

Brownsville Independent School District
Garden Park Elementary
2016-2017 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 School 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 is that at Garden Park there is a climate for learning where all students feel safe, happy and eager to learn due to teachers receiving relevant professional development activities to assist them in implementing research based core curriculum resulting in the overall academic success and social development for ALL students and a beacon of excellence in the community for all to be proud of and admire.

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Comprehensive Needs Assessment

Needs Assessment Overview

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

In the area of state assessments, several student populations did not meet expectations in one or more of the areas assessed. The participation by students in extracurricular activities will need to be addressed to encourage students to participate thus motivating students to be successful outside the classroom.

Professional development activities for personnel at all grade levels will be provided to keep them up to date on current educational trends and to help them in implementing campus initiatives dealing with curriculum. Activities to increase parental and community involvement will be addressed. And, updating technology hardware and programs to help teachers in their delivery of instruction and help students become proficient in the use of technology.

Demographics

Demographics Summary

The total enrollment for Garden Park Elementary is a total of 647 students from Pre-Kindergarten thru 5th grade. Garden Park student population is comprised of 99.3% Hispanic and 0.7% White. 99% of the students are considered Economically Disadvantaged. There are 224 students in the Bilingual program (ELL's) or 41% of the student population. And, 62% or 309 of the students are considered as At-Risk. Garden Park students have a 17% mobility rate.

Demographics Strengths

Demographic strengths for Garden Park include the Female group met standards on the STAAR in the areas of Reading, Math and Writing. The Males group scored higher in the area of Science. The Gifted and Talented subpopulation group met standards in all areas of the STAAR Assessment.

Demographics Needs

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

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

Student Achievement

Student Achievement Summary

Based on the Texas Education Agency 2014 Accountability Summary Report, Garden Park Elementary's Accountability Rating is Met Standard. Garden Park met standards in the following categories: Index 1-Student Achievement, Index 2-Student Progress, Index 3-Closing Performance Gaps and Index 4-Postsecondary Readiness. Garden Park surpasses the state targets in each of the four categories. Garden Park did not receive any State Distinctions. Garden Park met 26 out of 28 System Safeguards indicators for a 93% overall score. In the area of Performance Rates the number of indicators met was 16 out of 18 for an 89% and in Participation Rates the number of indicators met was 10 out of 10 for a score of 100%.

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2013-2014 TAPR results.

STAAR Summary of 3rd-5th Grades Tested

	State	District	Campus
Grade 3			
Reading	76%	74%	74%
Mathematics	71%	76%	82%
Grade 4			
Reading	74%	75%	63%
Mathematics	71%	78%	62%
Writing	73%	80%	57%
Grade 5			
Reading	86%	89%	79%
Mathematics	88%	94%	92%
Science	74%	79%	75%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
All Subjects	74%	74%	*	70%	64%	23%	4%

Reading	65%	65%	*	65%	50%	53%	45%
Mathematics	80%	80%	*	79%	76%	38%	73%
Writing	57%	57%	*	56%	54%	25%	29%
Science	75%	75%	*	74%	59%	17%	55%

Student Achievement Strengths

Garden Park did show some strengths in some areas based on TEA's Campus Summary Reports. In the area of Reading, the subpopulations of SPED and ELL students improved from the previous year by 9 percentage points and 4 percentage points respectively. In the area of Writing, the SPED students improved by 4 percent with a score of 60 percent of the students passing the Writing test. and in Science, the percentage of students meeting standards for the All Students and Economically Disadvantage groups improved by 2 percentage points.

Student Achievement Needs

Garden Park has achievement needs in various student groups which will be targeted for improvement. The percentage of all students passing in the areas of Reading, Math and Writing decreased from the previous year's results for Index 1 and 2. In Index 1, the scores went down for the following subpopulations of SPED in the area of Math, for Economically Disadvantaged in the areas of Reading, Math and Writing and for the ELL group in the areas of Math and Writing. In Index 2, % Met Progress in the category for All Students the scores went down in the areas of Reading and Math. In Pre-Kindergarten, our needs are in the areas of Phonological Awareness and Vocabulary based on the CPALLS EOY Assessment. For Kindergarten our area of need is Phonological Awareness based on the TPRI EOY Assessment. In First and Second Grades our areas of need are Fluency Rates and Reading Comprehension and Graphophonemic Awareness. In Third grade our needs are in the areas of Graphophonemic Awareness, Fluency Rates and Reading Comprehension based on TPRI EOY Assessment and Math and Reading scores in the STAAR Assessment. For Fourth grade, our needs are in all three areas of the STAAR Assessment. And, in Fifth grade our areas of need are in the areas of Science and Math on the STAAR Assessment. In First and Second grades another identified need that will be addressed are Stanford scores where students scored below the 40th percentile. Also, the number of students exiting the Bilingual Program went down from the previous year. The school nurse is in need of supplies for the health office to assist her in attending to students who are ill or need her services. In order to help students meet and master the TEKS in all subject areas, there is a need to purchase instructional supplies for teachers so that they are better able to implement the district's curriculum. Accelerated instruction in the foundation curriculum will be provided during the Extended Day Enrichment Program after school for all students.

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

School Culture and Climate

School Culture and Climate Summary

Garden Park Administration, Faculty and Staff strive to provide all students a positive atmosphere where the students are made to feel safe, comfortable and able to learn. Students are able to participate in various extracurricular activities including Chess, Destination Imagination, Volleyball, Choir, Estudiantina among other activities.

School Culture and Climate Strengths

Some of the strengths dealing with school culture and climate at Garden Park include the following. Students participate in various extracurricular activities. Very good turnout by parents at the Fall Open House. Teachers work together to provide a safe, learning environment in the classroom. Garden Park 3rd grade students will participate in the 2016 Charro Days festivities in February by performing at the annual Noche Folklorica and BISD's Children's Parade.

School Culture and Climate Needs

Garden Park needs in the area of school culture and climate are to increase student participation in extracurricular activities. The school will strive to increase communication with parents and the community. Also, there are too many weekly meetings during teachers' planning period which reduces the amount of time for planning for instruction.

Communication between school and parents will improve by calling parents, informing parents through School Messenger, School Website, flyers, parent-teacher conferences.

Incentives need to be purchased to encourage students and reward them for school attendance, academic achievement and extra-curricular activities.

A consultant will need to be hired to teach the music and dance steps to the students.

The purchase of playground equipment for the 3 Year Old program for the students to develop socially, emotionally and physically.

Strategies: 2.1,2.2,2.3,2.4,2.5,4.2,4.3,4.4,4.6,5.1,5.3,5.4,5.5,5.7,5.8,7.1,7.2,7.3,7.4,7.6,7.7,7.8, 5.10, 2.6, 1.31

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Garden Park Elementary, the staff is comprised of a total of 42 teachers, 6 support personnel and 3 administrators. There are 9 Para-Professionals, 4 who assist Pre-Kindergarten and Kindergarten teachers in the classroom. There are 4 assigned to two Special Education Units and 1 to the library. The majority of the teachers have over 20 years of teaching experience.

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

Teachers will receive Professional Development activities in the areas of Reading Comprehension, Science, Math and Writing. Teachers will need to attend trainings on GT Ongoing to maintain their GT certification. To address the needs of ELL students, teachers will attend SIOP trainings throughout the year.

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Garden Park Administration, Faculty and Staff use assessment data from various state and district assessments such as STAAR, TELPAS, TPRI, Tejas LEE, CPALLS, OWL to plan for instruction. Teachers use Aweare and TangoTrends to view their students data to plan on how to assist their students in mastering the TEKS and prepare them for the STAAR Assessment. Teachers also use data to help struggling students by starting an RTI folder and planning more individualized instruction for the student.

Curriculum, Instruction, and Assessment Strengths

Teachers use Think Through Math and I-Station to reinforce classroom instruction. Students scored well on TELPAS and met district goals. Teachers are receiving Professional Development activities on Language Enrichment, Depth of Knowledge strategies and MetaCognitive strategies to help students master the district's curriculum.

Curriculum, Instruction, and Assessment Needs

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

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

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

High attendance at weekly Parent Meetings. HEB Reading Program for 3 year olds. Career Day for Fifth graders. Large group of parent volunteers. High attendance at the Fall Open House.

Family and Community Involvement Needs

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

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

School Context and Organization

School Context and Organization Summary

Garden Park has implemented a plan to enroll new Pre-Kindergarten students by interviewing parents so that their children will be placed in the correct setting. A plan and a vision has been initiated to help students be more successful in the classroom and improve their performance on state assessments such as the STAAR and TELPAS.

School Context and Organization Strengths

Master schedule is in place at the end of the year in preparation for the beginning of the next school year so teachers will know who their students will be the following year. Support services such as Library, Music, Counselling and TLI Specialist to assist teachers provide a well rounded education for their students. SBDM committee which reviews and updates the Campus Improvement Plan, meets on the first Monday of every month. Process by which budgets are formulated, campus administration and SBDM committee work together to designate funds for all budget accounts.

School Context and Organization Needs

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

Strategies: 1.1,1.15,1.24,5.1

Technology

Technology Summary

Garden Park Elementary strives to keep up with technology to meet the needs of the students and teachers by providing them with the needed technology in the classroom and computer labs. Students attend the Computer Labs to work on I-Station to improve in Reading Comprehension and Think Through Math for help in Math. Teachers incorporate technology in their daily lessons by using their laptops and elmos to project their materials onto the board to work on group activities. In the Library and in the classroom students read and test on Accelerated Reader to earn points and exchange them for prizes. Students can also access Think Through Math and I-Station from home on any device to practice on their Reading and Math Skills. The campus is looking to purchase the Reading and Phonics program STARFALL to help students in PK-2nd grades improve in Reading and Math.

Technology Strengths

The use of Living With Science and Think Through Math in the computer labs, classroom or home to help students with Science Reading Comprehension and Math skills. The use of EduSmart for Science in Fifth Grade. Garden Park obtained two Computer on Wheels,(COWS) which will provide all fifth graders with a laptop to work with in the classroom.

Technology Needs

Update hardware in the classrooms: Desktop and laptop computers are obsolete or not working. There is a lack of ink for printers both color and black. Bulbs for Elmos need to be purchased for use in presenting lessons in the classroom. Software for lower grades such as Starfall to reinforce Reading, Math and Phonics skills. The lack of software which can be used in the classroom and computer lab targeted at the lower grades,Pre-K-2nd, to reinforce Reading and Math skills. The campus plans to meet the needs in the area of Technology by purchasing additional laptops for teachers to help them deliver instruction in the classroom. Also, the school plans to the purchase the Starfall Software for grades Pre-K and Kindergarten help students in the area of Phonics.

