

Brownsville Independent School District

Garden Park Elementary

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	7
Student Academic Achievement	9
School Processes & Programs	11
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
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).	20
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)	41
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)	43
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)	45
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	48
Goal 6: Campus Staff, Administration, Parents, and Community will strive to provide required support and resources for the attainment of educational excellence and equity of students. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)	54
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)	57
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)	59
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)	64
Comprehensive Support Strategies	72
State Compensatory	74
Personnel for Garden Park Elementary:	74
Title I Schoolwide Elements	75
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	75
1.1: Comprehensive Needs Assessment	75

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	75
2.1: Campus Improvement Plan developed with appropriate stakeholders	76
2.2: Regular monitoring and revision	76
2.3: Available to parents and community in an understandable format and language	77
2.4: Opportunities for all children to meet State standards	77
2.5: Increased learning time and well-rounded education	78
2.6: Address needs of all students, particularly at-risk	79
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	79
3.1: Develop and distribute Parent and Family Engagement Policy	79
3.2: Offer flexible number of parent involvement meetings	80
Title I Personnel	82
SBDM	83
District Funding Summary	84

Comprehensive Needs Assessment

Revised/Approved: June 12, 2019

Needs Assessment Overview

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

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2017-2018 Texas Academic Performance Report results.

STAAR Summary of 3rd-5th Grades Tested

State District Campus

Grade 3

Reading	77%	80%	74%
Mathematics	78%	86%	84%

Grade 4

Reading	73%	79%	73%
Mathematics	78%	86%	88%
Writing	63%	74%	75%

Grade 5

Reading	84%	90%	90%
Mathematics	91%	97%	99%
Science	76%	85%	96%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	Two + Races	Special Ed	ELL
All Subjects	85%	84%	*	85%	*	64%	81%
Reading	79%	79%	*	79%	*	60%	74%
Mathematics	90%	90%	*	90%	*	70%	88%
Writing	75%	75%	*	76%	*	62%	68%
Science	96%	96%	*	96%	*	*	95%

Demographics

Demographics Summary

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

Demographics Strengths

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

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

Demographic Needs ranked

1. There is a need to enhance classroom instruction with instructional supplies for all students, particularly at-risk students.
2. There is a need for accelerated instruction during extended day in the foundation curriculum for at-risk students.
3. There is a need for increased student participation in extracurricular activities for all students.
4. There is a need for instructional and assessment planning for special education students.
5. There is a need for all students to develop critical thinking, creativity, character and teamwork skills.
6. There is a need to prepare students for academic and extracurricular activities, events, and competitions to increase student rigor.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education group scored a 60% in Reading at the Approaches Grade Level Standard. **Root Cause:** Teachers need more

explicit Reading instruction training to target the Reading TEKS not mastered by students based on campus and district assessments for STAAR.

Student Academic Achievement

Student Academic Achievement Summary

Based on the Texas Education Agency 2018 Accountability Summary Report, Garden Park Elementary's Accountability Rating is Met Standard.

Garden Park met standards in the following categories:

- Overall Scaled Score: 91 Rating: Met Standard
- Student Achievement Scaled Score: 82 Rating: Met Standard
- School Progress Scaled Score: 90 Rating: Met Standard
- Academic Growth Scaled Score: 82 Rating: Met Standard
- Relative Performance Scaled Score: 90 Rating: Met Standard
- Closing the Gaps Scaled Score: 92 Rating: Met Standard

Distinction Designations

- ELA/Reading Earned
- Mathematics Earned
- Science Earned
- Comparative Academic Growth Earned
- Postsecondary Readiness Earned
- Comparative Closing the Gaps Earned

Student Academic Achievement Strengths

Garden Park did show some strengths in performance areas based on the 2017-2018 TEA Texas Academic Performance Report. The percent of all students passing all subjects improved from 84% in 2017 to 85% in 2018.

The percent of all Economically Disadvantaged students passing all subjects improved from 84% in 2017 to 85% in 2018. In Math, the Economically Disadvantaged group improved 2 percentage points from 88% in 2017 to 90% in 2018. In Science, the Economically Disadvantaged group improved 12 percentage points from 84% in 2017 to 96% in 2018.

The percent of all ELL students passing all subjects improved from 67% in 2017 to 81% in 2018. In Reading, the ELL group improved 21 percentage points from 53% in 2017 to 74% in 2018. In Math, the ELL group improved 6 percentage points from 82% in 2017 to 88% in 2018. In Science, the ELL group improved 30 percentage points from 65% in 2017 to 95% in 2018.

Student Academic Achievement Needs ranked

Update: Our Special Education group scored 60% in Reading at the Approaches Grade Level Standard based on the TAPR 2017-2018 Campus STAAR Performance, meeting the 60% Texas passing percentage standard. The TAPR has been added as a Plan Addendum to the CIP.

Last updated 05/13/2019

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

1. There is a need to enhance student academic achievement with instructional supplies and research-based interventions to support literacy.
2. There is a need to provide incentives to all students for academic achievement to encourage student motivation toward learning success.
3. There is a need to provide accelerated instruction in the foundation curriculum during extended day for refinement and reinforcement.
4. There is a need to utilize standardized, campus, and district assessments to track and monitor student progress for targeted instruction.
5. There is a need to encourage student participation in extracurricular academic activities, events, and competitions to increase student success.
6. There is a need to review and plan instruction and assessment options for special education students.
7. There is a need for professional development training in the core content areas to improve the delivery of instruction for all students.
8. There is a need to focus on targeted writing skills per grade level to increase students' writing performance on assessments.
9. There is a need to utilize technology for computer software programs and applications to support readiness skills in all core content areas.

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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All grades scored a 75% in Writing (10% decrease from previous year) at the Approaches Grade Level Standard. **Root Cause:** Writing teachers need more explicit writing instruction to target the Writing TEKS not mastered by students based on campus and district assessments for STAAR.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

At Garden Park Elementary, the professional staff is comprised of 35 teachers, 4 support personnel, 3 administrators, and 15 educational aides. The majority of teachers have between 11-20 years and over 20 years of teaching experience with bachelors degrees as the highest degree held.

Curriculum, Instruction, and Assessment Strengths Summary

Garden Park administration, faculty, and staff use assessment data from various campus, district, and state assessments such as campus/district benchmarks, STAAR, TELPAS, TPRI, Tejas LEE, CPALLS, and OWL to plan for instruction. Teachers use Aware and TangoTrends to view assessment data to plan and support students' targeted TEKS, in preparation for state assessments. Additionally, teachers use data to initiate or continue RTI interventions for at-risk students. Data results are utilized to implement more individualized instruction for students in need of assistance.

School Context and Organization Summary

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

Technology Summary

Garden Park Elementary strives to meet the needs of students and teachers by providing technology in the classrooms and in the computer labs. PreK teachers have maintained HATCH computers in their classrooms for students to practice skills in phonological awareness, numeric operations, language development, alphabet knowledge, and logical reasoning. Kinder, first, and second grade teachers and students utilize iPads in the classroom to practice reading and math skills. Third, fourth, and fifth grade students use campus and district administered laptops for reading, math, and science software programs.

Students in grades prekindergarten through second grade attend the computer labs weekly to work on Imagine Language & Literacy, Reasoning Mind-Blueprint, and Imagine Math software programs. Students in grades third through fifth attend the computer lab weekly to work on Accelerated Reader, Imagine Language & Literacy, and ReadWorks to improve reading comprehension and Imagine Math to improve math problem solving skills. Teachers incorporate technology in their daily lessons by using classroom laptops (COWs in grades 3-5) and document cameras to project their materials on the board to work on whole group and small group activities. Students read and test in the AR software program to earn points toward their reading goals in both the library and in the classrooms. Additionally, students can access Imagine Language & Literacy and Imagine Math from home on any device to practice their reading and math skills.

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

1. There is a need for professional development training on research-based strategies and best practices to support the delivery of instruction for students.
2. There is a need for instructional support to analyze assessment data to target areas of need and plan for instruction.
3. There is a need for professional development training in research-based cognitive strategies to support reading comprehension.
4. There is a need for vertical planning between grade levels to plan instruction for all core content areas, particularly reading.
5. There is a need for professional development training to improve and sustain quality campus leadership.

Staff Quality, Recruitment, and Retention CNA Strategies: 1.1.1, 1.1.22, 7.1.1, 7.1.2, 7.1.3

Curriculum, Instruction, and Assessment Strengths

In Grades PK-2, teachers utilize the computer programs Imagine Language & Literacy, Reasoning Mind-Blueprint, and Imagine Math. In Grades 3-5, teachers use AR, ReadWorks, Imagine Language & Literacy, and Imagine Math to support and reinforce classroom instruction. Students scored well on TELPAS assessments and met district goals. Teachers receive professional development support for Depth of Knowledge strategies, and MetaCognitive strategies to help students master TEKS objectives within the BISD Curriculum Frameworks.

Curriculum, Instruction, and Assessment Needs

1. There is a need for instructional support of research-based strategies and best practices to support targeted instruction for assessments, particularly reading.
2. There is a need to analyze student data across multiple software platforms to monitor student progress and plan for regular and tutorial instruction.
3. There is a need to sustain standardized, campus, and district benchmarks to track student progress and target instruction for state assessments.
4. There is a need for professional development training in research-based cognitive strategies to support reading comprehension for reading assessments.
5. There is a need to utilize language and literacy software programs to support reading comprehension skills for reading assessments.
6. There is a need for accelerated instruction in the reading foundation curriculum during extended day and tutorial programs for students' reading skill refinement and reinforcement.

Curriculum, Instruction, and Assessment CNA Strategies: 1.1.1, 1.1.13, 1.1.27, 1.1.28, 7.1.1, 8.1.6, 9.2.1

School Context and Organization Strengths

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

School Context and Organization Needs

1. There is a need to promote daily student health and wellness throughout the school year.
2. There is a need to sustain daily operations to monitor and maintain campus and students' needs.
3. There is a need to utilize a safety management system to monitor all campus visitors for student safety.
4. There is a need to sustain maintenance supplies to maintain a safe and clean school environment.
5. There is a need to utilize incentives for student programs to recognize student achievements and encourage continued participation.
6. There is a need to sustain school supplies in the school infirmary for students' health needs.
7. There is a need to sustain general supplies by the school counselor to assist with guidance and counseling for students' overall development.

