers Parent Liaison	<p>FORMATIVE: Increased Cooperative involvement. Signed SPS compacts SUMMATIVE: Title 1-A compliance checklist. Increased school attendance rate. STAAR results</p>				
<p>Critical Success Factors CSF 5</p> <p>8) A cafeteria tour is held in order to teach parents how to provide their children with balanced and nutritional meals at home.</p> <p>POPULATION: Parents TIMELINE: August 2018 to May 2019</p>		Principal Parent Liaison Cafeteria personnel	<p>FORMATIVE: Parent attendance at meetings, flyer. SUMMATIVE: Sign-in sheets, agenda, evaluations, minutes.Increased school attendance rate. STAAR results.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) Parents will be invited to our Student Awards Ceremonies held at the end of every six weeks.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Administration Teachers Parent Liaison	<p>FORMATIVE: Parent attendance, invitation flyer and program.Sign in Sheets SUMMATIVE; Increased school attendance rate. STAAR results.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>10) Parents and students are invited to come and meet their new teacher and see their classroom before the school year begins. Throughout the year parents are continually encouraged to attend student presentations and activities.</p> <p>POPULATION: Parents, Pre-K3-6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 and May 2019</p>		Administration Teachers Parent Liaison	<p>FORMATIVE: Parent attendance, invitation flyer and program.Sign in Sheets SUMMATIVE; Increased school attendance rate. STAAR</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>11) The school will keep parents informed of future events organized by the school or community through phone messenger, flyers, website, as well as posting it on the school marquee.</p> <p>POPULATION: Parents and Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2017 to May 2018</p>		<p>Administration Parent Liaison</p>	<p>FORMATIVE: Parent attendance at school events, Improved Parent communication SUMMATIVE: Sign-in sheets. Increased school attendance rate. STAAR results.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>12) Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Parents are encouraged to attend in order to play an active role on campus.</p> <p>POPULATION: Parents and Pre-K 3-6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 and May 2019</p>		<p>Administration Parent Liaison</p>	<p>FORMATIVE: Contact Log Authority to volunteer clearance SUMMATIVE: Parental Program Feedback, Colunteer</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>13) Provide ample Parent Education opportunities through parent conferences and parent training sessions at the campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations</p> <p>POPULATION: Parents/Pre-K -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 and May 2019</p>		<p>Administration Campus Instructional Tech. Teacher Parent Liaisons Special Ed Teachers Counselors</p>	<p>FORMATIVE: Parent Conference Fliers Sign-In Sheets, Conference Agendas Meeting Agendas, Conference Evaluations SUMMATIVE: STAAR, EOC results Composite of evaluation results.Increased school attendance rate.</p>				<p>Funding Sources: 199 Local funds - 477.00</p>

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>14) 5th Grade students will attend an orientation to be held at Besteiro M.S. (our feeder school) to receive information and guidance of available activities and completion of choice slips. The orientation and visit will also students to become familiar with the layout of the school as well as the overall transition to middle school.</p> <p>POPULATION: 5th students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: May 2019</p>		<p>5th Grade students will attend an orientation to be held at Besteiro M.S. (our feeder school) to receive information and guidance of available activities and completion of choice slips. The orientation and visit will also students to become familiar with the layout of the school as well as the overall transition to middle school.</p> <p>CNA: Student Achievement School culture and climate POPULATION: 5th students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: May 2018</p>	<p>FORMATIVE: Student participation SUMMATIVE: Enrollment for upcoming year. Increased school attendance rate. STAAR results.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>15) A tour of the campus grounds will be provided at the time of registration to all incoming Pre-K-5th grade students and parents in order to help student familiarize themselves with the campus.</p> <p>POPULATION: Parents and Pre-K3 to 6th students: TI, MI, LEP, SE, AR, GT, DYS TIMELINE: January - April 2019</p>		<p>Teachers Dean Principal Data/PEIMS Clerk</p>	<p>FORMATIVE: Number of parents and students that attend tour. SUMMATIVE: Students successfully attending PK-5th classes.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers, counselors, and/ or administrators will attend both district and out of district professional development conferences to enhance professional growth. Population: Faculty Timeline: August 2018-May 2019		Principal Asst. Principal Dean of Instruction Counselors PK-5th Grade Teachers	Formative: Session Evaluations Summative: State Assessment Test Results				
2) Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all Social Studies content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR (EOC) assessments. Population: Teachers, LEP Timeline: SIOP Training: August 2018-May 2019		Principal Asst. Principal Dean of Instruction Counselors PK3-5th Grade Teachers	Formative: Lesson plans, Walk throughs Summative: TELPAS, State Assessment Test Results				