9.1,9.2,9.3,9.4,9.5,9.6,1.6,1.15,8.3

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: A minimum of 90% of students will achieve a Level 11 Recommended Performance on STAAR/EOC ELAIR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR scores / TPRI/TJL/CPALLS scores / TELPAS / TMSFA

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>1) 1. Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development activities and TTESS walk-through feedback so that all students in every demographic group will be academically successful. Populations: AT-Risk, ELL, Sp.Ed., Migrant, GT</p> <p>Timeline: August 2016 -June 2017</p>	3	Administration Dean of Instruction TLI Specialist Teachers C&I Specialists	<p>The campus will have a 15% increase in the number of students in grades 3rd-5th meeting the phase II passing standard</p> <p>100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Students will meet fluency goals at their respective grade levels. Kindergarten-3rd grade students will score at the Developed Level on TPRI/CPALLS/Tejas LEE.</p>				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>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</p> <p>Timeline: August 2016-June 2017</p>	3	School Administration Dean of instruction Teachers	<p>STAAR results, TELPAS EOY TPRI/Tejas LEE</p>				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies, Depth of Knowledge Training to improve Reading Comprehension, Fluency by all students as part of a campus initiative.</p> <p>Populations: All students, GT, At-Risk, Sp.Ed., ELL, TI, Dyslexia, Migrant</p> <p>Timeline: August 2016-November 30, 2016</p>	4	Campus Administration, Dean of Instruction, TLI Specialist, Teachers	STAAR Reading results, EOY TPRI/Tejas LEE, TELPAS				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>4) Vertical and horizontal planning between grade levels will occur in the fall and spring semesters to plan instruction for all content areas.</p> <p>Populations: All Students, At-Risk, GT, ELL, Sp.Ed.</p> <p>Timeline: December 2016 February 2017</p>	3	School administration, Dean of Instruction, TLI Specialist, Teachers	STAAR results, EOY TPRI/Tejas LEE, TELPAS				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) One fluency passage per week per student will be done in class during the 90 minute Reading block. Fluency will be monitored every three weeks and every six weeks. Fluency testing will be conducted to measure comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks.</p> <p>Populations: All Students, Sp. Ed., GT, At-Risk, TI, Migrant, Dys., ELL</p> <p>Timeline: September 2016-May 2017</p>	9	School Administration, Dean of Instruction, TLI Specialist, Teachers	STAAR results, EOY TPRI/Tejas LEE, CPALLS				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 2</p> <p>6) Students will attend computer lab to work on Math skills via the Think Through Math software and I-Station for Reading also, to take a diagnostic test to identify students' weaknesses and strengths in each area so that all students are able to pass the STAAR test. Students will also use the COW's to work on these programs.</p> <p>Populations: All students,GT, ELL, At-Risk, Sp.Ed., DYS, TI, MIG.</p> <p>Timeline: Twice a week from August 2016-June 2017</p>	2	School administration, Dean of Instruction, TLI Specialist, Teachers	STAAR results, EOY TPRI/Tejas LEE, CPALLS				
<p>Funding Sources: No Funds Required</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) All 3rd -5th grade students at Garden Park will work on a Science project. The top Science projects from each category will be selected to participate at the district Science Fair.</p> <p>Populations: At-Risk, TI, ELL, Sp.Ed.,GT, Dys., Mig.</p> <p>Timeline: August 2016-November 2017</p>	3	Campus Administration, Dean of Instruction, Teachers, Parents	STAAR Science results, Place at the District Science Fair				
<p>Funding Sources: Local - \$200.00, Local - \$150.00</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 4</p> <p>8) 3rd-5th grade students from each classroom will participate in a campus Spelling Bee in October to prepare for the District Spelling Bee in February.</p> <p>Populations: ELL, Dys., TI, Sp.Ed., At-Risk, Mig., GT</p> <p>Timeline: September 2016- February 2017</p>	3	Campus Administration, Dean of Instruction, 3rd-5th grade teachers	Place in top 10 at the District Spelling Bee				
<p>Funding Sources: No Funds Required</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>9) Garden Park students will participate in the district UIL competition from grades 3rd-5th.</p> <p>Populations: GT, ELL, TI, Sp.Ed., At-Risk, Mig., Dys.</p> <p>Timeline: September 2016-December, 2017</p>	3	Campus Administration, Dean of Instruction, UIL Coaches-Teachers Campus UIL Coordinator, Campus UIL Organizer	Garden Park will place 1st as in the past three years.				
			Funding Sources: Local - \$250.00				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>10) All Kinder through 5th grade teachers will work on drills focusing on Multiplication tables so all students are able to solve problems. Kinder: 0's,1's, 1st: 2's,3's and 4's 2nd: 5's,6's and 7's 3rd: 8's,9's and 10's 4th and 5th: 2's-12's</p> <p>Populations: All Students, At-Risk, TI, ELL, GT, Mig.,Dys.,Sp.Ed.</p> <p>Timeline: Daily; August 2016-June 2017</p>	3	Campus Administration, Dean of Instruction, Teachers	STAAR Math results, CPALLS, District Benchmarks, Campus PMA's				
			Funding Sources: No Funds Required				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) All teachers will display a Word Wall focusing on Academic Vocabulary from the core areas to enhance learning and increase vocabulary development so that all students will pass the STAAR assessments and ELL students will score Advance High in all areas of the TELPAS assessment.</p> <p>Populations: All students, At-Risk, Sp.Ed., ELL, GT, TI, Mig., Dys.</p> <p>Timeline: August 2016-June 2017</p>	3	Campus Administration, Dean of Instruction, TLI Specialist, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
			Funding Sources: No Funds Required				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>12) ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options.</p> <p>Populations: Sp. Ed.</p> <p>Timeline: ARD Meeting Schedule September 2016-May 2017</p>	8	Campus Administration, Special Ed. Teachers, Classroom Teachers, Diagnostician	STAAR, TELPAS, EOY TPRI/Tejas LEE				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>13) Kindergarten through 5th grade students will keep a Journal to improve their organizational skills with note taking, graphic organizers, notes and timelines so students will pass the STAAR assessments in grades 3rd-5th and ELL students will score Advance High in all areas of the TELPAS in all content areas of Math, Science, Social Studies and Lang. Arts.</p> <p>Populations: All Students, At-Risk, ELL, TI, GT, Mig., Dys., Sp.Ed.</p> <p>Timeline: August 2016-June 2017</p>	3	Campus Administration, Dean of Instruction, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS,				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>14) All Kinder thru 5th grade students will be using Edusmart and Living With Science to improve Science skills. Teachers will use and TXAir to create tests, reinforcement or reteaching activities. The campus will purchase the Living With Science Software. Half of the cost will be paid by the district.</p> <p>Populations: All Students, ELL, Dys., GT, Sp.Ed.TI, Mig., At-Risk</p> <p>Timeline: Twice a week; August 2016-May 2017</p>	3, 9	Campus Administration, Dean of Instruction, Teachers	STAAR, TELPAS, District Benchmark, Campus PMA's				
Funding Sources: State Compensatory - \$1400.00, State Compensatory - \$1400.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>15) All Teachers in all grade levels will meet and analyze their students' assessment results through Aware and Tango Trends to plan for instruction and recommend students for tutorial classes so students will pass the STAAR,TELPAS, TPRI/Tejas LEE, CPALLS, OWL assessments.</p> <p>Populations: All Students, ELL, DYS, TI, At-Risk, MiIG, Sp.Ed., GT Timeline: Every Six Weeks, September 2016- May 2017</p>	9	Campus Administration, Dean of Instruction, TLI Specialist, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS, OWL				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors</p> <p align="center">CSF 3</p> <p>16) The SBDM Committee will meet on the first Monday of every month after school to review and discuss the campus plan, curriculum issues, budgets to guide the vision of Garden Park for all students.</p> <p>Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk Timeline: First Monday of Every month September 2016-May 20167</p>	8	Campus Administration, Dean of Instruction, SBDM committee	STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, OWL results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>17) All students in grades Pre-K through 2nd will work through teacher led Science projects/activities to expose the students to the Scientific Method/Processes.</p> <p>Populations: All Students ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk Timeline: August 2016-May 2017</p>	3	Campus Administration, Dean of Instruction, Pre-Kinder -2nd grade teachers	EOY TPRI/Tejas LEE, CPALLS, OWL, Campus PMA's results				
Funding Sources: Local							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>18) To promote and ensure physical fitness, students in grades Pre-K-5th will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes /week.</p> <p>Populations: All Students, GT,ELL,TI, DYS,MIG,Sp.Ed.,At-Risk</p> <p>Timeline: August 2016-June 2017</p>	2	Campus Administration, PE Teachers	School Health Index Physical Fitness Assessment				
<p>Funding Sources: Local - \$1241.75</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>19) Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530.</p> <p>Populations: All Students, ELL, TI,DYS, MIG, Sp.Ed., GT, At-Risk</p> <p>Timeline: Spring 2017</p>	10	Campus Administration, PE Teachers	School Health Index Physical Fitness Assessment				
<p>Funding Sources: No Funds Required</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>20) Garden Park will maintain and improve CATCH Team that implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity.</p> <p>Populations: All Students, MIG,DYS,TI, Sp.Ed.,At-Risk,ELL,GT</p> <p>Timeline: August 2016-June 2017</p>	9	Campus Administration, PE Teachers, Campus CATCH Team	School Health Index, CATCH Activities Binder				
<p>Funding Sources: No Funds Required</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>21) Garden Park students will participate in the BISD's Field Day Track Meet at Sam's Stadium.</p> <p>Populations: All Students,GT,DYS,MIG, TI,ELL,Sp.Ed.,At-Risk</p> <p>Timeline: Spring Semester 2017</p>	2	Campus Administration, PE Teachers	Student Participation				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>22) Garden Park will participate in the annual Jump Rope for Heart activity at the campus.</p> <p>Populations: All Students,DYS,ELL,MIG, TI,GT,At-Risk,Sp.Ed.</p> <p>Timeline: May 2017</p>	5	Campus Administration, PE Coaches	Student Participation				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>23) In order to enhance instruction in the classroom, general instructional supplies will be purchased for all teachers, from the 3 year old program thru 5th grade, including duplicating paper and Reading materials that are aligned to the campus interventions to support literacy. Materials will also be sent to media center for making student booklets.</p> <p>Populations: All students, Sp.Ed.,At-Risk,ELL, TI,Mig.,DYS,GT</p> <p>Timeline: August 2016-May 2017</p> <p>CNA: Pg. 11</p>	1, 3	Administration, Teachers	STAAR, TELPAS, EOY TPRI, Tejas LEE, CPALLS, OWLS				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>24) Teachers will utilize research based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments, campus district and/or state.</p> <ul style="list-style-type: none"> *STAAR resource materials *District approved software(TTM) *EduSmart *Review 360 *6+1 Writing Traits *TLI Routines/Strategies *LPAC Meetings * SIOP trainings * Allot funds for3 year old thru 5th grade teachers and campus to purchase instructional materials to improve the delivery of instruction. <p>Populations: All Students,Sp.Ed.,TI,GT,ELL,DYS,MIG At-Risk</p> <p>Timeline: August 2016-June 2017</p>	2	Administration, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS				
<p>Funding Sources: Federal Bilingual - \$400.00, State Bilingual - \$600.00, State Bilingual - \$400.00, State Bilingual - \$2135.00, Federal Bilingual - \$400.00, Federal Bilingual - \$2159.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>25) Pre-K and Kindergarten Para-Professionals will assist teachers in the implementation of instruction in all subject areas to help students become successful in skills being taught to score at the Developed level on the TPRI/Tejas Lee assessments. Their duties and responsibilities will be detailed in the campus handbook.</p> <p>Timeline: August 2016-June 2017</p> <p>Populations: All students, At-Risk,ELL,TI,DYS,MIG,Sp.Ed.</p> <p>CNA: 10</p>	9	Campus Administration, Teachers	TPRI/Tejas LEE EOY results TELPAS results				
<p>Funding Sources: Title I-A - \$121927.00</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>26) Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, classroom observations so students will pass the STAAR, TELPAS test, TPRI/Tejas LEE, CPALLS assessments. Analyzing data to plan for instruction.</p> <p>Populations: All Students, At-Risk,ELL,Dys., Sp.Ed.,Mig.,GT, TI</p> <p>Timeline: August 2016-June 2017</p> <p>CNA: Pg. 11</p>	3, 4	Campus Administration, Dean of Instruction, Teachers	STAAR, TELPAS, TPRI/CPALLS EOY results				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>27) The Library Aide will provide assistance to the school Librarian in daily operations of the school library.</p> <p>Populations: All students,at-risk,ELL,Sp.Ed.,DYS,Mig.,GT, TI,DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA: pg. 10</p>	2	Campus Administration, Librarian	Timesheets EOY Evaluation				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>28) The School Nurse will monitor students' health and health records.</p> <p>Populations: All students, ELL, At-Risk,GT,DYS,Mig., Sp.Ed., TI</p> <p>Timeline: August 2016 - June 2017</p> <p>CNA: Pg. 10</p>	9	Campus Administration Nurse	Student Log End of Year Reports				
<p>Funding Sources: State Compensatory - \$72914.00</p> <p>Funding Sources: Title I-A - \$26422.00</p> <p>Funding Sources: Title I-A - \$25938.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>29) LPAC committee will meet throughout the year to monitor progress of ELL students in the Bilingual program, conduct End of Year Review to determine how many ELL students have met exit criteria from the Bilingual Department. Funds will be set aside for substitutes so LPAC may meet.</p> <p>Populations: ELL,At-Risk, GT,DYS,Mig., TI, Sp.Ed.</p> <p>Timeline: September 2016-June 2017</p>	8, 9	Administration LPAC Administrator LPAC Chairperson LPAC Committee Teachers	TELPAS, STAAR, TPRI, Tejas LEE,				
<p>Funding Sources: State Bilingual - \$900.00</p>							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>30) In order to increase an awareness of the importance of Reading and create a culture of reading to encourage students to read for fun, the campus will purchase class sets of literature books for grades Kindergarten through 5th to be kept in the classrooms for student use.</p> <p>Populations: ELL,At-Risk,GT,DYS,Mig,TI,Sp.Ed.,</p> <p>Timeline: January 2016</p>	3	Administration Teachers	TELPAS STAAR, TPRI,Tejas LEE				
<p>Funding Sources: State Compensatory - \$6000.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>31) Garden Park will initiate a 3 ear Old Program to address the needs of 3 year students staffed by a certified teacher and a para-professional. In order for the students in the 3 Year Old Program at Garden Park to develop socially, physically and emotionally, the school will purchase playground equipment.</p> <p>Populations: ELL,At-Risk,GT, DYS, Mig,TI,Sp.Ed.</p> <p>Timeline: August 2016-June 2017</p>	10	Administration 3 Year Old Program Teachers	BOY,MOY, EOY OWL Assessments				
<p>Funding Sources: Title I-A - \$36218.00, Title I-A - \$62070.00, Title I-A - \$28173.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>32) To improve Writing skills and prepare students for the STAAR and TELPAS Writing assessments, teachers in grades K-2nd will focus on Narrative Writing and 3rd-4th will focus on Expository Writing through the use of Empowering Writers.</p> <p>Populations: ELL, At-Risk, GT, DYS, Mig, TI, Sp Ed.</p> <p>Timeline: August 2016 - June 2017</p>	2	Administration Dean Teachers	TELPAS, STAAR Writing Assessments				
<p align="center">Critical Success Factors CSF 7</p> <p>33) In order to enhance instruction in the classroom teachers will be provided professional development for Empowering Writers. K-2nd grade teachers will focus on punctuation and capitalization.</p> <p>3rd-5th grade teachers will focus on Revision and Editing skills.</p> <p>Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp. Ed.</p> <p>Timeline: August 2016-June 2017</p>	4	Administration Dean Teachers Language Arts Curriculum Specialist	TELPAS, STAAR Writing Assessments				
<p align="center">Critical Success Factors CSF 1</p> <p>34) To improve students' Writing skills, students' Writing compositions will be showcased on a Writing Wall of Fame for grades PK thru 5th.</p> <p>Populations: ELL, At-Risk, GT, DYS, MIG, TI, Sp.Ed.</p> <p>Timeline: August 2016-June 2017</p>	2	Administration Dean Teachers	TELPAS and STAAR Writing Assessments				