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

Technology Strengths

Technology strengths include student utilization of educational online programs such as Imagine Learning & Literacy, Reasoning Mind, Imagine Math for grades PK-2. Students in grades 3-5 utilize Imagine Language & Literacy, Accelerated Reader, ReadWorks and Imagine Math to practice reading comprehension and math problem solving skills. Additionally, students in grades 4-5 participate in the Coding Club to create computer programs through coding. Coding students have the opportunity to showcase their knowledge in coding at Club Coding Summits throughout the school year. Students in grades K-5 use the online programs Living with Science and EduSmart for Science in grade 5 to practice targeted Science TEKS in the classrooms, computer labs, and at home.

Technology Needs

1. There is a need to integrate technology in the classroom to accommodate, differentiate, and improve the delivery of instruction across all content areas, particularly reading.
2. There is a need to utilize instructional software programs and applications to refine and reinforce readiness and supporting standards in all core content areas.
There is a need to utilize technology to prepare and complete student assessments online in order to track and analyze data results and plan for

targeted instructional support.

Technology CNA Strategies: 8.1.1, 8.1.3, 8.1.5, 8.1.6

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase the Special Education score of 60% in Reading at the Approaches Grade Level Standard. **Root Cause:** Teachers need more explicit Reading instruction training to target the Reading TEKS not mastered by students based on campus and district assessments to prepare for STAAR.

Perceptions

Perceptions Summary

School Culture and Climate Summary

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

Family and Community Involvement Comprehensive Summary

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

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

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

Perceptions Strengths

School Culture and Climate Strengths

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

School Culture and Climate Needs

1. There is a need to improve and sustain team building activities to encourage and support campus morale.

2. There is a need to sustain maintenance materials and supplies to maintain a safe school environment.
3. There is a need to sustain annual incentives for student academic achievement to motivate and reward students' successes throughout the school year.

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

Family and Community Involvement Strengths

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

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

Family and Community Involvement Needs

1. There is a need to increase and sustain parent participation in campus activities, programs, and services to support student learning.
2. There is a need to maintain career awareness presentations for all grade levels to encourage college career readiness for students.

