

Brownsville Independent School District

Palm Grove Elementary

2016-2017 Campus Improvement Plan



Mission Statement

At Palm Grove Elementary every teacher truly believes that "All Children Can Learn". Through an environment rich in curriculum, technology and learning activities, students are motivated to set their goals early in life and become productive members of our society.

Vision

Palm Grove Elementary will produce well-educated students who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to give all students an equitable opportunities.

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Comprehensive Needs Assessment

Needs Assessment Overview

After evaluating various areas, Palm Grove Elementary needs assessment overview is as follow:

Attendance: Palm Grove attained a 96.48% and will continue to strive to attain the district attendance goal for elementary schools through the use of incentives, parent contact by teachers and the parent liaison and through the use of phone master. Students with perfect attendance and honor roll will be recognized and rewarded at the end of every six weeks with a perfect attendance certificate to promote daily attendance. At the end of the year, students with yearlong perfect attendance, outstanding contributions and academic achievement will be honored with a ceremony where they will receive trophies, ribbons, plaques, medals, etc. The school nurse will be provided the necessary school and medical supplies in order to support attendance and improve student overall health. At-risk population activities will include after school enrichment programs and tutorial classes, vocabulary enrichment classes, and RTI interventions. RTI training for Faculty and Staff will provide scientifically researched based interventions that can be utilized to address students that are in need of assistance to help improve student performance.

Demographics

Demographics Summary

Palm Grove Elementary is a Title-I campus with a population of approximately 470 students in grades pre kinder through fifth grade. Our student population consists of 99.3% Hispanic, 94.2% economically disadvantaged, 56% ELL's, 73% at risk, and 3% migrant with a mobility rate of 26.6%. Pre-Kindergarten through first grade students are served in self-contained or team-teaching classrooms, our second through fifth grade classrooms are departmentalized. The attendance rate 96.4% is for all students and 96.3% for at risk students. The retention rate is 5% for all students and 13% for at risk students. The average class size is 22:1 for Prek through 5th at 22:1. Palm Grove Elementary feeds into Besteiro Middle School and in turn to Lopez High School. A Migrant Needs Assessment Survey was conducted in 2015-2016 to determine the student needs. These same students will be provided during/after school tutorial support through State Compensatory funds.

The faculty and staff consist of three (3) administrators, twenty five (24) classroom teachers, three (2) special education teachers, four (4) professional support personnel, one full time (1) counselor, three (4) clerical/office members, and six (4) educational aides. In addition a special education diagnostician reports to the campus two days a week, a speech therapist reports once a week, one (1) part-time migrant teacher and one (1) part time dyslexia teacher are here to serve our student population. The ethnicity of the Palm Grove Elementary School staff is comprised of 99% Hispanic and 1% Caucasian. The teaching staff is also 15% male and 85% female.

Demographics Strengths

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

Demographics Needs

The 2016 STAAR results showed losses in the areas of reading and math when compared to the 2015 STAAR results. As a campus, we recognize these downfalls and are ready to accept the challenges of the 2016-2017 school year. We will continually strive to raise our standards and expectations to ensure that all of our students reach their full potential. The STAAR results indicated a decline in scores in the areas of reading and math. In particular our ELL, Special Education and at-risk students are not performing at the same level as the general education students. Gains were made in the area of science and writing, however, the scores are still below the district and state standard. Palm Grove's population of SPED and Dyslexia students has increased, which has caused us to reevaluate our efforts to provide appropriate services for students with special needs. As a result, we must continue to seek ways to strengthen

the core curriculum and adjust schedules so that we can provide on grade level instruction, maximize time on task and provide appropriate interventions to support our students. Other needs include:

- *Increase Attendance Rate

- *Encourage on-time arrival of students to school and continue to provide incentives for perfect attendance.

- *Increase Academic Achievement

- *Identify students in need of academic support, behavior or speech interventions and develop an effective RTI plan in an efficient and timely manner.

- *Continue RTI student monitoring to ensure that interventions are still effective and support student needs.

- *Increase parent involvement and increase attendance in parent meetings.