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

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

Summative Evaluation: STAAR Scores/TPRI/TJL/TELPAS

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p>1) Garden Park Fine Arts students from all demographic groups will develop critical thinking and multi-tasking skills and creativity, teamwork and character by participating in UIL contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT</p> <p>Timeline: November 2016-February 2017</p>	2	Administration, Fine Arts Teacher, Dean of Instruction, Counselor	<p>Students competing at UIL contests will score at highest rating.</p> <p>Choir and Estudiantina students will exhibit their learned talents by performing at Retirement Homes, Community Centers and community events.</p> <p>Students submitting Art projects for different art contests will place/be recognized for their work.</p>				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 6</p> <p>2) Garden Park students will perform in Celebration of Song Fifth Grade Honors Choir.</p> <p>Populations: All Students, GT, Sp.Ed., At-Risk, ELL, DYS, MIG, TI</p> <p>Timeline: May 2017</p>	2	Administration, Fine Arts Teacher, Dean of Instruction, Supervisor of Choral Music	Performance Ratings				
Funding Sources: No Funds Required							






<p align="center">Critical Success Factors CSF 1</p> <p>3) Garden Park teachers will provide Theater Arts lessons as part of their daily instruction.</p> <p>Populations: All Students,DYS,MIG,TI,ELL,At-Risk,Sp.Ed.GT</p> <p>Timeline: August 2016-June 2017</p>	3	Administration, Dean of Instruction, Fine Arts Teacher	STAAR, TELPAS, EOY TPRI/Tejas LEE				
<p>Funding Sources: No Funds Required</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>4) Garden Park students will compete in UIL Music Memory district competition.</p> <p>Populations: All Students,GT,At-Risk,ELL,TI,DYS,MIG,Sp.Ed.</p> <p>Timeline: December, 2016</p>	3	Administration, Dean Of Instruction, Fine Arts Teacher	STAAR, TELPAS, EOY TPRI/Tejas LEE				
<p>Funding Sources: No Funds Required</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>5) The Garden Park school choir and Estudiantina will perform Christmas Carols in December and Mother's Day songs in May for community nursing homes,and other public places.</p> <p>Populations: All Students,ELL,TI,MIG,DYS,At-Risk,Sp.Ed.,GT</p> <p>December 2016 and May 2017</p>	5	Campus Administration, Fine Arts Teacher	Student Participation, Audience Response				
<p>Funding Sources: Local - \$200.00, Local - \$350.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: STAAR, TELPAS, TPRI/Tejas Lee assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Garden Park will implement the Galaxy Program (GT). Students will be nominated and identified for the GT program.</p> <p>Populations: All Students, GT,ELL,TI, Sp.Ed.,MIG,DYS</p> <p>Timeline: Fall 2014</p>	3	Campus Administration, Counselors, Teachers, Parents	STAAR, TELPAS, EOY TPRI/Tejas LEE results				
Funding Sources: No Funds Required							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 4</p> <p>2) Garden Park GT students will participate in the district's Brainsville competition.</p> <p>Populations: All Students,GT,TI,DYS, ELL,Sp.Ed.,MIG</p> <p>Timeline: October 25, 2015</p>	2, 10	Campus Administration, Dean of Instruction, GT Classroom Teachers	STAAR, TELPAS results. Brainsville District Competition				
Funding Sources: Local - \$250.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 4</p> <p>3) Garden Park GT students will participate in Destination Imagination at regional competition.</p> <p>Populations: All Students,GT,ELL,DYS, TI,Sp.Ed.,</p> <p>Timeline: September 2014-February 2015</p>	3	Campus Administration Dean of Instruction DI Coaches	STAAR results, Place at Regionals and advance to state tournament.				
<p>Funding Sources: Local - \$300.00, Local - \$200.00, Local - \$400.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>4) To enhance their classroom instruction, GT teachers will be given funds to purchase instructional materials to target their GT students' needs.</p> <p>Populations: All Students, GT, ELL, TI, Sp.Ed.,At-Risk,MIG,DYS</p> <p>Timeline: October-November 2014</p>	2	Administration, Dean of Instruction TLI Specialist GT Teachers	STAAR, TELPAS, EOY TPRI, Tejas LEE				
<p>Funding Sources: Advanced Academics - \$375.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 6</p> <p>5) Garden Park will maintain a Chess team that will participate in local, regional state and national chess tournaments.</p> <p>Populations: All students, GT, ELL, TI, Sp.Ed., At-Risk, MIG, DYS</p> <p>Timeline: August 2016-June 2017</p>	2	Administration Chess Sponsors	Placing in local, regional, state and participating in national chess tournament				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