Family and Community Involvement CNA Strategies: 6.1.7, 9.1.5

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: June 12, 2019

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

Performance Objective 1: Garden Park Elementary student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2018-2019 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful.</p> <p>Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SPP-SQRR #1, SPP-CIA #1</p>		Administration Dean of Instruction	<p>Formative: Walk-throughs indicate the application of skills acquired during professional development</p> <p>Summative: Increase campus fluency tracker goals. Increase developed level on TPRI and Tejas LEE.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Teachers will use Sheltered English Instruction strategies to help ELL students master TEKS and Reading objectives.</p> <p>Populations: All students, ELL, At-Risk, Sp.Ed., GT</p> <p>Timeline: August 2018-May 2019</p>		Administration Dean of instruction	<p>Formative: Increase Campus Benchmark Assessments</p> <p>Summative: Increase EOY TELPAS, STAAR Results</p>				
<p>3) One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and six weeks. Fluency testing will be conducted to measure reading accuracy and comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD 2018-2019 Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks.</p> <p>Populations: All Students, Sp. Ed., GT,At-Risk, TI, Migrant, Dys., ELL</p> <p>Timeline: August 2018-May 2019</p>		Administration Dean of Instruction	<p>Formative: Increase performance on Campus Fluency Trackers, Campus Benchmark Assessments</p> <p>Summative: Increase STAAR Results EOY TPRI/Tejas LEE</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Students will attend the computer lab(s) to work on Math skills: PreK-2nd DreamBox Math and 3rd-5th Imagine Math.</p> <p>Students will also practice Reading skills: PreK-5 Learning A-Z, AR, ReadWorks.</p> <p>Students will also take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for STAAR assessments. Students will also use the COW's to work on targeted math and reading skills.</p> <p>Populations: All students,GT, ELL, At-Risk, Sp.Ed., DYS,TI, MIG.</p> <p>Timeline: Twice a week from August 2018-May 2019</p>		Administration Dean of Instruction Teachers	<p>Formative: Increase Progress Monitoring, Campus Benchmark Assessment performance</p> <p>Summative: Increase STAAR Results, EOY CPALLS, TPRI, Tejas LEE</p>				
<p>5) All 3rd -5th grade students at Garden Park will work on a Science Project.</p> <p>The top Science projects from each category will be selected to participate at the District Science Fair.</p> <p>Populations: At-Risk, TI, ELL, Sp.Ed.,GT, Dys., Mig.</p> <p>Timeline: August 2018-November 2019</p>		Administration Dean of Instruction Teachers	<p>Formative: Increase Science Weekly Tests, Science BM</p> <p>Summative: STAAR Science Results; Place at the District Science Fair</p>				
<p>6) Selected 3rd-5th grade students from each classroom will participate in a campus Spelling Bee in October to prepare for the District Spelling Bee in February.</p> <p>Populations: ELL, DYS, TI, Sp.Ed., At-Risk, MIG, GT</p> <p>Timeline: September 2018-February 2019</p>		Administration Dean of Instruction Teachers	<p>Formative: Increase Class Spelling Bee participation</p> <p>Summative: Place in Top 10 at the District Spelling Bee</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Garden Park students will practice for and participate in the District UIL Competition for 3rd-5th grade. Funds will be allotted for general UIL supplies to support students. Transportation, breakfast, and lunch will also be provided for students and sponsors.</p> <p>Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: September 2018-December 2019</p> <p>CCNA: Demo #3, SAA #7</p>		Administration UIL Coordinator	<p>Formative: Increase extracurricular student participation</p> <p>Summative: Sustain 1st place in District UIL Competition</p>				
Funding Sources: 199 Local funds - 800.00							
<p>8) All Kinder through 5th grade teachers will work on drills focusing on targeted multiplication tables, so all students are able to solve multiplication problems.</p> <p>Kinder: 0's, 1's 1st: 2's, 3's and 4's 2nd: 5's, 6's and 7's 3rd: 8's, 9's and 10's 4th and 5th: 2's-12's</p> <p>Populations: All Students, At-Risk, TI, ELL, GT, MIG, DYS, Sp.Ed.</p> <p>Timeline: Daily, August 2018-May 2019</p>		Administration Teachers	<p>Formative: Increase performance on District & Campus BM</p> <p>Summative: Maintain STAAR Math Results</p>				
<p>9) All teachers will display a Word Wall focusing on Academic Vocabulary from the core areas to enhance learning and increase vocabulary development to help achieve the goal for all students to pass their STAAR assessments and ELL students to score Advance High in all areas of the TELPAS assessment.</p> <p>Populations: All students, At-Risk, Sp.Ed., ELL, GT, TI, MIG, DYS</p> <p>Timeline: August 2018-May 2019</p>		Administration Dean of Instruction Teachers	<p>Formative: Increase Reading Weekly Tests, Campus & District BM Results</p> <p>Summative: Increase TELPAS & STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEP's) for ARD meetings and other deadlines as needed.</p> <p>Populations: Sp.Ed.</p> <p>Timeline: ARD Meeting Schedule September 2018-May 2019</p> <p>CCNA: Demo #4, SAA #8</p>		Administration Special Ed. Teachers Diagnostician	<p>Formative: Increase monitoring & application of accessibilities on Campus & District BM</p> <p>Summative: Increase STAAR, TELPAS, EOY TPRI/Tejas LEE</p>				
<p>Funding Sources: 166 State Special Ed. - 1200.00</p>							
<p>11) Kindergarten through 5th grade students will keep a journal to improve their organizational skills with graphic organizers, annotations, and timelines so students can pass the STAAR assessments in grades 3rd-5th and ELL students can score Advance High in all areas of the TELPAS in all content areas of Math, Science, Social Studies, and Language Arts.</p> <p>Populations: All Students, At-Risk, ELL, GT, MIG, DYS, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		Administration Teachers	<p>Formative: Increase performance on weekly tests</p> <p>Summative: Increase performance on EOY TELPAS, STAAR Results</p>				
<p>12) All Kinder-5th grade students will utilize Edusmart and Living With Science to improve Science skills. Funds will be allotted to purchase the Living with Science online program to support mastery of Science TEKS.</p> <p>Populations: All Students, ELL, DYS, GT, Sp.Ed., MIG, At-Risk</p> <p>Timeline: Twice a week; August 2018-May 2019</p>		Administration Teachers	<p>Formative: Improve District & Campus BM</p> <p>Summative: Sustain STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>13) All teachers in all grade levels will participate in data analyze meetings of students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes to prepare students for STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL Assessments. The data analysis meetings will be in compliance with the BISD 2018-2019 Action Plan for ELAR.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT</p> <p>Timeline: Every Six Weeks, September 2018-May 2019</p> <p>CCNA: SPP-CIA #2</p>	2.6	Administration Teachers	<p>Formative: Improve progress on Campus & District BM</p> <p>Summative: Improve STAAR, TELPAS EOY TPRI/Tejas LEE, CPALLS, OWL Results</p>				
<p>14) The SBDM Committee will meet as needed to review and discuss the campus plan, curriculum issues, and budgets to guide the vision of Garden Park for all students.</p> <p>Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: As Needed, September 2018-May 2019</p>		Administration SBDM Committee	<p>Formative: Maintain Agenda, Sign-In Sheets</p> <p>Summative: EOY Agenda, Sign-In Sheets</p>				
<p>15) All students in grades Pre-K through 2nd grade will work through teacher led Science projects/activities to expose students to the Scientific Method/Processes. Students will also utilize Observation/Investigation Journals for Science.</p> <p>Populations: All Students ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: August 2018-June 2019</p>		Administration Teachers	<p>Formative: Improve Weekly Tests</p> <p>Summative: Sustain EOY CPALLS, Weekly Tests</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>16) To promote and ensure physical fitness, students in grades Pre-K-5th grade will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes per week. Funds will be allotted for general P.E. supplies to perform physical fitness goals and activities.</p> <p>Populations: All Students, GT, ELL, TI, DYS, MIG, Sp.Ed., At-Risk</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SPP-SCO #1</p>		Administration PE Teachers	<p>Formative: Maintain School Health Index Physical Fitness Assessment</p> <p>Summative: Sustain EOY School Health Index Physical Fitness Assessment</p>				
<p>Funding Sources: 199 Local funds - 1500.00</p>							
<p>17) Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530.</p> <p>Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: Spring 2019</p>		Administration PE Teachers	<p>Formative: Maintain School Health Index Physical Fitness Assessment</p> <p>Summative: Sustain EOY School Health Index Physical Fitness Assessment</p>				
<p>18) Garden Park will sustain the CATCH Team to implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, and successful methods to ensure students are reaching required moderate to vigorous physical activity goals.</p> <p>Populations: All Students, MIG, DYS, TI, Sp.Ed., At-Risk, ELL, GT</p> <p>Timeline: August 2018-May 2019</p>		Administration CATCH Team	<p>Formative: Maintain School Health Index, CATCH Activities Binder</p> <p>Summative: Sustain EOY School Health Index, CATCH Activities Binder</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>19) Garden Park will participate in the annual Jump Rope for Heart activity at Sam's Stadium.</p> <p>Populations: All Students, DYS, ELL, MIG, TI, GT, At-Risk, Sp.Ed.</p> <p>Timeline: May 2019</p>		Administration PE Coaches	<p>Formative: Improve Student Participation</p> <p>Summative: Sustain Student Participation</p>				
<p>20) In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including paper, reading materials (e.g., Mentoring Minds Think Up ELAR), and musical supplies that are aligned to campus interventions to support literacy. Additionally, materials will also be sent to media center to make student booklets for instruction and intervention support.</p> <p>Funds will be allotted for backpacks with school supplies for migrant students.</p> <p>Populations: All students, Sp.Ed.,At-Risk,ELL, TI, Mig., DYS, GT</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: Demo #1, SAA #1</p>	2.4, 2.5, 2.6	Administration Teachers	<p>Formative: Increase performance on weekly assessments, campus & district BM</p> <p>Summative: Improve STAAR, TELPAS EOY CPALLS, TPRI, Tejas LEE Results</p>				
<p>Funding Sources: 199 Local funds - 0.00, 162 State Compensatory - 9500.00, 166 State Special Ed. - 890.00, 211 Title I-A - 11000.00, 212 Title I-C (Migrant) - 340.00, 163 State Bilingual - 4450.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>21) As per the BISD 2018-2019 Action Plan for ELAR, teachers will utilize research based instructional resources and targeted interventions to ensure that all students prepare to meet campus, district, and/or state assessments.</p> <p>*STAAR resource materials *District approved software: Imagine Language & Literacy, Imagine Math, Living With Science, PEG Writing *EduSmart *Review 360 *LPAC Meetings *SIOP trainings</p> <p>Allot funds for PreK(3)-5th grade teachers to purchase materials to improve their delivery of instruction.</p> <p>Populations: All Students, Sp.Ed., TI, GT, ELL, DYS, MIG, At-Risk Timeline: August 2018-May 2019</p>		Administration Dean of Instruction Teachers	<p>Formative: Maintain RTI, Improve Campus & District BM</p> <p>Summative: Improve STAAR, TELPAS EOY OWL, CPALLS, TPRI, Tejas LEE</p>				
<p>22) As per the BISD 2018-2019 Action Plan for ELAR, the Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, and classroom observations to support students' preparation of STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL assessments. Dean and teachers will analyze data to target and plan for instruction.</p> <p>Populations: All Students, At-Risk, ELL, Dys., Sp.Ed., Mig., GT, TI</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SPP-SQRR #2</p>		Administration Dean of Instruction Teachers	<p>Formative: Increase Data Analysis of Campus & District BM</p> <p>Summative: Improve STAAR, TELPAS, OWL, CPALLS, TPRI, Tejas Lee Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>23) The library aide will provide assistance to the librarian with daily operations to manage the school library.</p> <p>Populations: All students, At-Risk, ELL, Sp.Ed., DYS, Mig., GT, TI, DYS</p> <p>Timeline: August 2018-May 2019</p>		Administration Librarian	<p>Formative: Maintain Timesheets</p> <p>Summative: Improve EOY Evaluation</p>				
<p>24) LPAC Committee will meet throughout the year to monitor progress of ELL students in the Bilingual program and conduct End-of-Year Reviews to determine how many ELL students have met exit criteria from the Bilingual Department.</p> <p>Funds will be allotted for substitutes to cover LPAC Committee Members for meetings and EOY reviews.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig., TI, Sp.Ed.</p> <p>Timeline: September 2018-May 2019</p>		Administration LPAC Committee	<p>Formative: Maintain LPAC Agenda, Minutes, Sign-In Sheets</p> <p>Summative: Conduct EOY LPAC Review (Agenda, Minutes, Sign-In Sheets)</p>				
<p>25) To improve Writing skills and prepare students for the STAAR and TELPAS Writing assessments, teachers in grades K-2nd will focus on Narrative Writing and 3rd-4th will focus on Narrative Writing for the 1st Six Weeks. Expository Writing will be covered 2nd-6th Six Weeks with Empowering Writers.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig, TI, Sp Ed.</p> <p>Timeline: August 2018-May 2019</p>		Administration Dean of Instruction Teachers	<p>Formative: Increase Writing Campus & District BM performance</p> <p>Summative: Improve TELPAS Writing & STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>26) Funds will be set aside to purchase general library supplies and books to be kept in the library to motivate students' reading comprehension skills. Funds will also be allotted to purchase incentives to motivate students to read.</p> <p>Populations: All students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SAA #4</p>		Administration School Librarian	<p>Formative: Monitor Six Weeks AR Reports</p> <p>Summative: Review EOY AR Report for students' met goals</p>				
<p>Funding Sources: 199 Local funds - 250.00, 211 Title I-A - 250.00</p>							
<p>27) Funds will be allotted to purchase office supplies and campus materials to carry out the daily operations of maintaining and monitoring student progress, benchmarks, assessments and other campus instructional needs.</p> <p>Populations: All students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SA #5, SPP-CIA #3, SPP-SCO #2</p>		Administration Dean of Instruction Teachers	<p>Formative: Monitor Campus & District BM Data Analysis</p> <p>Summative: Improve CPALLS, TPRI, TELPAS & STAAR Results</p>				
<p>Funding Sources: 199 Local funds - 351.00, 211 Title I-A - 1053.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>28) To promote the academic progress of Kinder through 2nd grade students, funds will be allotted to purchase the Stanford Achievement Test Series, Tenth Edition. Kinder-2nd grade students will be assessed in the core content areas of Reading, Math, ELA, Science, and Social Studies for yearly progress monitoring. Funds will also be allotted to send out the Stanford-10 testing booklets to be scored for student data analysis.</p> <p>Populations: All Kinder, 1st Grade, and 2nd Grade Students, ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: January 2019-May 2019</p> <p>CCNA: SA #6, SPP-CIA #4</p>		Administration Teachers	<p>Formative: Complete Stanford 10 Semester Practice Tests</p> <p>Summative: Improve EOY Stanford 10 Achievement Test Results</p>				
<p>Funding Sources: 211 Title I-A - 7400.00</p>							
<p>29) Teachers will follow ELAR TEKS for Language Arts to promote that all students will be successful and meet CCRS standards when Garden Park students begin their college careers.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, GT, Sp.Ed., At-Risk</p> <p>Timeline: Daily August 2018-May 2019</p>		Administration Dean of Instruction Teachers	<p>Formative: Improve Weekly Assessments & Campus BM Results</p> <p>Summative: Increase Reading STAAR, EOY TPRI Results</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Pre-K and Kindergarten Paraprofessionals will assist teachers in the implementation of instruction in all subject areas to help students become successful in skills being taught to score at the developed level on the TPRI/Tejas Lee assessments. Paraprofessional duties and responsibilities will be detailed in the campus handbook.</p> <p>Populations: All students, At-Risk, ELL, TI, DYS, MIG, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		Administration Teachers	<p>Formative: Maintain PK-K Progress Monitoring</p> <p>Summative: Increase EOY OWL, CPALLS, TPRI Results</p>				
<p>2) As per Board Goal Number One, Garden Park will continue the Pre-K 3 Year Old Program to address the needs of three year old students staffed by certified teachers and paraprofessionals. The Pre-K 3 Year Old Program will follow the modified and tailored guidelines of the Pre-K 4 Program.</p> <p>Populations: ELL, At-Risk,GT, DYS, Mig, TI, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		Administration Dean of Instruction	<p>Formative: Improve PK3 & PK4 Progress Monitoring Results</p> <p>Summative: Improve EOY OWL & CPALLS Results</p>				

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

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


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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All Garden Park Migrant students will receive school and hygienic supplies as needed in order to provide them with the necessary tools to complete their classroom and homework assignments as well as improve hygienic self care. PFS students will receive supplemental support services before other migrant students.</p> <p>Populations: PFS/MIG</p> <p>Timeline: As needed, August 2018-May 2019</p>		Administration Counselors	<p>Formative: Maintain Monthly PFS Monitoring Tool</p> <p>Summative: Sustain EOY PFS Monitoring Tool</p>				
<p>2) Garden Park PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2018-May 2019</p>		Administration	<p>PFS Monthly Monitoring Tool</p> <p>Fewer PFS students identified due to increased performance</p> <p>Formative: NGS, Campus Reports, Delivery Page w/ signature.</p> <p>Summative: Completed PFS Monitoring Tool</p>				

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Extended day tutorial sessions will occur at Garden Park for migrant students when there is documented need for supplemental academic support in the core subjects to ensure migrant students have the same academic opportunities to overcome challenges as non-migrant students. Population: Migrant, PFS students Timeline: October 2018-May 2019		Administration Teachers	Supplemental Duty Paid Time Sheets, Attendance Roster Formative: Improve Benchmark Results, Progress Reports Summative: Improve Migrant Student Promotion Rate, EOY Assessment Results				
7) To increase awareness of migrant student needs, Garden Park teachers and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 2018-May 2019		Administration Counselor	Meeting Agendas and Sign-in Sheets, Improve Timely Placement into RTI Formative: Sustain Tutorial Program, Attendance Reports, Participants' Survey Summative: Improve Session Evaluations, EOY Report Cards				
8) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Population: PFS/Migrant students Timeline: April 2019		Administration Teachers	Survey Results, Increase On-time Graduation Formative: Increase Parent Meeting Evaluations, Student Session Evaluations Summative: Increase Survey Results, Implementation of Survey suggestions				
							