<p>3) Teachers in EE-5th grades will meet weekly for grade level meetings with Principal and Dean of Instruction. Vertical team meetings will be held at least twice a year to align reading curriculum across the grade levels. Utilize substitutes to allow teachers time for vertical teaming activities. Substitutes will also be utilized to allow for teachers to conduct student evaluations. Purchase professional development supplies for staff trainings to increase academic results. Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 2018 - May 2019 Weekly Tuesdays TLI Sustainability Activity</p>		Principal Dean of Instruction Teachers	Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters Summative: STAAR Assessment Results, CiPALLS, TPRI, Tejas Lee BOY, MOY, EOY Results				
<p>4) GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP. Population: Kinder-6th Grade Students; GT Teachers Timeline: August 2018 - May 2019</p>		Principal Dean of Instruction	Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 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: All schools 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 CSF 4</p> <p>1) Students in grades PK to 5th will be taught grade appropriate technology TEKS in order to think critically or to complete classroom assignments/projects. TST will support teacher/students in the computer lab.</p> <p>POPULATION: Pre-K 3-6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Administration TST Classroom Teachers Librarian	<p>FORMATIVE: Lesson Plan documentation and walk-throughs</p> <p>SUMMATIVE: STAAR, projects, presentations; scheduling</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The District/Campus will ensure accessibility and use of instructional technology devices (desktop, Ipads, COWs) in order to improve student achievement.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Administration TST Classroom Teachers Librarian Administrator for State Compensatory Education	<p>FORMATIVE: Lesson Plans, walk-throughs, student progress reports, benchmark scores</p> <p>SUMMATIVE: STAAR and student projects</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) The campus TST/technology lab teacher will be available to assist and support all faculty/staff with technical issues as well as professional development to keep teachers updated on new software and technology. The TST/technology lab teacher will assist students with any grade level appropriate TEKS in order to enhance technology and academic performance.</p> <p>POPULATION: Faculty/staff Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal Dean TST/Technology Lab Teacher	FORMATIVE: Sign-In Sheets, Technology 6 wks grades, Student Lab Progress Report; SUMMATIVE: EOY Grades Improved, State Assessment performance				
<p>Critical Success Factors CSF 1</p> <p>4) Toner will be purchased to ensure that students may print reports and other class projects and ensure they have access to printers. Library Media Services is used for mass printing of progress monitoring and other documents as necessary.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal Dean Classroom Teacher Technology Lab Teacher	FORMATIVE: Technology 6 wks grades Student Lab Progress Report; SUMMATIVE: EOY Grades, Improved performance in Math & Science STAAR and all academic areas				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Teachers will use technology programs to reinforce concepts taught in the classroom. EduSmart and Istation, Think thru Math, Living with Science among other software programs will be used by students in grades Pre-k to 5th to improve student achievement in reading, math, writing and science.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Administrator, Dean, Teacher, Technology Teacher	FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. SUMMATIVE: STAAR Scores, TELPAS				Funding Sources: 162 State Compensatory - 600.00

<p>Critical Success Factors CSF 2</p> <p>6) Microphones, Camera, Projector, Toner, Printers, Scanners, Computer laptops/supplies/software will be purchased in order to support and print progress reports, report cards and other informational materials for parents, teachers and students as needed.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Administrator, Dean, Teacher, Technology Teacher</p>	<p>FORMATIVE: Lesson plans; SUMMATIVE: STAAR Scores, TELPAS</p>				
<p>Critical Success Factors CSF 2 CSF 7</p> <p>7) Teachers will complete an annual School Technology and Readiness (StaR Chart) in order to comply with regulations. Results will be used to improve the technology on campus.</p> <p>POPULATION: Teachers & Librarian TIMELINE: August 2018 to May 2019</p>		<p>Principal Campus TST</p>	<p>Formative Completion of Survey Summative: Admin Access to Survey Participation</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							