- *Identify gifted students early and increase GT nominations.

Student Achievement

Student Achievement Summary

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

We are showing steady growth in CPALLS and TPRI-Tejas Lee across all grade levels. While these achievements are certainly cause for celebration we still face several challenges. Although the 2015 STAAR results showed losses in the areas of reading, writing, and science when compared to the 2014 STAAR results, with the exception of 4th grade, all grade levels met State Standards. As a campus, we recognize these downfalls and are ready to accept the challenges of the 2015-2016 school year, and will continually strive to raise our standards and expectations to ensure that each of our students reach their full potential.

Strengths for Student Achievement:

PK--CPALLS: Did not surpass district goal.

K--TPRI/Tejas Lee: Surpassed District Goal in Phonological Awareness; Phonics; and Listening Skills;

TELPAS: Kinder surpassed the 15% Federal Standard with a 23%

1st--TPRI/Tejas Lee: With the exception of fluency, 1st grade surpassed District Goals in all areas.

TELPAS: 1st Grade surpassed the Federal standard of 15% with a 27%.

2nd--With the exception of fluency, 2nd grade surpassed all district goals.

TELPAS: 2nd Grade surpassed the 15% Federal standard with a 19% in Advanced High.

3rd Grade--Although 3rd grade attained an 86% in word reading, all other areas did not meet District goals.

TELPAS: 3rd Grade surpassed the 15% State Standard with a 37%.

TELPAS: 4th Grade surpassed the 29% Federal Standard with a 41%.

TELPAS: 5th Grade surpassed the Federal Standard with a 76%

TELPAS SCORES in percentages: 2015 END OF YEAR

AREA	# Students Rated in May 2015	Beginning	Intermediate	Advanced	Advanced High
TELPAS KINDER Listening/Speaking Reading/Writing Composite	48	10%	42%	25%	23%
TELPAS 1 st GR Listening/Speaking Reading/Writing Composite	64	5	25	44	27
TELPAS 2 nd GR Listening/Speaking Reading/Writing Composite	59	5%	19%	58%	19%

TELPAS 3rd GR	43	2	19	42	37
Listening/Speaking					
Reading/Writing					
Composite					
TELPAS 4 th GR	41	10%	12%	37%	41%
Listening/Speaking					
Reading/Writing					
Composite					
TELPAS 5 th GR	34	3%	6%	15%	76%
Listening/Speaking					
Reading/Writing					
Composite					

2015 STAAR Scores

Campus Needs Assessment Summary

% Met Satisfactory on STAAR

TEST GRADE LEVEL	AREA	Total Students Tested	Total Avg. Score	At Risk	Econ. Disadv.	His- panic	White	Male	Fe- male	GT	Sp. Ed.	Migrant	LEP
STAAR GRADE 3 (English)	Reading	75	73%	63%	74%	73%	*	70%	77%	94%	50%	*	68%
	Math	76	69%	61%		66%		69%	63%	81%	56%	54%	63%
	(Percent Score Avg.)				66%		*						
STAAR GRADE 3 (Spanish)	Reading	1	*	53%	53%	53%	*	53%	*	*	*	*	53%
	Math (Percent Score Avg.)	*		*		*	*	*	*	*	*	*	*
STAAR GRADE 4 (English)	Reading	72	59%	40%	57%	59%	*	52%	64%	82%	33%	67%	41%
	Math (Percent Score Avg.)	4	31%	31%		31%	*	23%	33%				
	Writing	78	50%	40%	50%	51%	*	48%	52%	91%	0%	55%	49%
STAAR GRADE 4 (Spanish)	Reading	4	31%	31%	32%	31%	*	23%	33%	*	*	*	31%
	Math (Percent Score Avg.)	70	57%	50%		57%	*	54%	60%	70%	48%	58%	49%
	Writing	4	32%	32%	30%	32%	*	25%	34%	*	*	*	32%
STAAR GRADE 5	Reading	86	77%	67%	60%	60%	1.23%	61%	60%	100%	13%	64%	54%
	Math	85	70%	63%	99%	98%	2.35%	51%	49%	14%	7%	7%	36%
	Science	83	77%	64%	70%	70%	69%	70%	70%	86%	53%	60%	62%