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

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





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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Garden Park Fine Arts students from all demographic groups will develop critical thinking, multi-tasking skills, creativity, teamwork, and character building by participating in UIL and non-UIL contests, exhibitions, district/community events, and public performances. Funds will be allotted for travel and subsistence of students for Fine Arts events, competitions, and performances.</p> <p>Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT</p> <p>Timeline: November 2018-February 2019</p> <p>CCNA: Demo #5</p>		Administration Fine Arts Teacher	<p>Formative: Choir and Estudiantina students will exhibit their learned talents by performing at Retirement Homes, Community Centers, and community events.</p> <p>Summative: Students competing at UIL contests will score at highest rating. Students submitting Art projects for different art contests will place/be recognized for their work.</p>				
Funding Sources: 199 Local funds - 0.00							
<p>2) Garden Park teachers will provide Theater Arts lessons integrated with their daily instruction.</p> <p>Populations: All Students, DYS, MIG, TI, ELL, At-Risk, Sp.Ed., GT</p> <p>Timeline: August 2018-May 2019</p>		Administration Teachers	<p>Formative: Maintain Daily Class Schedule</p> <p>Summative: Sustain Daily Class Schedule</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Garden Park students will practice for and compete in UIL Music Memory district competition.</p> <p>Populations: All Students, GT, At-Risk, ELL, TI, DYS, MIG, Sp.Ed.</p> <p>Timeline: November-December 2018</p>		Administration Fine Arts Teacher	<p>Formative: Increase student participation</p> <p>Summative: Sustain high UIL Placement Results</p>				
<p>4) The Garden Park school choir and Estudiantina will practice for and perform Christmas Carols in December and Mother's Day songs in May for community nursing homes and other public places.</p> <p>Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT</p> <p>Timeline: December 2018 and May 2019</p>		Administration Fine Arts Teacher	<p>Formative: Increase student participation, weekly practices for performance</p> <p>Summative: Sustain student attendance for fine arts performances</p>				
<p>5) Garden Park will implement the Galaxy Program (GT). Students will be nominated and identified for the GT program.</p> <p>Populations: All Students, GT, ELL, TI, Sp.Ed., MIG, DYS</p> <p>Timeline: Fall 2017-Spring 2018</p>		Administration Counselor Teachers	<p>Formative: Increase student nominations for the GT program</p> <p>Summative: Complete GT testing of students for GT identification. Maintain GT requirements for Advanced Academics.</p>				
<p>6) Garden Park GT students will prepare for and participate in the annual BISD Brainsville competition.</p> <p>Populations: All Students,GT, TI, DYS, ELL, Sp.Ed., MIG</p> <p>Timeline: December 2018-January 2019</p> <p>CCNA: Demo #6</p>		Administration Dean of Instruction GT Teachers	<p>Formative: Increase student participation in Brainsville.</p> <p>Summative: Improve Brainsville District Competition Results</p>				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Garden Park GT students will prepare for and participate in the Destination Imagination Regional Competition. Funds will be allotted for general supplies to support students with DI projects and presentations for the South Border Bridge DI Competition.</p> <p>Populations: All Students, GT, ELL, DYS, TI, Sp.Ed.</p> <p>Timeline: September 2018-February 2019</p> <p>CCNA: Demo #7</p>		Administration DI Coaches	<p>Formative: Improve student participation in DI competition.</p> <p>Summative: Place at Regional Competition to Advance to State Tournament.</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							
<p>8) To enhance classroom instruction, GT teachers will be given funds to purchase instructional materials to target GT students' needs.</p> <p>Populations: All Students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: October-November 2018</p>		Administration Dean of Instruction GT Teachers	<p>Formative: Increase student performance on portions of GT-TPSP projects</p> <p>Summative: Timely completion of annual GT-TPSP projects</p>				
<p>9) Garden Park will maintain a Chess team that will participate in local, regional, state, and national chess tournaments. Funds will be set aside by the campus to pay for Chess consultants to support the sustainability of the Chess program.</p> <p>Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: Demo #8</p>		Administration Chess Sponsors	<p>Formative: Increase student participation of chess team members.</p> <p>Summative: Improve placement in local, regional, state, and national chess tournaments.</p>				
<p>Funding Sources: 199 Local funds - 7000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) In order to motivate and encourage students to participate in extracurricular activities (i.e. Science Fair, DI, UIL, Brainsville, Chess), general supplies, travel, meals, and awards will be purchased to maintain the needs and motivation incentives for extracurricular clubs and teams.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, GT, Sp.Ed., AR</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: Demo #9</p>		Administration Teachers	<p>Formative: Increase student participation in extracurricular activities.</p> <p>Summative: Increase District UIL, Chess, Science Fair, DI & Brainsville Results</p>				
<p>Funding Sources: 199 Local funds - 9700.00</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 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Garden Park Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Garden Park will purposely promote energy savings activities on campus to support the implementation of the district's energy savings plan.</p> <p>Populations: Administration, Office Staff, Teachers</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Board approved goal priority</p>		Administration Teachers Office Staff	<p>Decreased energy usage compared to prior year</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>				
<p>2) Create and implement a systematic approach to the renovation/upgrade/improvement of facilities. This will include prioritizing energy savings based on campus needs and safety.</p> <p>Populations: Administration, Office Staff, Teachers</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Board approved goal priority</p>		Administration Teachers Office Staff	<p>Campus survey results will indicate prioritization of the renovation plan</p> <p>Formative: Campus Survey</p> <p>Summative: Evaluation/analysis of survey data</p>				


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

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

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

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

Summative Evaluation 1:



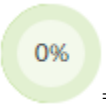

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Garden Park will support programs in the efficient and effective use of 100% of available budgeted funds based on students' needs. Population: All stakeholders, All students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG Timeline: August 2018-May 2019 Need: Board approved goal priority		Administration SBDM Committee	Funding Reports will indicate all funds expended based on prioritized needs Formative: Maintain Monthly expenditure reports Summative: Sustain End-of-Year expenditure reports				
2) Funds will be allotted to pay for highly qualified substitute teachers for students when teachers are absent from duty, as well as for vertical alignment planning. Population: All students, ELL, GT, TI, At-Risk, Sp.Ed. DYS, MIG Timeline: August 2018-May 2019 CCNA: SPP-SCO #3		Administration Teachers	Formative: Maintain highly qualified substitutes, decrease student incident reports during teachers' absence from duty Summative: Sustain highly qualified substitutes (EOY Substitute Reports)				
Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 800.00							
							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Garden park will allot funds to improve and sustain team building during Teacher Appreciation Week, as well as throughout the school year.</p> <p>Population: Certified teachers servicing all students</p> <p>Timeline: January 2019-May 2019</p> <p>CCNA: Perc-SCC #1</p>		Administration Office Staff	<p>Formative: Increase team building morale activities</p> <p>Summative: Increase positive Elementary Staff CNA Survey responses</p>				
<p>Funding Sources: 199 Local funds - 1000.00, 211 Title I-A - 0.00</p>							
<p>2) Garden Park will give priority to teachers to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives.</p> <p>Population: Certified teachers servicing all students</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Equity Plan need and Board approved goal priority</p>		Administration Master Teachers	<p>Formative: Compensation plan will reflect incentives available for teachers</p> <p>Summative: Improve staff quality and retention rates</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Garden Park will promote current accomplishments regularly through the campus website, media venues, and the Public Information Officer.</p> <p>Population: All Students, All Staff</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Decreasing enrollment/Board approved goal priority</p>		Administration Campus Media Specialist	<p>Weekly Newsletter will indicate campus highlights; Regular Recognitions of Campus Highlights and Accomplishments</p> <p>Formative: Weekly Newsletter</p> <p>Summative: Listing of Highlights presented in Weekly Newsletters</p>				
<p>2) Garden Park will designate a PIO contact to provide feature articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: All Students, Parents, Staff</p> <p>Timeline: August 2018-May 2019</p> <p>Need: Decreasing enrollment/Board approved goal priority</p>		Administration Campus Media Specialist	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: Annual compilation of articles, presentations, and showcases</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Garden Park will update the campus website monthly including showcasing student and community activities. Population: All Students, Parents, Staff Timeline: August 2018-May 2019 Need: Decreasing enrollment/Board approved goal priority		Administration Campus Media Specialist	Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: Campus Website indicating current showcases Summative: End-of-year report showing monthly checklist results				
<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 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Garden Park Elementary will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

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

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Garden Park will communicate the updated school calendar showing the earlier start date by posting it on our school website and utilizing the school messenger and marquee sign. Population: All Students, Parents, Staff Timeline: August 2018-May 2019 Need: Decreasing enrollment/Board approved goal priority		Administration Campus Media Specialist	Campus website will be up-to-date on a monthly basis with all compliance postings. Formative: Campus Website indicating calendar dates and events Summative: End-of-year report showing monthly checklist results				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Garden Park personnel will assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students. Populations: All Students, ELL, Sp.Ed., TI, GT, At-Risk, MIG, DYS Timeline: August 2018-May 2019		Administration Counselor Teachers	Formative: Monitor & Maintain RTI Plans Summative: Review & Submit EOY RTI Plans				
<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: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide training for teachers to effectively handle classroom discipline so that out-of-school suspensions and discretionary removals are used as a last resort. Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to learning by all students. Teachers will utilize Review 360 to document discipline incidents.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p>		Administration Counselor Teachers	<p>Formative: Monitor Discipline Referral Documentation</p> <p>Summative: EOY Discipline Referral Comparison</p>				
<p>2) Parents will be notified of any discipline referral received by their son/daughter as outlined in the Student Code of Conduct and mandated by district policy.</p> <p>Populations: All Students, At-Risk, DYS, MIG, ELL, GT, Sp.Ed., TI</p> <p>Timeline: August 2018-May 2019</p>		Administration Teachers	<p>Formative: Maintain parent conference documentation</p> <p>Summative: EOY Discipline Referral Comparison</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Provide professional development based on need in the following areas:</p> <ul style="list-style-type: none"> a) Bullying b) Violence/Conflict Resolution c) Trends in recent drug use d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention (RTI) Model for behavior based interventions to allow staff to recognize and address the issue as a preventive measure. <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: August 2018-May 2019</p>		Administration Counselor	<p>Formative: Maintain applicable PD Documentation</p> <p>Summative: Decrease in Discipline Referrals (EOY Discipline Referral Comparison)</p>				
<p>4) Reduce by 5% the yearly out-of-school suspensions by researching and evaluating 2017-2018 number of days students were absent due to OSS.</p> <p>To increase campus student attendance rates and improve student academic achievement for all students, administration will analyze OSS reports each six weeks to determine increase or decrease in OSS.</p> <p>Populations: All Students, TI, AR, ELL, Sp.Ed., DYS, MIG</p> <p>Timeline: Fall 2018-Spring 2019</p>		Administration PEIMS Administrator	<p>Formative: Maintain OSS Reports</p> <p>Summative: EOY OSS & Attendance Report Comparison</p>				