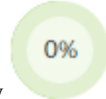

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% 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 1 CSF 4</p> <p>1) Ensure that campus students meet their full educational potential by meeting District and State attendance rates. Campus will use the phone master to notify parents of absences.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>	2.4, 2.6	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	<p>FORMATIVE: Weekly review of campus ADA; Monitor campus Attendance Management plans as needed by Attendance office campus visitations.</p> <p>SUMMATIVE: Monitor Yearly Attendance rate.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Reduce by 5% yearly the out-of-school suspensions on campus by researching and evaluating 2017-2018 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal PEIMS Supervisor Attendance Clerk Discipline Clerk Computer Services	<p>FORMATIVE: Principal will analyze OSS report at end of every 6 weeks to determine increase or decrease in OSS</p> <p>SUMMATIVE: Monitor Review 360 OSS</p>				

<p>Critical Success Factors CSF 6</p> <p>3) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. As well as purchase incentives to encourage good behavior in the SpEd students.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: October 2018 to May 2019</p>		Principal PEIMS Supervisor Data Entry Clerk Student Accounting BI teacher	FORMATIVE: Campus documentation of attendance ceremony SUMMATIVE: Monitor ADA and yearly attendance rate. Number of referrals for BI unit.				
Funding Sources: 199 Local funds - 500.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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: All campuses 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>Critical Success Factors CSF 1 CSF 4</p> <p>1) Instructional programs will be taught by highly qualified teachers in order for struggling students to achieve success. Students will receive instruction through TEKS/research based identified interventions and support through research based activities such as, accelerated instruction; extended day/week tutorial, Supplemental resources will be purchased as deemed necessary for improvement of academic scores.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, AR , DYS TIMELINE: August 2018 to May 2019</p>	2.6	Principal, Dean, Classroom Teacher, Administrator for State Compensatory Education	<p>FORMATIVE: Progress Monitoring Progress Monitoring testing Teacher observations Tutorial Rosters Tutorial Lesson plans Tutorial Attendance Sheets Student progress reports SUMMATIVE: STAAR and Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - 11871.00, 199 Local funds - 20.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Palm Grove will provide high quality professional development for faculty, staff and administration. Professional Development activities will target effective intervention and prevention strategies for the identification of students who are at-risk of dropping out and to improve academic achievement.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, AR, DYS Faculty/Staff TIMELINE: August 2018 to May 2019</p>		Professional Development Principals Deans of Instruction	<p>FORMATIVE: ERO Session Evaluation Report SUMMATIVE: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - 800.00</p>							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) All students will be enrolled in school immediately. School counselors ensure that homeless students are identified and receive the appropriate services and support. Students identified via communication with teachers, students and family. This will ensure full protection of the McKinney-Vento Act and that students and families will be directed to the Homeless Youth Project for further intake.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR,GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Homeless Liaison Attendance clerk Counselor Campus Administration</p>	<p>FORMATIVE: Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. SUMMATIVE: STAAR, attendance rate, retention rate.</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>4) The campus Dean of Instruction will provide leadership and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, AR, SE,GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Principal Administrator for State Compensatory Education</p>	<p>FORMATIVE: ERO Session Evaluation Report, ERO Session Attendance Report; Lesson plans, classroom observation, progress monitoring scores;, student progress reports SUMMATIVE: STAAR scores</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) A Pre-K 3/4 full day program will be implemented in order to better prepare students academically.</p> <p>POPULATION: Pre-K3 students TI, MI, LEP, AR, SE,GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Principal Dean Administrator for State Compensatory Education</p>	<p>FORMATIVE: Observation and walk-thru's; Students progress reports, CPALLS (BOY and MOY) SUMMATIVE: CPALLS (EOY)</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Attendance clerks and parent/attendance liaisons will attend District trainings to consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness as well as increase instructional opportunities for students.</p> <p>POPULATION:Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 and May 2019</p>		Principal Campus PEIMS Supervisor Attendance Clerks Parent Liaisons Student Accounting Data Entry Clerk	FORMATIVE: Agenda Sign-in sheets Six weeks Attendance Report School Messenger Notification System SUMMATIVE: Attendance rate; Meeting attendance AYP				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) PK-5th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading, Sports/Games, Arts/Crafts, and Dramatic Play.</p> <p>POPULATION: Pre-K-6th students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2018 and May 2019</p>	2.6	Principal, Dean of Instruction, Classroom Teachers, Special Programs Teacher	Formative:Schedules, Attendance Reports, Lesson Plans Summative:STAAR Results, EOY Promotion Rates				
<p align="center">Funding Sources: 162 State Compensatory - 25500.00, 211 Title I-A - 25500.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) ELL Teachers will attend District trainings provided by Advanced Academics that focus on critical thinking skills as well as trainings that help recognize or identify gifted and talented student within the At/Risk LEP population.</p> <p>POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Advanced Academics C and I Campus Admin.	FORMATIVE: professional development hours/transcripts SUMMATIVE: Student STAAR results; More ELL students identified as gifted.				