STAAR	Reading	1	100%	100%	100%	100%	*	100%	*	*	7%	*	*
GRADE 5	Math (Percent Score Avg.)	*	*	*	*	*	*	*	*	*	*	*	*
	Science (Spanish)	*	*	*	*	*	*	*	*	*	*	*	*

Student Achievement Strengths

- * Met Standard in Index 1,2,3,4
- * Tutorials
- * Extended Day

Student Achievement Needs

Student performance on STAAR indicated that gaps remain between the performance of all students and our ELL's, and special education subgroups. The students in these subgroups are being targeted through early identification, interventions, and tutorial programs.

Reading fluency and comprehension in grades Kinder through fifth need to improve. These will be monitored on a weekly basis as well as through diagnostic testing per six week periods.

Improve reading fluency and comprehension in K-5 with rigor, relevance and consistency.

Improve math comprehension and scores in all progress monitoring (including STAAR 3 to 5th gr) from K-5th.

Appropriate interventions and after school enrichment.

Reduce percentage of students retained.

Increase STAAR scores in Reading, Writing, Science and Math in 3rd, 4th and 5th grades for all students, especially LEP, ESL, ELL, RTI, Migrant, Special

Education and economic disadvantaged students.

Increase achievement in TELPAS scores in the area of fluency..

The tier I instruction needs to be refined and enhanced to meet the needs of the learners. Teachers could benefit from the guidance and expertise of the Reading Specialist when planning and structuring the lessons for tier I.

At the beginning of the school year, parents need instruction and reminders as to what to do to support their children as successful student in the classroom.

The ability to offer At-Risk after school tutorials/enrichment to ensure that all students can pass STAAR and proceed to the next grade level.

Continue to fund a school nurse to ensure that students remain healthy and in school.

Continue to provide a comprehensive physical education/health program to educate students as to the benefits of a healthy lifestyle.

Ensure that our homeless population is identified and extra efforts are implement to assist them academically as well as other needs to ensure the success of these students.

Migrant and PFS students will be provided on an "as needed" basis, Migrant and PFS will be provided with clothing, hygiene and educational supplies/resources in order to enhance academic achievement.

School Culture and Climate

School Culture and Climate Summary

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

All staff members at Palm Grove Elementary believe that students learn best in an environment where differences are considered a strength and mistakes are seen as opportunities to learn and grow. A classroom management framework that supports higher expectations implemented throughout campus. All faculty and staff is involved in school safety which is promoted at all levels. A campus procedure for school visitations is in place and strictly adhered to.

We have one security guard and response from BISD police (to reach our campus) is from twenty to twenty-five minutes. Positive behaviors are rewarded to individual students by their teachers and administration. Our counseling programs support positive behavior interventions and affirmations allowing students to feel they can step out of their comfort zone and learn in new ways. Our chess club, UIL, science fair, 5th grade choir and soccer teams are a strong part of our school.

School Culture and Climate Strengths

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

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

In addition, a science lab teacher provides weekly services to students in grades second through fifth through the Living with Science Program/Curriculum. Special Education/Dyslexia/Migrant teachers meet to co-plan with teachers every six weeks or as needed. The Dean along with the district specialist assist teachers with planning and delivery of instruction as well as provide research based interventions activities to support the RTI process. Our Schoolwide Title I program consists of parent involvement actives which are done on a regular basis.

School Culture and Climate Needs

The following were identified as culture and climate needs:

- Promote a college going atmosphere with higher expectations for academic and behavior success
- Increase participation in data analysis and planing for instructions
- Increase parent volunteers and parent involvement opportunities
- Greater team building and collaboration opportunities need to take place amongst the grade levels and departments.
- More staff available during dismissal times.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The faculty and staff consist of three (3) administrators, twenty-five (24) classroom teachers, three (2) special education teachers, five (4) professional support personnel, one full time (1) counselor, four (4) clerical/office members, and nine (4) educational aides. In addition a special education diagnostician reports to the campus two days a week, a speech therapist reports once a week, one (1) part-time migrant teacher and one (1) part time dyslexia teacher are here to serve our student population. The ethnicity of the Palm Grove Elementary School staff is comprised of 98% Hispanic and 2% Caucasian. The teaching staff is also 10% male and 90% female.