100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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


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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campus will develop and maintain an Emergency Operations Plan. Plan will be multi-hazard in nature. The plan will be reviewed and updated annually by the campus safety and security committee. The following drills will be practiced accordingly:</p> <ul style="list-style-type: none"> a) Lockdown Drills (3 times per year) b) Shelter-In-Place c) Fire Drills (once a month) d) Reverse Evacuation e) Drop & Cover f) Evacuation <p>To prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property or harm to the environment.</p> <p>There is a need for four walkie talkie radios for campus personnel to communicate to ensure student safety on campus.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SPP-SCO #4</p>		Administration BISD Police/Security	<p>Formative: Maintain Emergency Drill Documentation</p> <p>Summative: Review & Sustain Emergency Plan Operation</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Garden Park will have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must sign in and present proof of identification before obtaining a Visitors Card.</p> <p>Funds will be utilized to obtain the Raptor Visitor Management Safety System, whereby visitor information will be scanned to generate visitor badges for all campus visitors.</p> <p>Populations: All Students, ELL, GT, DYS, TI, At-Risk, MIG, Sp.Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SPP-SCO #5</p>		Administration Office Staff BISD Security Officer	<p>Formative: Maintain Payroll Detail Reports & Front Office Sign-In Documentation</p> <p>Summative: Sustain Payroll Detail Reports & Front Office Sign-In Documentation</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							
<p>3) Campus based law enforcement: Security officer will be placed and assigned throughout the year at Garden Park. Campus officer when possible will address current trends with students, parents, campus personnel, on the following: Gang Awareness, Bullying, Dating Violence, Internet Safety Drug, Alcohol, and Tobacco Awareness, Emergency Operations Plan, and Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Populations: All Students, GT, ELL, DYS, MIG, Sp.Ed., At-Risk, TI</p> <p>Timeline: August 2018-May 2019</p>		Administration BISD Security Officer	<p>Formative: Maintain Payroll Detail Reports & Safety Procedures</p> <p>Summative: Sustain Payroll Detail Reports & Safety Procedures</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Parent presentations will be made periodically at the campus: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, EOP, and Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Populations: All Students, ELL, DYS, TI, Sp.Ed., GT, At-Risk, MIG</p> <p>Timeline: Parent Meetings, August 2018-May 2019</p>		Administration Counselor Parent Liaison	<p>Formative: Increase parental awareness presentations</p> <p>Summative: Sustain parent awareness of Safety Procedures</p>				
<p>5) Garden Park will maintain a written safety plan developed by the campus safety committee. Meet annually with parents for awareness education. Provide counseling for students involved in offenses, implement enforcement of protective orders, and school based alternatives to protective orders.</p> <p>Populations: All Students, ELL, Sp.Ed., TI, At-Risk, GT, MIG, DYS</p> <p>Timeline: August 2018-May 2019</p>		Administration Counselor	<p>Formative: Maintain Safety Plan throughout school year</p> <p>Summative: EOY review of Safety Plan</p>				
<p>6) Funds will be set aside to purchase custodial maintenance supplies to maintain a safe school environment.</p> <p>Populations: All students, DYS, Mig, TI, GT, At Risk, Sp.Ed., ELL</p> <p>Timeline: October 2018-December 2018</p> <p>CCNA: SPP-SCO #6, Perc-SCC #2</p>		Administration Head Custodian	<p>Formative: Complete Maintenance Supply Order</p> <p>Summative: Sustain Clean & Safe School Environment</p>				
Funding Sources: 199 Local funds - 800.00, 211 Title I-A - 250.00							
							

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





Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2017-2018 to 2018-2019.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Review, revise, complete and disseminate a Family Engagement Policy to delineate how parents will be actively involved at the campus level with the intention of increasing participation via parent meetings.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2018</p>	3.1	Administration Parent Liaison	<p>Formative: Increase number of parents, guardians, and/or family members attending campus activities and parent meetings as evidenced by sign-in sheets</p> <p>Summative: EOY Family Engagement Meeting Agenda & Sign-In</p>				
<p>2) Disseminate School-Parent-Student Compact Forms to all Garden Park parents indicating each group's responsibilities to ensure student achievement. Parent meeting(s) will occur in the fall.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2018</p>		Administration Parent Liaison	<p>Formative: Maintain SPS Compact in Student PRCs</p> <p>Summative: Complete Composite End of Year Survey</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: School-Parent-Student Compact, Campus Improvement Plan</p> <p>Populations: Parents</p> <p>Timeline: Parent Meetings, SBDM Meetings, August 2018-May 2019</p>		Administration Parent Liaison SBDM Committee	<p>Formative: Maintain Title I-A Parental Involvement Compliance Checklist</p> <p>Summative: Sustain Title I-A Parental Involvement Compliance Checklist</p>				
<p>4) Parents will be encouraged to volunteer and join the Parent Center to be well informed about their children's education, while assisting with campus needs.</p> <p>Populations: Parents</p> <p>Timeline: Weekly Parent Meetings, August 2018-May 2019</p>		Campus Administration Parent Liaison	<p>Formative: Maintain Title I-A Parental Involvement Compliance Checklist</p> <p>Summative: Sustain Parent Center Volunteers</p>				
<p>5) Parents will be encouraged to participate and become involved in committees such as SBDM and LPAC to be well informed of their children's education and the educational process.</p> <p>Populations: Parents</p> <p>Timeline: August 2018-May 2019</p>		Administration SBDM & LPAC Committees	<p>Formative: Maintain Title I-A Parental Involvement Compliance Checklist</p> <p>Summative: EOY Parent participation in SBDM & LPAC Committees</p>				
<p>6) The school principal will have a parent meeting to present the Campus Report Card within the first six weeks of the school year.</p> <p>Populations: Parents</p> <p>Timeline: 1st Six Weeks 2018</p>		Administration Parent Liaison	<p>Formative: Increase Parental Involvement (Agenda, Sign-In Sheet)</p> <p>Summative: Complete Title I-A Parental Involvement Compliance Checklist</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities. Funds will be allotted to purchase materials, supplies, and food for parent meetings. Funds will also be allotted to compensate travel mileage for home visits.</p> <p>Populations: Parents</p> <p>Timeline: Weekly, August 2018-May 2019</p> <p>CCNA: Perc-FCI #1</p>	3.2	Administration Parental Liaison	<p>Formative: Increase Parental Involvement (Agendas, Sign-In Sheets)</p> <p>Summative: Complete Title I-A Parental Involvement Compliance Checklist</p>				
<p>Funding Sources: 211 Title I-A - 753.00</p>							
<p>8) Garden Park will provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers, and students through parent meetings, teacher staff development, CATCH team, and classroom instruction.</p> <p>Populations: Parents, Students, Staff</p> <p>Timeline: August 2018-May 2019</p>		Administration PE Teachers Parent Liaison	<p>Formative: Maintain School Health Index</p> <p>Summative: Sustain School Health Index</p>				
<p>9) Garden Park will conduct a Campus Needs Assessment Parent Survey during the Spring Elementary School Open House in the computer lab to encourage feedback of school's overall performance.</p> <p>Populations: Parents</p> <p>Timeline: March 2019</p>		Administration Teachers Parent Liaison	<p>Formative: Increase Parent Participation of CNA Survey</p> <p>Summative: Complete Title I-A Parental Involvement Compliance Checklist</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2018-2019 Action Plan for ELAR.</p> <p>Teachers will also attend professional development activities to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.).</p> <p>Populations: All students, GT, At-Risk, Sp.Ed., ELL. TI, Dyslexia, Migrant</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SAA #9, SPP-SQRR #3, SPP-CIA #5</p>		Administration Dean of Instruction	<p>Formative: Increase Performance of Weekly Reading Tests & Campus/District BM</p> <p>Summative: Increase TPRI, Tejas LEE, TELPAS & STAAR Reading Results</p>				
<p>Funding Sources: 199 Local funds - 1000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Vertical and horizontal planning between grade levels will occur in the fall and spring semesters to plan instruction for all content areas.</p> <p>Populations: All Students, At-Risk, GT, ELL, Sp.Ed.</p> <p>Timeline: December 2018-February 2019</p> <p>CCNA: SPP-SQRR #4</p>		Administration Dean of Instruction	<p>Formative: Create & Maintain Campus Vertical Alignment Plan</p> <p>Summative: Conduct & complete all vertical alignment planning days</p>				
<p>3) Funds will also be allotted for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training.</p> <p>Funds will be allotted for counselor employee travel expenses for educational conferences and professional development purposes to support student interventions.</p> <p>Administrative travel will also be included for administrators to attend current and relevant training meetings and leadership conferences.</p> <p>Populations: ELL, At-Risk, RTI, DYS, LEP, MIG, TI, Sp. Ed.</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: SAA #10, SPP-SQRR #5</p>		Administration Dean of Instruction Counselor	<p>Formative: Increase performance on Weekly Tests & Campus/District BM, RTI Plans, Classroom Presentations</p> <p>Summative: Increase performance on TELPAS & STAAR Assessments, Submit EOY RTI Plans in SuccessEd</p>				
<p>Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 200.00, 263 Title III-A Bilingual - 4094.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Utilize instructional technology by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, whiteboards, document cameras, tablets, clickers, scanners, hardware, software, etc.) in order to differentiate instruction and meet accommodations for all students.</p> <p>Campus will allot funds to purchase laptops, keyboards, and batteries for teachers to facilitate technology usage in the classroom.</p> <p>Funds will also be allotted to purchase 23 additional laptops for students to utilize in the classroom for instructional software targeting reading, math, writing, and science.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, GT, Sp.Ed., MIG</p> <p>Timeline: Fall 2018-Spring 2019</p> <p>CCNA: SPP-T #1</p>		Administration Dean of Instruction	<p>Formative: Increase Software Usage Reports</p> <p>Summative: Increase Performance of EOY Software BM</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Garden Park ELL students will attend the computer lab and navigate through online practice tests to prepare them for the online administration of the Fall and Spring TELPAS Reading assessments by inputting their weekly test answers onto Etazo to obtain their test results.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, Sp.Ed., GT, MIG</p> <p>Timeline: Weekly, August 2018-May 2019</p>		Administration Dean of Instruction	<p>Formative: Increase online TELPAS test practice</p> <p>Summative: Increase TELPAS Results</p>				
<p>3) Teachers and counselors will integrate technology in the classroom to improve instruction and student learning through the use of desktop computers, projectors, laptops, iPads, printers and ink cartridges for printers and other equipment.</p> <p>Administration will use an administrative printer to print and monitor the academic, logistic, and functional needs of daily school operations. Funds will be allotted to purchase laptop batteries for laptop use of instructional software programs and assessments.</p> <p>Populations: All Students, ELL, GT, TI, DYS, MIG, At-Risk, Sp.Ed.</p> <p>Timeline: Daily, August 2018-May 2019</p> <p>CCNA: SPP-T #2</p>		Administration Dean of Instruction	<p>Formative: Walk-Through Observations; Increase Instructional Software Usage</p> <p>Summative: EOY Software Usage Comparison</p>				
		<p>Funding Sources: 162 State Compensatory - 2000.00, 211 Title I-A - 0.00</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) All 3rd-5th grade Garden Park students will attend the computer lab and use the COWs to improve Reading and Math skills using Imagine Language & Literacy, Reasoning Mind-Blueprint Math and Imagine Math software programs.</p> <p>Populations: All Students, ELL, GT, TI, At-Risk, Sp.Ed., DYS, MIG</p> <p>Timeline: Twice a week, August 2018-May 2019</p>		Administration Dean Of Instruction Campus TST	<p>Formative: Increase Instructional Software Usage</p> <p>Summative: EOY Software Usage Comparison</p>				
<p>5) Students will utilize school desktops, laptops, and COW's to access site licensed AR, Imagine Math, Imagine Literacy, Living w/ Science and EduSmart softwares to complete targeted lessons/assessments.</p> <p>Additional State Compensatory funds were allotted for 26 iPads for second grade students to utilize educational software.</p> <p>In addition, funds will be allotted to purchase iPad Cart on Wheels and outlet surge protectors to charge the iPads and laptops for classroom use.</p> <p>Populations: All Students, ELL, DYS, TI, Sp.Ed., MIG, At-Risk, GT</p> <p>Timeline: Fall 2018-Spring 2019</p> <p>CCNA: SAA #11, SPP-T #3</p>		Administration Campus TST	<p>Formative: Increase Instructional Software Usage</p> <p>Summative: Increase EOY campus & state assessments</p>				
<p>Funding Sources: 162 State Compensatory - 7550.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) To help PreK-2nd grade students master phonics, reading, and math skills with the goal of students becoming fluent readers. Imagine Learning & Literacy for Reading, Reasoning Mind-Blueprint Math, and Imagine Math software programs will be purchased for use in the classroom and computer lab. Accelerated Reader licenses will also be purchased to support reading comprehension skills.</p> <p>Populations: All Students, ELL, Sp.Ed., DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: Fall 2018</p> <p>CCNA: SAA #12, SPP-CIA #6, SPP-T #4</p>		Administration Dean of Instruction Librarian	<p>Formative: Increase CPALLS, OWL, TPRI results, Six Weeks AR Goals</p> <p>Summative: Increase EOY CPALLS, OWL, TPRI results, Six Weeks AR Goals</p>				
<p>Funding Sources: 162 State Compensatory - 7550.00</p>							
<p>7) Funds will be allotted to acquire, maintain, repair, or upgrade fixed assets, that may include equipment, facilities, or other school necessities that are not expended during normal use.</p> <p>Populations: All Students, ELL, SpEd, DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: August 2018-May 2019</p>		Administration Maintenance	<p>Formative: Maintain Fixed Assets</p> <p>Summative: Complete EOY Fixed Assets Report</p>				