<p>Critical Success Factors CSF 6</p> <p>9) Teachers and students are encouraged to wear college T-shirts at least once a six weeks period and on District designated days to encourage student interest in attending college and in support of Guidance and Counseling efforts to increase college awareness in our students.</p> <p>POPULATION: Pre-K 3-6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		<p>Administration, Campus Counselors, Teachers</p>	<p>FORMATIVE: Advertisement for event and pictures from event SUMMATIVE: Increase of College awareness</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) In an effort to promote physically and emotionally healthy students, the CATCH program will be implemented and evaluate the implementation of district initiatives such as: School Health Index Jump Rope for Heat Track & Field Puberty Presentation Health Curriculum Physical Activities throughout out the week POPULATION: Pre-K 3-6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal, Dean of Instruction PK-5th grade Teachers/Coaches Curriculum Specialist Nurse	<p>FORMATIVE:ERO Session, sign in sheets, Agendas</p> <p>SUMMATIVE: Fitness Gram Index</p>				

<p>Critical Success Factors CSF 6</p> <p>2) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students. This funding will include all office and medical supplies as deemed necessary to improve student overall health and enhancing attendance performance. The rest of funding comes from Local 199. Medical and office supplies may also be purchased through 199.</p> <p>POPULATION:Pre-K3 -6 students TI, MI, LEP,SE, AR , GT, DYS TIMELINE: August 2018 to May 2019</p>		Principal Health Service Admin	<p>FORMATIVE: Time and Effort Logs Referrals SUMMATIVE: EOY Attendance Rates</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

State Compensatory

Budget for Palm Grove Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-18-122-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$800.00
162-11-6118-00-122-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$8,856.00
162-11-6118-00-122-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$3,015.00
162-11-6118-00-122-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$25,500.00
6100 Subtotal:		\$38,171.00
6200 Professional and Contracted Services		
162-11-6299-62-122-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$600.00
6200 Subtotal:		\$600.00
6300 Supplies and Services		
162-11-6399-00-122-Y-30-OO0-Y	6399 General Supplies	\$16,385.00
6300 Subtotal:		\$16,385.00

Personnel for Palm Grove Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Dominguez	Dean of Instruction	State Compensatory	100%
Cristina Salazar	PreKinder	State Compensatory	.50%
Eliseo Garza	PreKinder	State Compensatory	.50%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A Comprehensive needs assessment will be conducted that includes information on academic achievement of students as per the academic standards set by the State. The focus will be on student who are not meeting academic and state standards or who are coded AT-Risk of failing to meet the standards.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee reviews the CNA survey to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have all students and all student groups passing all parts of state mandated assessments for the 2018-2019 school year with a minimum of 80% or 5% higher from the previous year's score, as well as increase the approaches, meets, and masters levels.

2.2: Regular monitoring and revision

The CIP is regularly monitored and updated by the SBDM committee and campus administration to assess campus/student needs, set improvement goals, and create action plans. The CIP drives decision-making about budgeting, curriculum, staffing, staff development and school organization and includes the required program components.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to TELPAS, TERRANOVA/SUPERA, LION, TPRI/Tejas Lee, CPALLs, OWL Monitoring, previous STAAR scores, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by the use of these instruments.

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

Parental education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for

preschool children will be held annually to assist in the transition to Elementary. Parents will be provided campus information, assistance and training in an understandable format and language.

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. In an effort to meet our students' academic needs we hold after school tutorials and/or extended day.

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

Palm Grove will offer enrichment programs that assist student with remediation strategies in core areas. In order to improve student performance and overall success in the state assessment identified students are provided support services in Reading, Math, Writing and Science.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center.

A School-Parent-Student compact that outlines how the parents, the entire school, staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards.

3.2: Offer flexible number of parent involvement meetings

Weekly parent meetings will be held to notify parents of the school's participation in the Title 1-A program, to explain the program requirements, and to inform parents of their right to be involved. Parental training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool children will be held annually to assist in the transition to Elementary.