According to the TAPR report twenty-four percent (9.3) of our teachers have 0 to 5 years of experience, twenty-nine percent (11.1) of our teachers have between 6 to 10 years of experience, thirty-seven (14.1) of our teachers have between 11 to 20 years of experience, and nine percent (3.6) of our teachers have over twenty (20) years of experience.

All teachers and instructional paraprofessionals are highly qualified. Quality teaching and quality learning are the keys to student achievement and success. The most important resource affecting student achievement at Palm Grove Elementary is our classroom teachers. The faculty's/staff's needs are identified through the use of Walk-throughs documentation, Principal feedback, parent/student/teacher surveys, and standardized assessment results.

Staff members are offered professional development throughout the year at both the campus and district level. The BISD Professional Development office provides an ERO calendar that is available to all employees indicating the sessions available. The campus also assigns teachers from each grade level to leadership roles that require specific training. This training is provided by the different District department as DEIC approved days. At the beginning of the year, all staff members are provided with the PD requirements in a two day back to school in-service with a range of topics that includes Employee Code of Ethics, 504 Requirements, Jenna's Law and extending to mandatory Emergency Operations Plan training.

Teachers receive the Texas Literacy Initiative Cognitive Strategies training, ELPS, Language Enrichment refreshers, content area strategies, STAAR assessment strategies, etc. After teachers attend professional development the implementation is monitored through walkthroughs and visitation which allows administrators to observe teachers "in action" so that their strengths and needs can be identified. This data is also used to guide professional learning on campus as well as to help identify students' needs.

Staff Quality, Recruitment, and Retention Strengths

Palm Grove Elementary has a low faculty and staff turnover rate. All teachers and instructional paraprofessionals are highly qualified. 96% percent of our classroom teachers have Bilingual Certification and are GT Certified. Palm Grove Elementary's faculty and staff values staff development and seeks opportunities to participate in professional development opportunities outside of what the district requires. Extended grade level planning time is provided each six weeks to allow for horizontal alignment of instruction across all subjects. Vertical alignment meetings are held twice a year for all campus' faculty.

Fifth grade teachers and middle school sixth grade teachers meet for vertical alignment planning a minimum of once a year.

Point of Contact teachers have been assigned for certain subject areas. These teachers are responsible for attending all professional development in that area and ensuring turn around training is completed for all staff. Administrators attend professional development to continue in the endeavor of campus improvement.

Staff Quality, Recruitment, and Retention Needs

- Paraprofessionals in the classroom to assist as needed.
- Increase teacher proficiency in Teaching with Google Partnership
- More professional development in the area of writing (especially at the lower grade levels), as well as, rigor and depth of knowledge
- Provide a school wide discipline behavior plan to decrease discipline issues and improve classroom management
- Increase opportunities for horizontal and vertical alignment meetings for teachers
- Increase leadership role opportunities for teachers that have not served in such capacity.
- Provide training in Think Thru Math, Living with Science as well as training in the use of IPods and iPad.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

- * Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons
- * STAAR Test Data Analysis through AWARE, TANGO, Living with Science Program
- * Accelerated Reader usage reports
- * After School Tutorials for 3rd-5th grade (budget permitting)
- * Science Technology Lab
- * Extended day program PK-5th five days out of the week

Curriculum, Instruction, and Assessment Needs

Based on the campus data analysis and information from daily operating observations, the following areas of need are identified:

- Continued training to differentiate instruction in areas of needed improvement

- More rigorous instruction to increase the level of questioning and the depth of knowledge
- Improve instruction for special needs students
- Need for upgrades/working laptops and/or desktop computers to provide students with access to various technology programs.
- Purchase of audio visual equipment (TV, DVD players, cassette players and iPad) to give students the opportunity to utilize various types of media
- Ensure that instructional supplies are available for students and teachers in order to ensure progress in learning and instruction
- Increase Reading fluency rates in all grade levels as well as comprehension
- Maintain implementation of TLI cognitive routines and strategies
- Additional training in Bilingual SIOP strategies
- Increase conferences with teachers to monitor the use of instructional materials and manipulatives
- Continue RTI meetings to review progress of students
- Additional Tutorial Funds to increase service days for students experiencing difficulties in learning and preparation for the STAAR test

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

- * Parent Liaison
- * Parent Volunteers and Parent Meetings
- * Parent Conferences
- * Communication provided in English and Spanish
- * District Programs
- * Community Resources

Family and Community Involvement Needs

Based on the campus data analysis and information from daily operating observations, the following areas of need are identified: (Goal #6: Activity 1,2,8,9,10,11,12,13,14,15,16)

- Increase of parent volunteers
- Increase parent attendance during parent meetings

- Training to teachers on benefits of parental involvement
- Increase opportunities and programs after school for families to be involved and help their child in learning
- Increase community outreach programs.
- Provide Migrant Program Parent Meeting
- Provide availability of parent academic conferences after school

School Context and Organization

School Context and Organization Summary

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

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

School Context and Organization Strengths

Common planning time by grade levels, Teacher input in ARDS meetings, Open-door policy by administration, Master schedule is conducive to planning and meeting by teachers to discuss student's needs, SBDM Membership for each grade level, Grade Level Meeting every Tuesday, Lesson Plans due every three weeks, Information is disseminated systematically, and Students are provided with opportunities for after school tutorials for those struggling and enrichment for those that are moving forward in order to ensure a successful academic year, RTI's are frequently monitored and adapted to meet student's needs.

School Context and Organization Needs

Based on the campus data analysis and information from daily operating observations, the following areas of need are identified:

- Continue with designated committees to identify and monitor at-risk students based on identified indicators.
- Increase collaboration time between BI/SFL/Dyslexia/Resource and Inclusion teachers to coordinate activities with general ed. teachers.
- Creation of SB5 Community Involvement Committee to have each grade level represented in the collection of data.
- Increase input from teachers through their SBDM member on necessary upgrades or instructional material needs.
- More signage is needed for morning drop offs to ensure safety of both parents and students.
- The marquee is in need of repair and revamping.
- Because of our proximity to the border, more security is needed as well as the cleanup of the brush in the rear area of the property near the levee.

Technology

Technology Summary

The campus is equipped with wireless internet access and all stakeholders have access to such technology. The campus has instructional programs such as Living with Science, Study Island, Edusmart Science, IStation, Brain Pop, Starfall, and various online resources that come with the District textbook adoptions. Students have access to two computer labs which are available for students to conduct research or take Accelerated Reader tests. These state funded programs are monitored by the campus and district administration for usage.

Technology Strengths

The Living with Science Laboratory has been instrumental in our science scores. Computers on wheels (COW's) are available for checkout by teachers. Printers are available for all teachers and students to print throughout the campus. Library Media Services is used for mass printing of progress monitoring and other documents as necessary. Teachers are able to provide input as to the level of implementation and acquisition of technology and Technology TEKS as observed per grade level. 5th grade teacher are equipped with COWs for student use. iPad nooks in the library are available for student use.

Technology Needs

Based on the campus data analysis and information daily operating observations, the following areas of need are identified:

- New computers or laptops are needed to provide accessibility to more current programs and software
- Renewal of software licensing for all programs such as Living with Science, BraininPop, Edusmart, Study Island, Think Thru Math
- Ensure availability of ink toner for all printers on campus as needed to print instructional materials
- Increase the level of technology integration into classroom instruction by teachers and students
- Purchase resources and new software that is aligned with current TEKS
- Professional development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom
- Teachers will be encouraged to seek professional development outside of contract offered by the Technology Dept.
- Purchase replacement bulbs for projectors in the classrooms

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
- Accountability Distinction Designations
- PBMAS 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
- 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- 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
- Communications 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: Students will demonstrate a 5% increase from prior year in Level II performance (76% or higher) in Reading, (76% or higher) in Writing, (82% or higher) in mathematics, (85% or higher) in science. A minimum of 25% of students will perform at a Level III performance.