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

Summative Evaluation: STAAR, At-Risk Student Achievement Rate, and the Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day tutorial programs for 2nd-5th graders and SSI for 5th graders, in order to improve at-risk student achievement on campus, district and state assessments.</p> <p>Extended Day Program will provide enrichment enrichment and reinforcement activities in content areas for grades PK-5th grades.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 24, 2016-June 2, 2017</p>	2, 3, 9	Administration, Dean of Instruction, TLI Specialist, Teachers, Administrator for State Compensatory Education	Formative: Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate				
Funding Sources: State Compensatory - \$8600.00, State Compensatory - \$36000.00, State Compensatory - \$9268.00, Title I-A - \$31330.00							
<p align="center">Critical Success Factors CSF 1</p> <p>2) Garden Park will ensure that a process is in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend and succeed in school.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Administration, Data Entry Clerk, Administrator for Homeless Youth Project	Formative: eSchoolPLUS rosters, student progress reports Summative: STAAR, Retention Rate, Attendance Rate				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Teachers will use Sheltered English Instruction strategies to help ELL and at-risk students in their classroom master the subject content.</p> <p>Populations: AR, TI, LEP</p> <p>Timeline: Daily August 2016-June 2017</p>	4, 9	Campus Administration, Dean of Instruction, TLI Specialist, Teachers	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, TELPAS, EOY TPRI/Tejas LEE results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Assist students with issues interfering with learning such as but not limited to emotional distress, family problems. Intervention strategies will be created for At-Risk student through RTI.</p> <p>Populations: AR, TI, MI, LEP</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Administration, Dean of Instruction, Counselors, Teachers	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, TELPAS, EOY TPRI/Tejas LEE results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>5) A food pantry and clothes closet will be implemented at Garden Park to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies and clothes as needed to improve at-risk student achievement, attendance, graduation rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, TI, MI, LEP</p> <p>TIMELINE: July 1,2016-June 30, 2017</p>	10	Campus Administration Counselors Teachers	Formative: Benchmark scores, Student progress reports, Pantry and Closet Inventory, Pantry and Closet Distribution Log Summative: STAAR, Attendance Rate				
Funding Sources: No Funds Required							
<p>6) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement.</p> <p>Population: TI, MI, LEP, AR</p> <p>Timeline: August 2016-June 2017</p>	4, 10	Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Retention Rate				
Funding Sources: State Compensatory - \$77706.00							

<p>7) Supplement the Pre-Kinder Program to provide foundational learning experiences in order to prepare at-risk students academically. Population: TI, MI, LEP, AR Timeline: August 2016-June 2017</p>	<p>3, 10</p>	<p>Campus Administration Administration for State Compensatory Education</p>	<p>Formative: Teacher Lesson Plans, Classroom Observations, Student Progress Reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p>				
<p>Funding Sources: State Compensatory - \$127856.00</p>							
<p>8) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement. Population: AR, DYS Timeline: August 2016-June 2017</p>	<p>3, 10</p>	<p>Campus Administration Administration for State Compensatory Education</p>	<p>Formative: Teacher Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR</p>				
<p>Funding Sources: State Compensatory - \$37356.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.






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

Summative Evaluation: STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 4</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/management included in campus improvement plan. 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 2016-June 2017</p>	2	Campus Administration, Campus PEIMS Supervisor, Data Entry Clerk, Counselors,	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Recognize and award incentives to students with perfect attendance every 6 weeks and at the end of the year: Campus recognition of students for Perfect Attendance and Academic Achievement that increase learning performance.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,Sp.Ed.,GT,At-Risk</p> <p>Timeline: September 2016-June 2017</p>	2	Campus Administration, Counselors, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS				
Funding Sources: Title I-A - \$2977.00, State Compensatory - \$6500.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) Home visits and parent conferences will be conducted when a student is absent 2 days in a row so students will be able to pass state assessments.</p> <p>Populations: All Students,ELL,TI,DYS,GT,MIG,At-Risk,Sp.Ed.</p> <p>Timeline: September 2016-June 2017</p>	1	Campus Administration, Parent Liaison, Teachers	STAAR, TELPAS,EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>4) Parents will be encouraged and educated on the importance of their children attending school everyday so students can receive a quality education and pass state assessments.</p> <p>Populations: All Students,TI,At-Risk,GT,ELL,Sp.Ed.,DYS,MIG</p> <p>Timeline: Parent Meetings Every Wednesday from August 2016-June 2017</p>	6	Campus Administration, Counselors, Parent Liaison	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 4</p> <p>5) Reduce by 5% yearly the out-of-school suspensions by researching and evaluating 2015-2016 number of days students were absent due to OSS. To increase campus student attendance rates and improve student academic achievement for all students. Administration will analyze OSS report at the end of each six weeks to determine increase or decrease in OSS.</p>	2	Campus Administration, Campus PEIMS Administrator, Counselors, Data Entry Clerk	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: Local							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to help students become productive citizens and pursue a college career upon graduation.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed.</p> <p>Timeline: September 2016-May 2017</p>	2	Campus Administration Counselors, Community and Business Leaders	STAAR, TELPAS, EOY for TPRI/Tejas LEE, CPALLS				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>7) Garden Park counselors will provide all 5th grade students an orientation by taking them to their respective future middle school for an informational tour to make a smooth transition to the middle school setting and motivate students to do well in the classroom.</p> <p>School counselors will also conduct a presentation for parents of Headstart program and their children to inform them of the Pre-K curriculum and lead them on a tour of a Pre-Kinder classroom to help make the transition for their children coming to Pre-kindergarten.</p> <p>Populations: All Students,At-Risk,TI, DYS,MIG,GT,Sp.Ed.,ELL</p> <p>Timeline: August 2016-May 2017</p>	6, 7	Campus Administration, Counselors, Middle School Pre-Kindergarten teachers	STAAR, TELPAS results CPALLS BOY				
Funding Sources: Local - \$400.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) Teachers will follow ELAR TEKS for Language Arts so that all students will be successful and meet CCRS standards when Garden Park students begin their college careers.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,Sp.Ed.,At-Risk</p> <p>Timeline: Daily from August 2016-June 2017</p>	2	Campus Administration, Dean of Instruction, TLI Specialist, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE results				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>9) To motivate students to be academically successful, students will take a field trip at the end of the year to enhance their learning experience.</p> <p>Populations: All students, ELL, DYS, TI, MIG, GT, Sp.Ed., At-Risk</p> <p>Timeline: May 2017</p>	2	Administration Teachers	End of Year Attendance report TELPAS, STAAR, EOY for TPRI or Tejas LEE, CPALLS				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






Performance Objective 1: Discipline referrals at Garden Park such as office referrals, In School Suspension (ISS), Out of School Suspension, (OSS) will decrease by 5% for 2014-2015 school year.

Summative Evaluation: STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>1) Provide training for teachers to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort. And, assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to learning by all students.</p> <p>Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed.</p> <p>Timeline: August 20,2016-June 2017</p>	2	Campus Administration, Counselors, Teachers, Parents	STAAR, TELPAS, EOY TPRI/Tejas LEE results Decrease in discipline referrals				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>2) Parents will be notified of any discipline referral received by their son/daughter as outlined in the Student Code of Conduct and mandated by district policy.</p> <p>Populations: All Students,At-Risk,DYS, MIG,ELL,GT,Sp.Ed.,TI</p> <p>Timeline: August 2016-June 2017</p>	6	Campus Administration, Counselors, Teachers, Parents	STAAR, TELPAS, EOY TPRI/Tejas LEE results Decrease in number of discipline referrals				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>3) Provide professional development based on level of expertise and need in the following areas: a) bullying b) Violence/Conflict Resolution c) Trends in recent drug use d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention (RTI) Model for behavior based interventions to allow staff to recognize and address the issue as a preventive measure.</p> <p>Populations: All Students,ELL,DYS, TI,At-Risk,Sp.Ed.,GT,MIG</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Administration, Counselors, Dean of Instruction, RTI Specialist	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results, Decrease in number of discipline referrals				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 4 CSF 6</p> <p>4) Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. The plan must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: a) Lockdown Drills (3 times per year) b) Shelter-In-Place c) Fire Drills (once a month) d) Reverse Evacuation, e) Drop & Cover f) Evacuation In order to prevent, protect against, respond to recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property or harm to the environment.</p> <p>Populations: All Students,ELL,DYS, TI,At-Risk,Sp.Ed.,GT,MIG</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Administration, Dean of Instruction, TLI Specialist, Counselors, Teachers, Parents, BISD Police and Security	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>5) Garden Park will have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must sign in and present proof of identification before obtaining a Visitors Card.</p> <p>Populations: All Students,ELL,GT,DYS, TI,At-Risk,MIG,Sp.Ed.</p> <p>Timeline: August 2016-June 2017</p>	2	Campus Administration, Office Staff, Campus Security Officer Counselors, Teachers, Parents	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>6) Campus based law enforcement: Security officer will be placed and assigned throughout the year at Garden Park. Campus officer when possible will address current trends with students, parents, campus personnel, on the following: Gang Awareness, Bullying, Dating Violence, Internet Safety Drug, Alcohol, and Tobacco Awareness, Emergency Operations Plan, , 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 2016-June 2017</p>	10	Campus Administration, Dean of Instruction, TLI Specialist, Counselors, Teachers, Parents, Security Officer Parent Liaison	STAAR, TELPAS, EOY TPRI/Tejas LEE results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>7) Parent presentations will be made periodically at the campus: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, EOP, Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Populations: All Students,ELL,DYS,TI, Sp.Ed.,GT,At-Risk,MIG</p> <p>Timeline: Weekly Parent Meeting August 2016-June 2017</p>	10	Campus Administration, Dean of Instruction, TLI Specialist, Counselors, Parent Liaison, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 6</p> <p>8) Garden Park will maintain a written safety plan developed by the campus safety committee. Meet annually with parents for awareness education. Provide counselling for students involved in offenses, implement enforcement of protective orders and school bases alternatives to protective orders.</p> <p>Populations: All Students,ELL,Sp.Ed., TI,At-Risk,GT,MIG,DYS.</p> <p>Timeline:August 2016-May 2017</p>	2	Campus Administration, Dean Of Instruction, TLI Specialist, Counselors, Teachers, Parents,	STAAR, TELPAS, EOY TPRI/Tejas LEE, CPALLS results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Garden Park personnel will assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students.</p> <p>Populations: All Students,ELL,Sp.Ed., TI,GT,At-Risk,MIG, DYS</p> <p>Timeline: August 2016-June 2017</p>	9	Campus Administration, Counselors, Teachers, Plans	STAAR, TELPAS, EOY TPRI/Tejas LEE results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>10) Funds will be budgeted for the school nurse to purchase supplies for the school infirmary.</p> <p>Populations: All Students,DYS,MIG,TI, GT,ELL,Sp.Ed.,At-Risk</p> <p>Timeline: As needed August 2016-June 2017</p>	2	Campus Administration, School Nurse	STAAR, TELPAS, TPRI/Tejas LEE results				
Funding Sources: Local - \$250.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

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

Summative Evaluation: STAAR Scores/Attendance Rate, Title I-A Parental Involvement Compliance Checklist