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Patricia Chacon	Principal
Administrator	Laura Trevino	Assistant Principal
Meeting Facilitator	Alicia Dominguez	Dean of Instruction
Classroom Teacher	Mayra Cantu	Teacher
Classroom Teacher	Maggie Flores	Teacher
Classroom Teacher	Josefina Mejia	Teacher
Classroom Teacher	Homer Trevino	Teacher
Classroom Teacher	Yadira Villagomez	Teacher
Classroom Teacher	Melissa Ybarra	Teacher
Classroom Teacher	Liliana Chavez	Teacher
Parent	Linda Bernabe	Parent
Parent	Maria Cabrera	Parent
Business Representative	Debbie Martinez	Business Manager
Business Representative	Ana Arriola	Business owner
Community Representative	Efren Matamoros	Manager
Community Representative	Oralia Alvarado	Business Manager
Non-classroom Professional	Abigail Ochoa	Librarian

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Materials	199-12-6329-00-122-Y-99-000-Y	\$1,000.00
1	1	10	Textbooks	199-11-6321-00-122-Y-11-000-Y	\$500.00
1	1	10	Copy Paper	199-11-6396-00-122-Y-11-000-Y	\$2,000.00
1	1	10	General Supplies	199-11-6399-00-122-Y-11-000-Y	\$2,589.00
1	1	10	General Supplies	199-11-6399-51-122-Y-11-000-Y	\$1,000.00
1	1	10	Capital Outlay	199-23-6398-00-122-Y-99-000-Y	\$1,000.00
1	1	10	General Supplies	199-31-6399-00-122-Y-99-000-Y	\$100.00
1	1	10	General Supplies	199-31-6399-65-122-Y-99-000-Y	\$50.00
1	1	10	General Supplies	199-33-6399-00-122-Y-99-000-Y	\$100.00
1	1	12	General Supplies	199-23-6399-00-122-Y-99-000-Y	\$1,000.00
1	1	12	employee travel for PD	199-31-6423-122-Y-99-032-Y	\$0.00
1	1	15	Reclassified Transportation	199-11-6494-00-122-Y-11-000-Y	\$3,000.00
1	1	15	Misc. Awards	199-11-6498-00-122-Y-11-000-Y	\$2,500.00
2	1	2	General Supplies	199-51-6315-00-122-Y-99-000-Y	\$2,500.00
2	1	2	General Supplies	199-51-6399-00-122-Y-99-000-Y	\$3,050.00
2	1	2	Misc. Operating Cost	199-13-6499-53-122-Y-99-000-Y	\$300.00
6	1	13	Food	199-61-6498-53-122-Y-99-000-Y	\$477.00
9	1	3	Misc. Operating Cost Awards	199-23-6498-00-122-Y-99-000-Y	\$500.00
9	2	1	Extra Duty Pay Overtime - SUP PE	199-11-6121-51-122-Y-11-000-Y	\$20.00
Sub-Total					\$21,686.00
Budgeted Fund Source Amount					\$21,686.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	4	General Supplies	162-11-6399-00-122-Y-30-000-Y	\$16,385.00
8	1	5	Miscellaneous Contracted Services	162-11-6299-62-122-Y-30-000-Y	\$600.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-122-Y-30-000-Y	\$3,015.00
9	2	1	Professional Extra Duty Pay- Failed 5gr STAAR	162-11-6118-00-122-y-24-SSI-Y	\$8,856.00
9	2	2	On Campus ACt Sal/Wages for Subst Teachers	162-11-6112-18-122-Y-30-000-Y	\$800.00
9	2	7	Professional Extra Duty Pay - Extended Day	162-11-6118-00-122-Y-30-ASP-Y	\$25,500.00
Sub-Total					\$55,156.00
Budgeted Fund Source Amount					\$55,156.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	7	Extra Duty Pay	211-11-6118-00-122-Y-24-ASP-Y	\$15,570.00
9	2	7	Para Professional Overtime -Extended Day	211-11-6121-00-122-Y-24-ASP-Y	\$7,500.00
9	2	7	Medicare	211-11-6141-00-122-Y-24-ASP-Y	\$335.00
9	2	7	TRS	211-11-6146-00-122-Y-24-ASP-Y	\$2,030.00
9	2	7	ACA	211-11-6148-00-122-Y-24-ASP-Y	\$54.00
9	2	7	TRS	211-11-6149-00-122-Y-24-ASP-Y	\$11.00
Sub-Total					\$25,500.00
Budgeted Fund Source Amount					\$25,500.00
+/- Difference					\$0
Grand Total					\$102,342.00