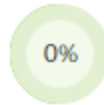
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Funds will be allotted to purchase licenses for two desktop computers for the administrative use, access, and monitoring of educational software programs, and assessment results for improved instruction.</p> <p>Two desktop computers will be purchased for office personnel to access, utilize, and monitor campus logistical programs for daily school operations.</p> <p>Populations: All Students, ELL, SpEd, DYS, MIG, GT, At-Risk, TI</p> <p>Timeline: August 2018-May 2019</p>		Administration Office Staff	<p>Formative: Maintain Software Usage Reports, PEIMS Reports, Master Schedule</p> <p>Summative: EOY Data Analysis of Assessments, Software Usage Reports</p>				



= 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 1: Increase the overall attendance rate target of 97.5% for Garden Park Elementary and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities, and a formal written plan for monitoring & management in the CIP. Ensure that student attendance meets district and state rates so that students meet their full educational potential.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: Weekly, August 2018-May 2019</p>		Administration Campus PEIMS Supervisor Data Entry Clerk	<p>Formative: Maintain Weekly Attendance Percentage Reports by Grade Level</p> <p>Summative: Increase EOY Attendance Report</p>				
<p>2) Recognize and provide awards/incentives to all students with perfect attendance and A/B & A Honor Roll every 6 weeks and at the end of the year. Campus awards recognition of students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals.</p> <p>Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: September 2018-May 2019</p> <p>CCNA: SAA #2, SPP-SCO #7</p>	2.5	Administration Counselor	<p>Formative: Increase Performance on Six Weeks Report Cards, Six Weeks Awards Ceremonies</p> <p>Summative: Increase EOY Six Weeks Report Cards, Six Weeks Awards Ceremonies</p>				
<p>Funding Sources: 199 Local funds - 500.00, 162 State Compensatory - 2325.00, 166 State Special Ed. - 790.00, 211 Title I-A - 6000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Home visits and parent conferences will be conducted when a student is absent 2 days in a row to support sustained instruction for campus, local, and, state assessments.</p> <p>Populations: All Students, ELL, TI, DYS, GT, MIG, At-Risk, Sp.Ed.</p> <p>Timeline: September 2018-May 2019</p>		Administration Parent Liaison	<p>Formative: Maintain Attendance Reports; Home Visit Documentation</p> <p>Summative: Maintain EOY Attendance Report; Home Visit Documentation</p>				
<p>4) Parents will be encouraged and educated on the importance of their children attending school every day so students can receive a quality education and prepare for campus, district, and state assessments.</p> <p>Populations: All Students, TI, At-Risk, GT, ELL, Sp.Ed., DYS,MIG</p> <p>Timeline: Wednesday Parent Meetings August 2018-May 2019</p>		Administration Parent Liaison	<p>Report Cards</p> <p>Six Weeks Assemblies</p> <p>Parent Meetings</p>				
<p>5) Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to help students become productive citizens and pursue a college career upon graduation.</p> <p>Populations: All Students, ELL, DYS, MIG, GT, At-Risk, Sp.Ed.</p> <p>Timeline: Spring 2019</p> <p>CCNA: Perc-FCI #2</p>		Administration Counselor	Career Day Fair Event				
<p>Funding Sources: 199 Local funds - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Garden Park counselor will conduct a 5th grade orientation & take students on an informational tour to their respective future middle school to make a smooth transition to the middle school setting and motivate students to do well in the classroom.</p> <p>School counselor will also conduct a presentation for parents of the Head Start program and their children to inform them of the Pre-K curriculum and lead them on a tour of a Pre-Kinder classroom to help make the smooth transition for their children coming to Pre-K.</p> <p>Populations: All Students, At-Risk, TI, DYS, MIG, GT, Sp.Ed., ELL</p> <p>Timeline: August 2018-May 2019</p>		Administration Counselor	Middle School Field Trip PK Round Up Documentation				
<p>7) To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year.</p> <p>Populations: All students, ELL, DYS, TI, MIG, GT, Sp.Ed., At-Risk</p> <p>Timeline: May 2019</p> <p>CCNA: SPP-SCO #8, Perc-SCC #3</p>		Administration Teachers	EOY Attendance Report Report Cards				
		Funding Sources: 199 Local funds - 2500.00					
							

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





Performance Objective 2: Garden Park Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments via extended day instructional support. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included.</p> <p>Populations: All students, At-Risk, Sp.Ed., TI, MI, ELL</p> <p>Timeline: August 2018-May 2019</p> <p>CCNA: Demo #2, SAA #3, SPP-CIA #7</p>	2.4, 2.5, 2.6	Administration Dean of Instruction	<p>Formative: Tutorial Schedule, Tutorial Lesson Plans, Student Progress Reports, RTI Plans</p> <p>Summative: STAAR, Retention Rate</p>				
<p>Funding Sources: 199 Local funds - 150.00, 162 State Compensatory - 47416.00, 211 Title I-A - 57347.00</p>							
<p>2) Garden Park will ensure that a process is in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2018-May 2019</p>		Administration Homeless Youth Project Admin	<p>Formative: eSchoolPLUS Rosters, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Attendance Rate</p>				

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Garden Park will supplement the Dyslexia Program Teacher to provide language and literacy interventions to improve student achievement. Populations: AR, DYS Timeline: August 2018-May 2019		Administration Administrator for State Compensatory Education	Formative: Teacher Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, EOY TPRI/Tejas LEE				
<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>							