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 5</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention of increasing participation by having a parent meeting in the Fall semester.</p> <p>Populations: All Students,At-Risk,TI,GT,ELL,DYS,MIG,Sp.Ed.</p> <p>Timeline: Fall 2016</p>	6	Administration, Parent Liaison	A larger amount of parents will be attending campus activities, parent meetings as evidence by Sign-in sheets.				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>2) Disseminate School-Parent-Student Compacts to all Garden Park parents indicating each group's responsibilities to ensure student achievement through a parent meeting in the fall.</p> <p>Populations: All Students,ELL,GT,DYS, MIG,Sp.Ed.,At-Risk,TI</p> <p>Timeline: Fall 2016</p>	6	Campus Administration, Parent Liaison	Composite of End of Year Survey				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: School-Parent-Student Compact, Campus Improvement Plan</p> <p>Populations: All Students,ELL,DYS,TI, At-Risk,Sp.Ed.,GT,MIG</p> <p>Timeline: Weekly Parent Meetings 1st Monday of every month for SBDM Meetings</p>	6	Campus Administration, Parent Liaison, SBDM Committee	Title I-A Parental Involvement Compliance Checklist,STAAR results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>4) Parents will be encouraged to volunteer and join the Parent Center so parents will be well informed about their children's education.</p> <p>Populations: All Students,ELL,GT,DYS, MIG,At-Risk,Sp.Ed.,TI</p> <p>Timeline: Weekly Parent Meetings August 2016-June 2017</p>	6	Campus Administration, Parent Liaison, Parental Involvement Staff	Title I-A Parental Involvement Compliance Checklist, Increase number of parent volunteers, STAAR Results				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>5) Parents will be encouraged to participate and become involved in committees such as SBDM, LPAC, etc., so parents will be well informed about their children's education and the educational process.</p> <p>Populations: All Students,ELL,Sp.Ed., GT,DYS.MIG,At-Risk,TI</p> <p>Timeline: August 2016-June 2017</p>	6	Campus Administration, SBDM Committee, LPAC Committe, Parent Liaison	Title I-A Parental Involvement Compliance Checklist, Parents serving on SBDM and LPAC committees.				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>6) The school principal will have a parent meeting to present the Campus Report Card within the first six weeks period at the beginning of the school year.</p> <p>Populations: All Students,ELL,Sp.Ed., TI,At-Risk,GT,MIG,DYS</p> <p>Timeline: 1st Six Weeks 2016</p>	6	Campus Administration, Parent Liaison	Increased parental involvement, Title I-A Parental Involvement Compliance Checklist, STAAR results				
<p>Funding Sources: No Funds Required</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary and other responsibilities.</p> <p>Populations: All Students,ELL,GT,TI, At-Risk,Sp.Ed.,MIG,DYS</p> <p>Timeline: Weekly, August 2016- June 2017</p> <p>CNA: Pg. 11</p>	6	Campus Administration, Parent Liaison	Title I-A Parental Involvement Compliance Checklist, Increased parental involvement, STAAR results				
<p>Funding Sources: Title I-A - \$29272.00, Title I-A - \$400.00, Title I-A - \$400.00, Title I-A - \$900.00</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>8) Garden Park will provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers and students through parent meetings, teacher staff development,CATCH team, and classroom instruction.</p> <p>Populations: All Students,ELL,DYS,TI, Sp.Ed.,At-Risk,GT,MIG</p> <p>Timeline: August 2016-June 2017</p>	6	Campus Administration, PE Teachers, Parent Liaison	School Health Index				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






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

Summative Evaluation: STAAR, TELPAS, TPRI/Tejas LEE

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 4</p> <p>1) All Garden Park Migrant students will receive school and hygienic supplies on an as needed basis 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 25, 2016 - June 30, 2017</p> <p>CNA: Pg. 11</p>	9	Campus Administration, Teachers,	STAAR, TELPAS, EOY TPRI/Tejas LEE results				
<p>Funding Sources: Title I-C (Migrant) - \$1025.00</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Garden Park PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 25, 2016- June 30, 2017</p> <p>CNA: Pg. 11</p>	9	Campus Administration Teachers, Campus Clerk	<p>PFS Monthly Monitoring Tool</p> <p>Fewer PFS students are identified due to increased performance.</p> <p>Formative: NGS, Campus Reports, Delivery Page w/ signature.</p> <p>Summative: Completed PFS Monitoring Tool</p>				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) At Garden Park in order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pretest and post test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: August 25, 2016 - June 30, 2017</p> <p>CNA: Pg. 11</p>	3, 9	Campus Administration Teachers	<p>Extended Day supplemental duty rosters</p> <p>Student performance, PBMAS</p> <p>Formative: Benchmarks</p> <p>Summative: Tango Trends reports, TPRI/Tejas LEE EOY results, STAAR results, EOY Migrant Promotion Rates</p>				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</p> <p>4) Garden Park parents of migrant PK, Kinder, 1st and 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 25, 2016- June 30, 2017</p> <p>CNA: Pg. 11</p>	6	Campus Administration	<p>Agendas, Minutes, Sign-In Sheets,</p> <p>Academic success for all PK-2nd grade students, EOY, Promotion Rate</p> <p>Formative: Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Session Evaluations, Participation Surveys</p>				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) At Garden Park the academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: 1st grade PFS/Migrant students</p> <p>Timeline: August 25,2016-June 30, 2017</p> <p>CNA: Pg. 11</p>	9	Campus Administration, Teachers	<p>Monthly Monitoring tool, No 1st graders retained</p> <p>Formative: Three Week Progress Reports, 6 weeks report cards</p> <p>Summative: EOY Promotion Rate, EOY grades, EOY TPRI/Tejas LEE results</p>				
			Funding Sources: No Funds Required				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Garden Park elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The 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-5 grade students</p> <p>Timeline: June 2016</p> <p>CNA: Pg. 11</p>	8	Campus Administration, Teachers	<p>SS Enrollment Roster Increased promotion rate and test performance</p> <p>Formative: Eligibility Lists, Attendance sheets, Progress Reports</p> <p>Summative: SS Promotion Report, Teacher/Student Surveys</p>				
			Funding Sources: No Funds Required				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Extended day tutorial sessions will be held for Garden Park migrant students when there is documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant and PFS students</p> <p>Timeline: October, 2016-May, 2017</p> <p>CNA: Pg. 11</p>	9	Campus Administration, Teachers	<p>Supplemental Duty Paid time sheets, Attendance roster</p> <p>Formative: Benchmark Results, Three week progress reports</p> <p>Summative: Migrant student promotion rate, EOY student grades, EOY Migrant student assessment results.</p>				
			Funding Sources: Title I-C (Migrant) - \$1250.00				

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) In order to increase awareness of migrant student needs, Garden Park teachers and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 1, 2016-May 31, 2017</p> <p>CNA: 11</p>	9	Campus Administration, Teachers & Staff,	<p>Meeting agendas and Sign-in sheets, Timely placement into interventions</p> <p>Formative: Tutorial program, Attendance reports, participants' survey</p> <p>Summative: Session evaluations, Report cards</p>				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>9) At Garden Park a survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: April 2017</p> <p>CNA: 11</p>	1	Campus Administration, Teachers	<p>Survey results, Increase on-time graduation</p> <p>Formative: Parent meeting evaluations, Student session evaluations</p> <p>Summative: Survey Results, Implementation of Survey suggestions.</p>				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: Elementary, PFS Migrant Students</p> <p>Timeline: March, 2017</p>	9	MSC Migrant Counselor Migrant Clerks Migrant Teachers Increased STAARS Scores for PFS students	Increased STAARS Scores for PFS students				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

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

Summative Evaluation: STAAR results, TELPAS results, TPRI/Tejas LEE results, CPALLS results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>1) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, whiteboards, document cameras, tablets, clickers, hardware and software, etc.) in order to differentiate instruction and meet accommodations for all students. School will purchase Living With Science License and Laptops for teachers to use in the classroom. The school will purchase STEMscopes Science program for 5th grade students.</p> <p>Populations: All Students,ELL,DYS, TI,At-Risk,GT,Sp.Ed.,MIG</p> <p>Timeline: Fall 2016</p>	1	Campus Administration, Dean of Instruction, TLI Specialist, Teachers	STAAR results, TELPAS results				
<p>Funding Sources: State Compensatory - \$1400.00, State Compensatory - \$1400.00, State Compensatory - \$12387.32, Title I-A - \$462.00</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Garden Park ELL students will attend the computer lab and be trained on how to take tests and to navigate through an online test to prepare them for the online administration of the TELPAS Reading Test in the Spring 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 2016- June 2017</p>	1	Campus Administration, Dean of Instruction, Teachers	TELPAS results,						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Teachers will integrate technology in the classroom to improve instruction and student learning via classroom computers, projectors, laptops and printers and ink for classroom printers and other equipment.</p> <p>Populations: All Students,ELL,GT,TI, DYS,MIG,At-Risk,Sp.Ed.</p> <p>Timeline: Daily, August 2016- June 2017</p>			2	Campus Administration, Dean of Instruction Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE results				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) All 3rd-5th grade Garden Park students will attend the computer lab to work on Reading and Math skills using and Think Through Math and Istation.</p> <p>Populations: All Students,ELL,GT,TI, At-Risk,Sp.Ed.,DYS,MIG</p> <p>Timeline: Twice a week, August 2015- June 2016</p>			1	Campus Administration, Dean Of Instruction, Teachers	STAAR, TELPAS, EOY TPRI/Tejas LEE results				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 6</p> <p>5) To help teachers plan and implement the district's curriculum in the classroom, 12 laptop computers will be purchase for student use in the classroom in grades 1st and 2nd..</p> <p>Populations: All students,ELL,DYS,TI, Sp.Ed.,MIG,At-Risk,GT</p> <p>Timeline: May 2015</p> <p>CNA: Pg. 14</p>	1	Administration, Teachers	STAAR,TELPAS,EOY TPRI/Tejas LEE results				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) In order to help Pre-K thru 1st grade students master phonics and Reading skills, Math skills with the goal of students becoming fluent readers. STARFALL Software will be purchased for use in the classroom and computer lab.</p> <p>Populations: All Students, ELL,Sp.Ed., DYS,MIG,GT,At-Risk,TI</p> <p>Timeline: August 2016</p>	1	Administration Dean of Instruction PK-1st grade teachers	TELPAS, EOY TPRI/Tejas LEE, CPALLS,OWL				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1. Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development activities and TTESS 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 2016 -June 2017
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 2016-June 2017
1	1	3	Teachers will receive professional development training in Language Enrichment, Metacognitive Strategies,Depth of Knowledge Training to improve Reading Comprehension, Fluency by all students as part of a campus initiative. Populations: All students, GT, At-Risk, Sp.Ed., ELL. TI,Dyslexia, Migrant Timeline: August 2016-November 30, 2016
1	1	5	One fluency passage per week per student will be done in lass during the 90 minute Reading block. Fluency will be monitored every three weeks and every six weeks. Fluency testing will be conducted to measure comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. Populations: All Students, Sp. Ed., GT,At-Risk, TI, Migrant, Dys., ELL Timeline: September 2016-May 2017
1	1	6	Students will attend computer lab to work on Math skills via the Think Through Math software and I-Station for Reading also, to take a diagnostic test to identify students' weaknesses and strengths in each area so that all students are able to pass the STAAR test. Students will also use the COW's to work on these programs. Populations: All students,GT, ELL, At-Risk, Sp.Ed., DYS,TI, MIG. Timeline: Twice a week from August 2016-June 2017
1	1	7	All 3rd -5th grade students at Garden Park will work on a Science project. The top Science projects from each category will be selected to participate at the district Science Fair. Populations: At-Risk, TI, ELL, Sp.Ed.,GT, Dys., Mig. Timeline: August 2016-November 2017
1	1	8	3rd-5th grade students from each classroom will participate in a campus Spelling Bee in October to prepare for the District Spelling Bee in February. Populations: ELL, Dys., TI, Sp.Ed., At-Risk, Mig., GT Timeline: September 2016- Febuary 2017
1	1	9	Garden Park students will participate in the district UIL competition from grades 3rd-5th. Populations: GT, ELL, TI, Sp.Ed., At-Risk, Mig., Dys. Timeline: September 2016-December, 2017
1	1	10	All Kinder through 5th grade teachers will work on drills focusing on Multiplication tables so all students are able to solve problems. Kinder: 0's,1's, 1st: 2's,3's and4's 2nd: 5's,6's and 7's 3rd: 8's,9's and 10's 4th and 5th: 2's-12's Populations: All Students, At-Risk, TI, ELL, GT, Mig.,Dys.,Sp.Ed. Timeline: Daily; August 2016-June 2017
1	1	11	All teachers will display a Word Wall focusing on Academic Vocabulary from the core areas to enhance learning and increase vocabulary development so that all students will pass the STAAR assessments and ELL students will score Advance High in all areas of the TELPAS assessment. Populations: All students, At-Risk, Sp.Ed., ELL, GT, TI, Mig., Dys. Timeline: August 2016-June 2017