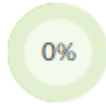

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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>1) The School Nurse will monitor students' health, needs, and records as needed.</p> <p>Populations: All students, ELL, At-Risk, GT, DYS, MIG, Sp.Ed., TI</p> <p>Timeline: August 2018-May 2019</p>		Administration School Nurse	Student Logs End of Year Reports				
<p>2) Funds will be budgeted for the school nurse to purchase supplies for the school infirmary for students' health needs.</p> <p>Populations: All Students, DYS, MIG, TI, GT, ELL, Sp.Ed., At-Risk</p> <p>Timeline: As needed, August 2018-May 2019</p> <p>CCNA: SPP-SCO #9</p>		Administration School Nurse	Health Services Reports				
<p>Funding Sources: 199 Local funds - 150.00, 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Wellness supplies will be sustained at Garden Park to provide identified at-risk, homeless, and unaccompanied youth with hygiene products, school supplies, and clothing items as needed to improve at-risk student achievement, attendance, graduation rate, and decrease the retention and dropout rate.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2018-May 2019</p>		Administration Counselor School Nurse	<p>Formative: Benchmark Scores, Student Progress Reports, Six Weeks Attendance Reports</p> <p>Summative: STAAR, Yearly Attendance Rate Reports</p>				
<p>4) Funds will be allotted for general supplies and operating costs for the counselor to assist with the counseling and guidance of students and their emotional/developmental well-being.</p> <p>Populations: All Students, At-Risk, ELL, Sp.Ed., DYS, MIG</p> <p>Timeline: Fall 2018</p> <p>CCNA: SPP-SCO #10</p>		Administration Counselor	Counselor Documentation RTI Plans				
<p>Funding Sources: 199 Local funds - 300.00, 211 Title I-A - 1000.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional support to campus staff that anchors the BISD District Frameworks and BISD 2018-2019 Action Plan for ELAR on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful. Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT Timeline: August 2018-May 2019 CCNA: SPP-SQRR #1, SPP-CIA #1
1	1	2	Teachers will use Sheltered English Instruction strategies to help ELL students master TEKS and Reading objectives. Populations: All students, ELL, At-Risk, Sp.Ed., GT Timeline: August 2018-May 2019
1	1	3	One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and six weeks. Fluency testing will be conducted to measure reading accuracy and comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD 2018-2019 Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks. Populations: All Students, Sp. Ed., GT,At-Risk, TI, Migrant, Dys., ELL Timeline: August 2018-May 2019
1	1	4	Students will attend the computer lab(s) to work on Math skills: PreK-2nd DreamBox Math and 3rd-5th Imagine Math. Students will also practice Reading skills: PreK-5 Learning A-Z, AR, ReadWorks. Students will also take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for STAAR assessments. Students will also use the COW's to work on targeted math and reading skills. Populations: All students, GT, ELL, At-Risk, Sp.Ed., DYS, TI, MIG. Timeline: Twice a week from August 2018-May 2019
1	1	10	ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEP's) for ARD meetings and other deadlines as needed. Populations: Sp.Ed. Timeline: ARD Meeting Schedule September 2018-May 2019 CCNA: Demo #4, SAA #8
1	1	13	All teachers in all grade levels will participate in data analyze meetings of students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes to prepare students for STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL Assessments. The data analysis meetings will be in compliance with the BISD 2018-2019 Action Plan for ELAR. Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT Timeline: Every Six Weeks, September 2018-May 2019 CCNA: SPP-CIA #2

Goal	Objective	Strategy	Description
7	1	1	Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training for Reading Comprehension, and Fluency for all students as part of a campus initiative to execute the BISD 2018-2019 Action Plan for ELAR. Teachers will also attend professional development activities to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.). Populations: All students, GT, At-Risk, Sp.Ed., ELL, TI, Dyslexia, Migrant Timeline: August 2018-May 2019 CCNA: SAA #9, SPP-SQRR #3, SPP-CIA #5
9	2	1	Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments via extended day instructional support. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included. Populations: All students, At-Risk, Sp.Ed., TI, MI, ELL Timeline: August 2018-May 2019 CCNA: Demo #2, SAA #3, SPP-CIA #7

State Compensatory

Personnel for Garden Park Elementary:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Campus Improvement Plan is based on a comprehensive needs assessment of Garden Park that takes into account information of students' academic achievement levels in relation to the State academic standards, particularly at-risk students, or students failing to meet the challenges of State academic standards and any other factors as determined by the Local Education Agency (LEA).

CNA Summary: The Comprehensive Needs Assessment is comprised of the strengths and needs ranked within each Multiple Measure of Data, which include Demographics, Students Academic Achievement, School Processes & Programs, and Perceptions. The list of the data sources include the following:

- District/Campus Goals
- Texas Education Agency Accountability Summary Report
- TEA Academic Performance Report Card
- STAAR, TELPAS, TPRI, Tejas LEE, Benchmark Results
- Student Groups & Behavior Data
- Campus Needs Assessment Surveys completed by staff, students, and parents

The Title I Schoolwide Element's Strategy: 6.1.9. Garden Park conducts a Campus Needs Assessment Survey during the Spring Elementary School Open House in the computer lab to encourage feedback of school's overall performance (CIP p. 63).

Populations: All Parents, Students, Staff

Title Program Budget: N/A

The CCNA was reviewed and revised on June 12, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents, community members, teachers, administrators, the local educational agency, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and other individuals determined by Garden Park Elementary. The list of individuals and their roles who assisted in the review of the CIP include:

- Victor Caballero - Administrator
- Lucina Carrejo - Meeting Facilitator
- Jessica Olvera - Non-classroom Professional
- Corina Caballero - District-level Professional
- Bertha Robles - Classroom Teacher
- Elizabeth Alejandro - Classroom Teacher
- Esmeralda Rodriguez - Classroom Teacher
- Aleida Esparza - Classroom Teacher
- Nancy Bernal - Community Representative
- Alexia Resendiz - Community Representative
- Leticia Leandro - Business Representative
- Jesse Sanchez - Business Representative
- Juana Jaramillo - Parent
- Cecilia Munoz - Parent

The Title I Schoolwide Element's Strategy: 6.1.3. Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: School-Parent-Student Compact, Campus Improvement Plan (CIP p. 61, 91).

Populations: Parents

Title Program Budget: N/A

The CCNA was reviewed and revised on June 12, 2019.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of Garden Park's participation. Its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the State academic standards.

The CNA was reviewed and revised on October 2, 2018.

The Title I Schoolwide Element's Strategy: 6.1.3. Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: School-Parent-Student Compact, Campus Improvement Plan (CIP p. 61, 91).

Populations: Parents

Title Program Budget: N/A

The CCNA was reviewed and revised on June 12, 2019.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in the plan shall be in understandable and uniform format.

The CIP is made available on campus, at parent meetings, and on the school website. The CIP was provided in English and in Spanish upon request.

The Title I Schoolwide Element's Strategy: 6.1.7. The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities (CIP p. 62).

Populations: Parents

Title Program Budget: Title I-A

The CCNA was reviewed and revised on June 12, 2019.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that Garden Park will be implementing to address school needs, including a description of how such strategies:

- i. will provide opportunities for all students, including each subgroup of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet State academic standards

The Title I Schoolwide Element's Strategy: 1.1.20. In order to enhance classroom instruction, general instructional supplies will be purchased for all

teachers including Sp.Ed., for PreK-3-5th grade, including duplicating paper, and Reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to media center to make student booklets for instruction (CIP p. 29).

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

The Title I Schoolwide Element's Strategy: 9.2.1. Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included (CIP p. 76).

Populations: AR, TI, MI, LEP

Title Program Budget: Title I-A

The CCNA was reviewed and revised on June 12, 2019.

2.5: Increased learning time and well-rounded education

- ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

The Title I Schoolwide Element's Strategy: 1.1.20. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including duplicating paper, and Reading materials that are aligned to campus interventions to support literacy. Materials will also be sent to media center to make student booklets for instruction. Populations: All students, Sp.Ed., At-Risk, ELL, TI,Mig., DYS, GT. Timeline: August 2018-May 2019 (CIP p. 29).

The Title I Schoolwide Element's Strategy: 9.1.2. Recognize and provide awards/incentives to all students with perfect attendance and A/B & A Honor Roll every 6 weeks and at the end of the year. Campus awards recognition of students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals. Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk. Timeline: September 2018-May 2019 (CIP p. 73).

The Title I Schoolwide Element's Strategy: 9.2.1. Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included. Populations: At-Risk, Sp.Ed., TI, MI, LEP. Timeline: August 2018-May 2019 (CIP p. 76).

Title Program Budget: 211 Title I-A

The CCNA was reviewed and revised on June 12, 2019.

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

- iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the State academic standards.

The Title I Schoolwide Element's Strategy: 1.1.13. All teachers in all grade levels will participate in data analysis meetings of students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes so students may be prepared for STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL Assessments. The data analysis meetings will be in compliance with the BISD 2018-2019 Action Plan for ELAR. Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT. Timeline: Every Six Weeks, September 2018-May 2019 (CIP p. 26).

The Title I Schoolwide Element's Strategy: 1.1.20. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers including Sp.Ed., for PreK-3-5th grade, including paper and reading materials that are aligned to campus interventions to support literacy. Additionally, materials will be sent to the media center to make student booklets for instruction and intervention support. Populations: All students, Sp.Ed., At-Risk, ELL, TI, Mig., DYS, GT. Timeline: August 2018-May 2019 (CIP p. 29)

The Title I Schoolwide Element's Strategy: 9.2.1. Accelerated instruction in the foundation curriculum will be provided during extended day & tutorial programs for 1st-5th grade students and SSI for 5th graders, in order to improve at-risk student achievement on campus, district, and state assessments via extended day instructional support. Extended Day Program & tutorials will provide enrichment and reinforcement activities in content areas for grades PK-5th grade. Extra Duty Pay/Overtime included. Populations: All students, At-Risk, Sp.Ed., TI, MI, LEP. Timeline: August 2018-May 2019 (CIP p. 76).

Title Program Budget: 211 Title I-A

The CCNA was reviewed and revised on June 12, 2019.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Garden Park shall jointly develop with, and distribute to parents and family members of participating students, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The list of individuals and their roles who assisted in

the development of the Parent and Family Engagement Policy include:

- Victor Caballero - Administrator
- Lucina Carrejo - Meeting Facilitator
- Nancy Bernal - Community Representative
- Alexia Resendiz - Community Representative
- Juana Jaramillo - Parent
- Cecilia Munoz - Parent

The Parent and Family Engagement Policy was prepared, reviewed and revised in April 2019. It will be distributed on campus and via parent meetings in Fall 2019. The Parent and Family Engagemet Policy will be prepared and provided in English and Spanish.