Goal	Objective	Strategy	Description
1	1	12	ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Populations: Sp. Ed. Timeline: ARD Meeting Schedule September 2016-May 2017
1	1	13	Kindergarten through 5th grade students will keep a Journal to improve their organizational skills with note taking, graphic organizers, notes and timelines so students will pass the STAAR assessments in grades 3rd-5th and ELL students will score Advance High in all areas of the TELPAS in all content areas of Math, Science, Social Studies and Lang. Arts. Populations: All Students, At-Risk, ELL, TI, GT, Mig., Dys., Sp.Ed. Timeline: August 2016-June 2017
1	1	14	All Kinder thru 5th grade students will be using Edusmart and Living With Science to improve Science skills. Teachers will use and TXAir to create tests, reinforcement or reteaching activities. The campus will purchase the Living With Science Software. Half of the cost will be paid by the district. Populations: All Students, ELL, Dys., GT, Sp.Ed.TI, Mig., At-Risk Timeline: Twice a week; August 2016-May 2017
1	1	15	All Teachers in all grade levels will meet and analyze their students' assessment results through Aware and Tango Trends to plan for instruction and recommend students for tutorial classes so students will pass the STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, OWL assessments. Populations: All Students, ELL, DYS, TI, At-Risk, MIG, Sp.Ed., GT Timeline: Every Six Weeks, September 2016- May 2017
1	1	17	All students in grades Pre-K through 2nd will work through teacher led Science projects/activities to expose the students to the Scientific Method/Processes. Populations: All Students ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk Timeline: August 2016-May 2017
1	1	18	To promote and ensure physical fitness, students in grades Pre-K-5th will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes /week. Populations: All Students, GT, ELL, TI, DYS, MIG, Sp.Ed., At-Risk Timeline: August 2016-June 2017
1	1	19	Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530. Populations: All Students, ELL, TI, DYS, MIG, Sp.Ed., GT, At-Risk Timeline: Spring 2017
1	1	20	Garden Park will maintain and improve CATCH Team that implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity. Populations: All Students, MIG, DYS, TI, Sp.Ed., At-Risk, ELL, GT Timeline: August 2016-June 2017
1	1	21	Garden Park students will participate in the BISD's Field Day Track Meet at Sam's Stadium. Populations: All Students, GT, DYS, MIG, TI, ELL, Sp.Ed., At-Risk Timeline: Spring Semester 2017
1	1	22	Garden Park will participate in the annual Jump Rope for Heart activity at the campus. Populations: All Students, DYS, ELL, MIG, TI, GT, At-Risk, Sp.Ed. Timeline: May 2017

Goal	Objective	Strategy	Description
1	1	23	In order to enhance instruction in the classroom, general instructional supplies will be purchased for all teachers, from the 3 year old program thru 5th grade, including duplicating paper and Reading materials that are aligned to the campus interventions to support literacy. Materials will also be sent to media center for making student booklets. Populations: All students, Sp.Ed.,At-Risk,ELL, TI,Mig.,DYS,GT Timeline: August 2016-May 2017 CNA: Pg. 11
1	1	24	Teachers will utilize research based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments, campus district and/or state. *STAAR resource materials *District approved software(TTM) *EduSmart *Review 360 *6+1 Writing Traits *TLI Routines/Strategies *LPAC Meetings * SIOP trainings * Allot funds for3 year old thru 5th grade teachers and campus to purchase instructional materials to improve the delivery of instruction. Populations: All Students,Sp.Ed.,TI,GT,ELL,DYS,MIG At-Risk Timeline: August 2016-June 2017
1	1	25	Pre-K and Kindergarten Para-Professionals will assist teachers in the implementation of instruction in all subject areas to help students become successful in skills being taught to score at the Developed level on the TPRI/Tejas Lee assessments. Their duties and responsibilities will be detailed in the campus handbook. Timeline: August 2016-June 2017 Populations: All students, At-Risk,ELL,TI,DYS,MIG,Sp.Ed. CNA: 10
1	1	26	Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, classroom observations so students will pass the STAAR, TELPAS test, TPRI/Tejas LEE, CPALLS assessments. Anayzing data to plan for instruction. Populations: All Students, At-Risk,ELL,Dys., Sp.Ed.,Mig.,GT,TI Timeline: August 2016-June 2017 CNA: Pg. 11
1	1	27	The Library Aide will provide assistance to the school Librarian in daily operations of the school library. Populations: All students,at-risk,ELL,Sp.Ed.,DYS,Mig.,GT,TI,DYS Timeline: August 2016-June 2017 CNA: pg. 10
1	1	28	The School Nurse will monitor students' health and health records. Populations: All students, ELL, At-Risk,GT,DYS,Mig., Sp.Ed., TI Timeline: August 2016 - June 2017 CNA: Pg. 10
1	1	30	In order to increase an awareness of the importance of Reading and create a culture of reading to encourage students to read for fun, the campus will purchase class sets of literature books for grades Kindergarten through 5th to be kept in the classrooms for student use. Populations: ELL,At-Risk,GT,DYS,Mig,TI,Sp.Ed., Timeline: January 2016
2	1	1	Garden Park Fine Arts students from all demographic groups will develop critical thinking and multi-tasking skills and creativity, teamwork and character by participating in UIL contests, non-UIL contests, exhibitions, district/community events, and public performances. Populations: All Students, ELL,TI,MIG, DYS,At-Risk,Sp.Ed.,GT Timeline: November2016-February 2017
2	1	2	Garden Park students will perform in Celebration of Song Fifth Grade Honors Choir. Populations: All Students, GT,Sp.Ed., At-Risk,ELL,DYS,MIG.TI Timeline: May 2017
2	1	4	Garden Park students will compete in UIL Music Memory district competition. Populations: All Students,GT,At-Risk, ELL,TI,DYS,MIG,Sp.Ed. Timeline: December, 2016

Goal	Objective	Strategy	Description
2	1	5	The Garden Park school choir and Estudiantina will perform Christmas Carols in December and Mother's Day songs in May for community nursing homes, and other public places. Populations: All Students, ELL, TI, MIG, DYS, At-Risk, Sp.Ed., GT December 2016 and May 2017
2	2	2	Garden Park GT students will participate in the district's Brainsville competition. Populations: All Students, GT, TI, DYS, ELL, Sp.Ed., MIG Timeline: October 25, 2015
2	2	3	Garden Park GT students will participate in Destination Imagination at regional competition. Populations: All Students, GT, ELL, DYS, TI, Sp.Ed., Timeline: September 2014- February 2015
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day tutorial programs for 2nd-5th graders and SSI for 5th graders, in order to improve at-risk student achievement on campus, district and state assessments. Extended Day Program will provide enrichment and reinforcement activities in content areas for grades PK-5th grades. Populations: AR, TI, MI, LEP Timeline: August 24, 2016-June 2, 2017
3	1	3	Teachers will use Sheltered English Instruction strategies to help ELL and at-risk students in their classroom master the subject content. Populations: AR, TI, LEP Timeline: Daily August 2016-June 2017
3	1	4	Assist students with issues interfering with learning such as but not limited to emotional distress, family problems. Intervention strategies will be created for At-Risk student through RTI. Populations: AR, TI, MI, LEP Timeline: August 2016- June 2017
3	1	5	A food pantry and clothes closet will be implemented at Garden Park to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies and clothes as needed to improve at-risk student achievement, attendance, graduation rate, and decrease the retention rate and dropout rate. Population: AR, TI, MI, LEP TIMELINE: July 1, 2016-June 30, 2017
4	1	1	Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/management included in campus improvement plan. Ensure that student attendance meets District and State rates so that students meet their full educational potential. Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk Timeline: Weekly, August 2016-June 2017
4	1	2	Recognize and award incentives to students with perfect attendance every 6 weeks and at the end of the year: Campus recognition of students for Perfect Attendance and Academic Achievement that increase learning performance. Populations: All Students, ELL, DYS, TI, MIG, Sp.Ed., GT, At-Risk Timeline: September 2016-June 2017
4	1	3	Home visits and parent conferences will be conducted when a student is absent 2 days in a row so students will be able to pass state assessments. Populations: All Students, ELL, TI, DYS, GT, MIG, At-Risk, Sp.Ed. Timeline: September 2016-June 2017
4	1	4	Parents will be encouraged and educated on the importance of their children attending school everyday so students can receive a quality education and pass state assessments. Populations: All Students, TI, At-Risk, GT, ELL, Sp.Ed., DYS, MIG Timeline: Parent Meetings Every Wednesday from August 2016-June 2017

Goal	Objective	Strategy	Description
4	1	5	Reduce by 5% yearly the out-of-school suspensions by researching and evaluating 2015-2016 number of days students were absent due to OSS. To increase campus student attendance rates and improve student academic achievement for all students. Administration will analyze OSS report at the end of each six weeks to determine increase or decrease in OSS.
4	1	6	Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to help students become productive citizens and pursue a college career upon graduation. Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed. Timeline: September 2016-May 2017
4	1	7	Garden Park counselors will provide all 5th grade students an orientation by taking them to their respective future middle school for an informational tour to make a smooth transition to the middle school setting and motivate students to do well in the classroom. School counselors will also conduct a presentation for parents of Headstart program and their children to inform them of the Pre-K curriculum and lead them on a tour of a Pre-Kinder classroom to help make the transition for their children coming to Pre-kindergarten. Populations: All Students,At-Risk,TI, DYS,MIG,GT,Sp.Ed.,ELL Timeline: August 2016-May 2017
4	1	8	Teachers will follow ELAR TEKS for Language Arts so that all students will be successful and meet CCRS standards when Garden Park students begin their college careers. Populations: All Students,ELL,DYS,TI, MIG,GT,Sp.Ed.,At-Risk Timeline: Daily from August 2016- June 2017
5	1	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. And, assure students' rights and due process are afford in order to have a safe and disciplined environment conducive to learning by all students. Populations: All Students,ELL,DYS,TI, MIG,GT,At-Risk,Sp.Ed. Timeline: August 20,2016- June 2017
5	1	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. Populations: All Students,At-Risk,DYS, MIG,ELL,GT,Sp.Ed.,TI Timeline: August 2016-June 2017
5	1	3	Provide professional development based on level of expertise and need in the following areas: a) bullying b) Violence/Conflict Resolution c) Trends in recent drug use d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention (RTI) Model for behavior based interventions to allow staff to recognize and address the issue as a preventive measure. Populations: All Students,ELL,DYS, TI,At-Risk,Sp.Ed.,GT,MIG Timeline: August 2016-June 2017
5	1	4	Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. The plan must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: a) Lockdown Drills (3 times per year) b) Shelter-In-Place c) Fire Drills (once a month) d) Reverse Evacuation, e) Drop & Cover f) Evacuation In order to prevent, protect against, respond to recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property or harm to the environment. Populations: All Students,ELL,DYS, TI,At-Risk,Sp.Ed.,GT,MIG Timeline: August 2016-June 2017

Goal	Objective	Strategy	Description
5	1	5	Garden Park will have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must sign in and present proof of identification before obtaining a Visitors Card. Populations: All Students,ELL,GT,DYS, TI,At-Risk,MIG,Sp.Ed. Timeline: August 2016-June 2017
5	1	6	Campus based law enforcement: Security officer will be placed and assigned throughout the year at Garden Park. Campus officer when possible will address current trends with students, parents, campus personnel, on the following: Gang Awareness, Bullying, Dating Violence, Internet Safety Drug, Alcohol, and Tobacco Awareness, Emergency Operations Plan, , safety procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Populations: All Students,GT,ELL, DYS,MIG,Sp.Ed.,At-Risk,TI Timeline: August 2016-June 2017
5	1	7	Parent presentations will be made periodically at the campus: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, EOP, Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. Populations: All Students,ELL,DYS,TI, Sp.Ed.,GT,At-Risk,MIG Timeline: Weekly Parent Meeting August 2016-June 2017
5	1	9	Garden Park personnel will assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students. Populations: All Students,ELL,Sp.Ed., TI,GT,At-Risk,MIG, DYS Timeline: August 2016-June 2017
5	1	10	Funds will be budgeted for the school nurse to purchase supplies for the school infirmary. Populations: All Students,DYS,MIG,TI, GT,ELL,Sp.Ed.,At-Risk Timeline: As needed August 2016-June 2017
6	1	1	Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention of increasing participation by having a parent meeting in the Fall semester. Populations: All Students,At-Risk,TI, GT,ELL,DYS,MIG,Sp.Ed. Timeline: Fall 2016
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 Populations: All Students,ELL,DYS,TI, At-Risk,Sp.Ed.,GT,MIG Timeline: Weekly Parent Meetings !st Monday of every month for SBDM Meetings
6	1	4	Parents will be encouraged to volunteer and join the Parent Center so parents will be well informed about their children's education. Populations: All Students,ELL,GT,DYS, MIG,At-Risk,Sp.Ed.,TI Timeline: Weekly Parent Meetings August 2016-June 2017
6	1	5	Parents will be encouraged to participate and become involved in committees such as SBDM, LPAC, etc., so parents will be well informed about their children's education and the educational process. Populations: All Students,ELL,Sp.Ed., GT,DYS.MIG,At-Risk,TI Timeline: August 2016-June 2017
6	1	6	The school principal will have a parent meeting to present the Campus Report Card within the first six weeks period at the beginning of the school year. Populations: All Students,ELL,Sp.Ed., TI,At-Risk,GT,MIG,DYS Timeline: 1st Six Weeks 2016

Goal	Objective	Strategy	Description
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. Populations: All Students,ELL,GT,TI, At-Risk,Sp.Ed.,MIG,DYS Timeline: Weekly, August 2016-June 2017 CNA: Pg. 11
6	1	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. Populations: All Students,ELL,DYS,TI, Sp.Ed.,At-Risk,GT,MIG Timeline: August 2016-June 2017
7	1	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. Population: PFS Migrant students Timeline: August 25, 2016- June 30, 2017 CNA: Pg. 11
7	1	3	At Garden Park in order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pretest and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. Population: PFS/Migrant students Timeline: August 25, 2016 - June 30, 2017 CNA: Pg. 11
7	1	4	Garden Park parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Parents of PFS/Migrant PK-2nd grade students Timeline: August 25,2016-June 30, 2017 CNA: Pg. 11
7	1	5	At Garden Park the academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade PFS/Migrant students Timeline: August 25,2016-June 30, 2017 CNA: Pg. 11
7	1	6	Garden Park elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The 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. Population: Migrant and PFS PK-5 grade students Timeline: June 2016 CNA: Pg. 11
7	1	7	Extended day tutorial sessions will be held for Garden Park migrant students when there is documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Population: Migrant and PFS students Timeline: October, 2016-May, 2017 CNA: Pg. 11
7	1	8	In order 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 1, 2016-May 31, 2017 CNA: 11
7	1	9	At Garden Park 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 2017 CNA: 11

Goal	Objective	Strategy	Description
7	1	10	Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary, PFS Migrant Students Timeline: March, 2017
8	1	1	Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, whiteboards, document cameras, tablets, clickers, hardware and software, etc.) in order to differentiate instruction and meet accommodations for all students. School will purchase Liiving With Science License and Laptops for teachers to use in the classroom. The school will purchase STEMscopes Science program for 5th grade students. Populations: All Students,ELL,DYS, TI,At-Risk,GT,Sp.Ed.,MIG Timeline: Fall 2016
8	1	2	Garden Park ELL students will attend the computer lab and be trained on how to take tests and to navigate through an online test to prepare them for the online administration of the TELPAS Reading Test in the Spring by inputting their weekly test answers onto Etazo to obtain their test results. Populations: All Students,ELL,DYS,TI, At-Risk,Sp.Ed.,GT,MIG Timeline: Weekly, August 2016- June 2017
8	1	3	Teachers will integrate technology in the classroom to improve instruction and student learning via classroom computers, projectors, laptops and printers and ink for classroom printers and other equipment. Populations: All Students,ELL,GT,TI, DYS,MIG,At-Risk,Sp.Ed. Timeline: Daily, August 2016- June 2017
8	1	4	All 3rd-5th grade Garden Park students will attend the computer lab to work on Reading and Math skills using and Think Through Math and Istation. Populations: All Students,ELL,GT,TI, At-Risk,Sp.Ed.,DYS,MIG Timeline: Twice a week, August 2015- June 2016
8	1	5	To help teachers plan and implement the district's curriculum in the classroom, 12 laptop computers will be purchase for student use in the classroom in grades 1st and 2nd.. Populations: All students,ELL,DYS,TI, Sp.Ed.,MIG,At-Risk,GT Timeline: May 2015 CNA: Pg. 14
8	1	6	In order to help Pre-K thru 1st grade students master phonics and Reading skills, Math skills with the goal of students becoming fluent readers. STARFALL Software will be purchased for use in the classroom and computer lab. Populations: All Students, ELL,Sp.Ed., DYS,MIG,GT,At-Risk,TI Timeline: August 2016

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	30	In order to increase an awareness of the importance of Reading and create a culture of reading to encourage students to read for fun, the campus will purchase class sets of literature books for grades Kindergarten through 5th to be kept in the classrooms for student use. Populations: ELL,At-Risk,GT,DYS,Mig,TI,Sp.Ed., Timeline: January 2016

State Compensatory

Budget for Garden Park Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-106-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-106-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$8,600.00
162-11-6118-00-106-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$13,841.00
162-11-6119-00-106-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$37,356.00
162-11-6119-00-106-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$127,856.00
162-13-6119-31-106-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,706.00
6100 Subtotal:		\$278,471.00

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
Dalinda Hinojosa	Dyslexia Teacher	State Compensatory	.50
Herlinda Pena	Pre-Kinder Teacher	State Compensatory	.50
Rodolfo Rodriguez	Dean of Instruction	State Compensatory	1.00
Stephanie Lebron	Pre-Kinder Teacher	State Compensatory	.50
Yvette Anzaldua	Pre-Kinder Teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

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

2: Schoolwide Reform Strategies

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

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

3: Instruction by highly qualified professional teachers

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

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

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

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

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

5: Strategies to attract highly qualified teachers

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

paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies.