The Title I Schoolwide Element's Strategy: 6.1.1 Review, revise, complete, and disseminate a Family Engagement Policy to delineate how parents will be actively involved at the campus level with the intention of increasing participation via parent meetings. (CIP p. 60).

Populations: Parents

Title Program Budget: N/A

The CCNA was reviewed and revised on June 12, 2019.

3.2: Offer flexible number of parent involvement meetings

Garden Park shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds by Title I, Part A, transportation, or home visits, as such services relate to parental involvement.

Flexible Options: Parent and Family Engagement meetings will be held on campus weekly in the AM during the school day, preferable day is Wednesday at 9 AM. Parent meetings will be offered monthly after school on Thursdays at 5 PM, and as requested by the majority of parents.

The Title I Schoolwide Element's Strategy: 6.1.7. The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities.

Funds will be allotted to purchase materials, supplies, and food for parent meetings (CIP p. 62).

Populations: Parents

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

The CCNA was reviewed and revised on June 12, 2019.

Title I Personnel

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

SBDM

Committee Role	Name	Position
Administrator	Victor Caballero	Principal Y2
Meeting Facilitator	Lucina Carrejo	Dean Y2
Non-classroom Professional	Nancy Balboa	Counselor Y1
Classroom Teacher	Ana Virgen	Pre-K Teacher Y1
Classroom Teacher	Anna Ortega	Kinder Teacher Y1
Classroom Teacher	Claudia Davis	3rd Grade Teacher Y1
Classroom Teacher	Arnulfo Castillo	5th Grade Teacher Y1
District-level Professional	Corina Caballero	Advanced Academics Y1
Classroom Teacher	Leticia Martinez	4th Grade Teacher Y1
Community Representative	Nancy Bernal	Consultant Y2
Community Representative	Alexia Resendiz	Consultant Y2
Business Representative	Jesse Sanchez	Area Partnership Manager Y1
Business Representative	Leticia Leandro	Customer Success Manager Y2
Parent	Juana Jaramillo	Volunteer Y2
Parent	Cecilia Munoz	Volunteer Y2

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Travel & Subsistence-UIL	199-11-6412-00-106-Y11-000-Y	\$0.00
1	1	7	General Supplies-UIL	199-36-6399-00-106-Y99-000-Y	\$800.00
1	1	16	General Supplies-P.E. Equipment	199-11-6399-51-106-Y11-000-Y	\$1,500.00
1	1	20	General Supplies	199-11-6399-00-106-Y11-000-Y	\$0.00
1	1	26	General Supplies-Library	199-12-6399-00-106-Y99-000-Y	\$250.00
1	1	27	General Supplies-Office	199-23-6399-00-106-Y99-000-Y	\$351.00
1	4	1	Travel & Subsistence-Fine Arts	199-11-6412-00-106-Y11-000-Y	\$0.00
1	4	6	Travel & Subsistence-Brainsville	199-11-6412-00-106-Y11-000-Y	\$0.00
1	4	7	Travel & Subsistence-DI	199-11-6412-00-106-Y11-000-Y	\$0.00
1	4	9	Consulting Services-Chess	199-36-6291-00-106-Y99-000-Y	\$7,000.00
1	4	10	Travel & Subsistence-Students Extracurricular	199-36-6412-00-106-Y99-000-Y	\$3,500.00
1	4	10	Travel & Subsistence-Student Meals	199-11-6412-00-106-Y11-000-Y	\$6,200.00
3	1	2	Sal/Wages for Substitute Teachers-DI & Chess	199-36-6112-EC-106-Y99-000-Y	\$800.00
3	2	1	Miscellaneous Operating Costs-Team Building	199-23-6499-53-106-Y99-000-Y	\$1,000.00
5	3	1			\$0.00
5	3	6	Supplies for Maint/Operations-Custodians	199-51-6315-00-106-Y99-000-Y	\$500.00
5	3	6	Supplies for Maint/Operations-Custodian Tools	199-51-6319-00-106-Y99-000-Y	\$300.00
7	1	1	Miscellaneous Operating Costs-Staff Development	199-13-6499-53-106-Y99-000-Y	\$1,000.00
7	1	3	Employee Travel-Campus Leadership	199-23-6411-23-106-Y99-000-Y	\$200.00
9	1	2	Misc. Operating Costs-Awards	199-23-6498-00-106-Y99-000-Y	\$500.00
9	1	5	Miscellaneous Operating Costs-Presenters	199-11-6499-53-106-Y11-000-Y	\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	7	Reclassified Transportation Exp-EOY Field Trips	199-11-6494-00-106-Y11-000-Y	\$2,200.00
9	1	7	Reclassified Transportation Exp-Regular Travel	199-36-6494-00-106-Y99-000-Y	\$300.00
9	2	1	Extra Duty Pay/Overtime-Supplemental	199-23-6121-08-106-Y99-000-Y	\$50.00
9	2	1	Extra Duty Pay/Overtime-Supplemental	199-51-6121-47-106-Y99-000-Y	\$50.00
9	2	1	Extra Duty Pay/Overtime-Supplemental Custodial	199-11-6121-51-106-Y-11-000-Y	\$50.00
9	3	2	General Supplies-Nurse	199-33-6399-00-106-Y99-000-Y	\$150.00
9	3	4	General Supplies-Counselor	199-31-6399-00-106-Y99-000-Y	\$300.00
Sub-Total					\$27,001.00
Budgeted Fund Source Amount					\$27,001.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20	Materials & Supplies-Student Learning	163-11-6399-00-106	\$4,450.00
Sub-Total					\$4,450.00
Budgeted Fund Source Amount					\$4,450.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Toner-ARD Data	166-11-6399-62-106-Y23-000-Y	\$1,200.00
1	1	20	Supplies-Resource	166-11-6399-00-106-Y23-0P4-Y	\$390.00
1	1	20	Supplies-Life Skills	166-11-6399-00-106-Y23-0P1-Y	\$500.00
9	1	2	Awards-Life Skills	166-11-6498-00-106-Y23-0P1-Y	\$395.00
9	1	2	Awards-Resource	166-11-6498-00-106-Y23-0P4-Y	\$395.00
Sub-Total					\$2,880.00
Budgeted Fund Source Amount					\$2,880.00

166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	20	Copy Paper	211-11-6396-00-106-Y30-0F2-Y	\$3,000.00	
1	1	20	General Supplies	211-11-6399-00-106-Y30-0F2-Y	\$5,000.00	
1	1	20	General Supplies-Printing Media	211-11-6399-16-106-Y30-0F2-Y	\$3,000.00	
1	1	26	General Supplies-Library	211-12-6399-00-106-Y30-0F2-Y	\$250.00	
1	1	27	General Supplies-Campus Leadership	211-23-6399-00-106-Y30-0F2-Y	\$500.00	
1	1	27	Supplies & Materials-Campus Leadership	211-23-6398-62-106-Y30-0F2-Y	\$553.00	
1	1	28	Testing Materials	211-11-6339-00-106-Y30-0F2-Y	\$5,000.00	
1	1	28	Test Scoring	211-11-6399-00-62-106-Y30-0F2-Y	\$0.00	
1	1	28	General Supplies	211-11-6399-62-106-Y30-0F2-Y	\$2,400.00	
3	1	2	Salary & Wages for Substitute Teachers	211-11-6112-00-106-Y30-AYP-Y	\$0.00	
3	2	1	Misc. Contracted Services-Team Building	211-23-6299-65-106-Y30-0F2-Y	\$0.00	
5	3	2	Visitor Management System	211-23-6299-65-106-Y-30-0F2-Y	\$0.00	
5	3	6	Supplies for Maint/Operations-Custodians	211-51-6315-00-106-Y30-0F2-Y	\$0.00	
5	3	6	General Supplies-Custodians	211-51-6399-00-106-Y30-0F2-Y	\$0.00	
5	3	6	General Supplies-Custodians	211-33-6399-00-106-Y30-BDG-Y	\$250.00	
6	1	7	General Supplies-Parent Liaison	211-61-6399-00-106-Y30-0F2-Y	\$753.00	
6	1	7	Employee Travel-Parent Liaison	211-61-6411-00-106-Y30-0F2-Y	\$0.00	
6	1	7	Misc. Operations-Parent Liaison		\$0.00	
7	1	3	Employee Travel-Campus Leadership	211-23-6411-23-106-Y30-0F2-Y	\$0.00	
8	1	1	Classroom Technology	211-11-6398-62-106-Y30-0F2-Y	\$0.00	
8	1	3		211-11-6398-62-106-Y30-0F2-Y	\$0.00	
9	1	2	Misc. Operating Costs	211-11-6498-00-106-Y30-0F2-Y	\$6,000.00	

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Prof. Extra Duty Pay-Extended Day	211-11-6118-00-106-Y30-0F2-Y	\$51,130.00
9	2	1	Extra Duty Pay/Overtime Supplemental	211-11-6121-06-106-Y30-0K6-Y	\$50.00
9	2	1	Social Security/Medicare	211-11-6141-00-106-Y30-0F2-Y	\$741.00
9	2	1	Teacher Retirement/TRS Care	211-11-6146-00-106-Y30-0F2-Y	\$4,566.00
9	2	1	Employee Benefits-Locally Def	211-11-6148-00-106-Y30-0F2-Y	\$119.00
9	2	1	Employee Benefits	211-11-6149-00-106-Y30-0F2-Y	\$741.00
9	3	2	General Supplies-Nurse	211-33-6399-00-106-Y30-BDG-Y	\$0.00
9	3	4	General Supplies-Counselor	211-31-6399-65-106-Y30-0F2-Y	\$0.00
9	3	4	General Supplies-Counselor	211-31-6399-00-106-Y30-0F2-Y	\$0.00
9	3	4	Misc. Operating Costs-Counselor	211-31-6498-00-106-Y30-0F2-Y	\$1,000.00
Sub-Total					\$85,053.00
Budgeted Fund Source Amount					\$85,053.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Substitutes for Teachers Prof. Dev. Training-Assessment	263-11-6399-11-106	\$4,094.00
Sub-Total					\$4,094.00
Budgeted Fund Source Amount					\$4,094.00
+/- Difference					\$0
Grand Total					\$123,478.00