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

6: Strategies to increase parental involvement

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

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

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

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

Strategies: 4.7

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

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

Strategies: 1.4,1.12,1.15,1.16

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

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

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

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

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

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

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

Title I Personnel

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

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Victor M. Caballero	Principal
Administrator	Carla Permenter	Assistant Principal
Administrator	Rodolfo Rodriguez	Dean of Instruction
Business Representative	Joel Guajardo	Business Representative
Classroom Teacher	Patricia Alvarez	Special Ed. Teacher
Classroom Teacher	Rachel Delgado	Third Grade Teacher
Classroom Teacher	Cristina Flores	Fifth Grade Teacher
Classroom Teacher	Cinthia Garza	First Grade
Classroom Teacher	Alma D. Hernandez	Second Grade Teacher
Classroom Teacher	Estefanie Lebron	Pre-Kinder Teacher
Classroom Teacher	Leticia Martinez	Fourth Grade Teacher
Classroom Teacher	Anna Ortega	Kindergarten Teacher
Classroom Teacher	Henry Villalon	P.E. Coach
District-level Professional	Sandra Lopez	Area Superintendent
Non-classroom Professional	Nancy Balboa	Counselor
Non-classroom Professional	Jessica Olvera	Librarian
Paraprofessional	Hermelinda Belleville	Para-Professional
Parent	Yoali McClane	Parent
Parent	Maria Morton	Parent

Campus Funding Summary

Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Catalogs	199-11-6399-00-106-Y-1	\$375.00
Sub-Total					\$375.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Posters, Showboards, Science Fair Forms	199-36-6399-00-106-Y-1	\$200.00
1	1	7	Student Meals	199-36-6412-00-106-Y-1	\$150.00
1	1	9	UIL materials, meals for students	199-36-6412-00-106-Y-1	\$250.00
1	1	17	No Funds Needed		\$0.00
1	1	18	PE Supplies	199-11-6399-51-106-Y-1	\$1,241.75
1	1	21	Transportation, PE supplies	199-36-6494-00-106-Y-1	\$200.00
1	1	21	Student Meals	199-36-6412-00-106-Y-1	\$200.00
2	1	5	Transportion	199-36-6494-00-106-Y-1	\$200.00
2	1	5	Student Meals	199-36-6412-00-106-Y-1	\$350.00
2	2	2	\$350.00 for supplies and showboards	199-11-6399-00-106-Y-21-000-Y	\$250.00
2	2	3	Supplies	199-36-6399-00-106-Y-1	\$300.00
2	2	3	Meals	199-36-6494-00-106-Y-1	\$200.00
2	2	3	Transportation	199-36-6412-00-106-Y-1	\$400.00
4	1	5	No Funds Needed, OSS Report, PEIMS Action Reason		\$0.00
4	1	7	Transportation for 5th graders to Stell Middle School	199-36-6494-00-106-Y-1	\$400.00
5	1	10		199-33-6399-00-106-Y-99-0-00-Y	\$250.00
Sub-Total					\$4,591.75
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	23	General Supplies Media	211-11-6399-16-106-Y-30-0F2-Y	\$2,800.00

1	1	25	Classified Instructional 5 FTE's	211-11-6129-00-106-Y-30-0F2-Y	\$121,927.00
1	1	27	Library Aide	211-12-6129-00-106-Y-30-000-Y	\$26,422.00
1	1	28	School Nurse	211-33-6119-00-106-Y-30-000-Y	\$25,938.00
1	1	31	Playground equipment	211-11-66449-00-106-Y32-3YR-Y	\$36,218.00
1	1	31	3 Year Old Program Certified Teacher	211-11-6119-00-106-Y-24-0F0-Y	\$62,070.00
1	1	31	3 Year Old Program Para-Professional	211-11-6129-00-106-Y-24-0f0-Y	\$28,173.00
3	1	1	Extended Day Enrichment Program Extra Duty Pay	211-11-6118-00-106-Y-24-ASP-Y	\$31,330.00
4	1	2	Student incentives, Attendance Reports, Report Cards,E-School	211-11-6498-00-106-Y-30-0F2-Y	\$2,977.00
6	1	7	Parent Liaison	211-61-6129-00-106-Y300F2	\$29,272.00
6	1	7	Parent Involvement supplies	211-61-6399-00-106-Y-30-0F2-Y	\$400.00
6	1	7	Parent Liaison Travel	211-61-6411-00-106-Y-30-0F2-Y	\$400.00
6	1	7	Parent Center Food	211-61-6499-53-106-Y-30-0F2-Y	\$900.00
8	1	1	STEMscopes	211-11-6395-62-106-Y-30-0F2-Y	\$462.00
Sub-Total					\$369,289.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	TXAir, Edusmart, Living With Science	162-11-6249-00-106-Y-30-LWS-Y	\$1,400.00
1	1	14	Living With Science Software	162-11-6399-00-106-Y30-000-Y	\$1,400.00
1	1	26		162-13-6119-31-106-Y-30-000-Y	\$72,914.00
1	1	30	Class sets of Literature Books	162-11-6329-00-106-Y30-000-Y	\$6,000.00
3	1	1	Extra Duty Pay After School Tutorial Program	162-11-6118-00-106-Y-30-000-Y	\$8,600.00
3	1	1	Extended Day Enrichment Program Extra Duty Pay	162-11-6118--00-106-Y-30-ASP-Y	\$36,000.00
3	1	1	Student Success Initiative Extra Duty Pay	162-11-6118-00--106-Y-24-SSI-Y	\$9,268.00
3	1	6	1 FTE	162-13-6119-31-106-Y-30-000-Y	\$77,706.00
3	1	7	2 FTEs	162-11-6119-00-106-Y-34-PKK-Y	\$127,856.00
3	1	8	.50 FTE	162-11-6119-00-106-Y-30-000-Y	\$37,356.00
4	1	2	Student incentives, Attendance Reports, Report Cards, E-School	162-11-6498-00-106-Y-30-000-Y	\$6,500.00
8	1	1	Living With Science Software	162-11-6249-62-106-Y30-LWS-Y	\$1,400.00

8	1	1	Living With Science Software	162-11-6399-00-106-Y30-000-Y	\$1,400.00
8	1	1	Laptops	162-11-6649-62-106-Y30-000-Y	\$12,387.32
8	1	3	ink for classroom printers	162-11-6399-62-106-Y30-000-Y	\$2,500.00
8	1	5	12 laptop computers	162-11-6649-62-106-Y-30-000-Y	\$12,936.00
Sub-Total					\$415,623.32
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	24	Duplicating Paper	163-11-6396-00-106-Y-25-000-Y	\$600.00
1	1	24	Electronic Between \$150-\$500	163-11-6398-00-106-Y-25-000-Y	\$400.00
1	1	24	General Instructional Supplies	163-11-6399-00-106-Y-25-000-Y	\$2,135.00
1	1	29	LPAC committee, funds for substitutes	163-11-6112-00-106-Y-25-000-Y	\$900.00
Sub-Total					\$4,035.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	24	Duplicating Paper	263-11-6396-00-106-Y-25-000-Y	\$400.00
1	1	24	Electronic Between \$150-\$500	263-11-6398-00-106-Y-25-000-Y	\$400.00
1	1	24	General Instructional Supplies	263-11-6399-00-106-Y-25-000-Y	\$2,159.00
Sub-Total					\$2,959.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Instructional and self-care supplies	212-11-6399-00-106-Y-2	\$1,025.00
7	1	7	Progress reports, EOY results, report cards	212-11-6118-00-106-Y-24-0F2-Y	\$1,250.00
Sub-Total					\$2,275.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Walkthrough Forms, Frameworks,		\$0.00
1	1	2	Teachers, Sheltered English strategies		\$0.00
1	1	3	No funds needed, LE Handouts, TLI materials		\$0.00

1	1	4	assessment data,		\$0.00
1	1	5	fluency charts, fluency booklets		\$0.00
1	1	6	TMT and I-Station websites, Computer Labs, Teachers		\$0.00
1	1	8	Spelling Bee Word list, Spelling Bee Sponsor		\$0.00
1	1	10	Multiplication Tables Chart, Speed Drill Worksheets		\$0.00
1	1	11	Vocabulary Terms, Sentence strips		\$0.00
1	1	12	Diagnostician, Sp. Ed. Administrator, Sp. Ed. Teacher, Reg. Ed. Teacher		\$0.00
1	1	13	4 Writing Journals per student		\$0.00
1	1	15	No Funds Needed, District and Campus Benchmarks		\$0.00
1	1	16	No Funds Needed		\$0.00
1	1	19	No Funds Needed		\$0.00
1	1	20	No Funds needed, CATCH Binder		\$0.00
1	1	22	No Funds Needed		\$0.00
2	1	1	Musical instruments, art and music supplies,		\$0.00
2	1	2	Choir Teacher, Music Sheets, Choir Students		\$0.00
2	1	3	Theater Arts Curriculum, Teachers' Schedules		\$0.00
2	1	4	UIL Materials		\$0.00
2	2	1	GT Nomination forms,Counselors		\$0.00
3	1	2	Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act., Registration Packet		\$0.00
3	1	3	No Funds Needed, Journeys, Envision Math resources, Teachers		\$0.00
3	1	4	Counselors' Log, Counselors, Teachers, RTI Forms		\$0.00
3	1	5	Donations		\$0.00
4	1	1	E-School,		\$0.00
4	1	3	Parent Liaison, Teachers, E-School		\$0.00
4	1	4	Parent Liaison, Parents		\$0.00
4	1	6	Counselors, Business Leaders		\$0.00

4	1	8	Journeys		\$0.00
5	1	1	Student Code of Conduct Booklets		\$0.00
5	1	2	Discipline Referral Forms, Student Code of Conduct		\$0.00
5	1	3	RTI Forms and Folders, Counselors		\$0.00
5	1	4	Class Rosters, Sign-In Sheets, After Action Reviews		\$0.00
5	1	5	ID Badges, Visitor Passes, Binders for Release Forms		\$0.00
5	1	6	Security Guard		\$0.00
5	1	7	Parent Liaison, Handouts		\$0.00
5	1	8	Safety Plan		\$0.00
5	1	9	Counselors		\$0.00
6	1	1	Parental Involvement Policy, Parent Liaison		\$0.00
6	1	2	School-Parent-Student-Compact		\$0.00
6	1	3	Handouts, Brochures, Fliers, Campus CIP,		\$0.00
6	1	4	Parent Liaison		\$0.00
6	1	5	LPAC Minutes, SBDM Sign-In sheets		\$0.00
6	1	6	TAPR report,		\$0.00
6	1	8	CATCH Binder		\$0.00
7	1	2	NGS PFS Report		\$0.00
7	1	3	Aprenda, Tango Trends Reports		\$0.00
7	1	4	Parent Meeting/Training session agendas, NGS Reports, Home Visitations Copies		\$0.00
7	1	5	State assessments, TPRI/Tejas LEE, Local assessments, EOY reports, benchmarks		\$0.00
7	1	6	Non-Migrant summer school programs, Project SMART, NGS Currently enrooled Report		\$0.00
7	1	8	State MEP needs and guidelines MEP action plans, MEP Powerpoints		\$0.00
7	1	9	Elem. student survey, Parent survey, Survey Monkey		\$0.00
7	1	10	Flyers to be distributed		\$0.00

8	1	2	TangoTrends,Etazo,Scantrons		\$0.00
8	1	4	Think Through Math, I-Station		\$0.00
Sub-Total					\$0.00
Grand Total					\$799,148.07