Summative Evaluation: Increase in students meeting Level II and Level III in the STAAR Assessment to improve Index 1-4 scores.

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 1</p> <p>1) All Students at Palm Grove will participate in TEKS- appropriate, accelerated or modified/accommodated instruction. CNA: Student Achievement Pg. 8 POPULATION:Pre-K -5 students: TI,MI, LEP, SE, AR, GT, DYS, TIMELINE: August, 2016 to May 2017</p>	1	Principals, Deans, Teachers PreK-5th, Special Education Teachers, Librarian	<p>FORMATIVE: Progress Monitoring, Reading Fluency Monitoring, Teacher observations, Progress grades, Accelerated Reader tests, Lesson plans. SUMMATIVE: Student success in STAAR/STAAR A Scores and participation, TELPAS, Circle, CPALS, Terra Nova and TPRI/Tejas Lee scores.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide reading for enjoyment opportunities for all students in order to improve reading scores through the use of the following: Accelerated Reader, Sustained Silent Reading, Reading Logs, Read Alouds, Incentives, Readers Theater, Book Fair, Story Telling, National Book Week, National Library Week, Library Club, Home and School connection, On-line databases CNA: Student Achievement P 8 POPULATION:Pre-K -5 students: TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to June 2017</p>	1, 2	Principal, Dean, Librarian, Classroom Teachers, Sp. Ed. Teachers, and Technology Teacher	<p>FORMATIVE: AR Reports, TPRI and TejasLEE, STAAR Scores, APRENDA Scores, TELPAS Scores, CIRCLE/C-PALLS, SUMMATIVE: Cumulative scores on STAAR and AR program; and Passing/retention rate</p>				






<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Highly qualified teachers will carry out instructional programs in order to impact student achievement, improve student assessment scores in the core content areas to meet standards. These highly qualified teachers will participate in professional staff development that supports curriculum through: Use of state adopted textbooks; Circle; ESL Strategies, ELAR/SLAR TEKS, PK Frameworks, Texas Reading Academies RTI Model, ELPS; TELPAS; SIOP; Vertical and horizontal collaboration; vocabulary development in all areas, DOK: Questioning techniques; Second language learning and assessment SIOP and STAAR, Pearson Realize Intervention strategies, TANGO Data and Intervention strategies, Item analysis, format, specification and categories of STAAR; College & Career Readiness Standards; Blooms Taxonomy-Depth of knowledge; PD in questioning strategies to enhance reflective reasoning & conceptual understanding. POC Training/Meetings, Assessment Notebooks, Living with Science Lab CNA: Staff Quality, Recruitment, & Retention pg.16 CNA: Student Achievement Pg. 8 POPULATIONS: Pre-K -5 students, TI, MI, LEP, SE, AR, GT, DYS, TIMELINE: August 2016 to May 2017</p>	1, 3, 4, 5	Principal, Asst. Principal, Dean, Gen. Ed., Sp. Ed. Program Teachers, C & I Specialist, Science Lab Teacher	<p>FORMATIVE: Classroom Observations, Walk through, Lesson Plans, Sign-in Sheets, ERO Reports, STAAR & progress monitoring Scores;</p> <p>SUMMATIVE: CPALLS, TPRI/Tejas Lee, TELPAS, STAAR, APRENDA PBMAS, Progress Reports</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>4) Measuring Up, STAAR Coach, Jump Start, Motivation, Kamico Instructional materials; STAAR Master, Step Up to TEKS, Lone Star Science and Lone Star Learning and Ford Ferrier LLC, Ford Ferrier RTI, will be used as part of the reading program to improve Reading scores in grades 1 to 5. Measuring Up, STAAR Master, Think Through Math; Step-Up to TEKS, GPS Math, Envision, and teacher created materials will be used to improve student Math scores in grades 1st through 5th. CNA: Student Achievement Pg. 8 Curriculum, Inst & Assmt. Page 18 POPULATION: Pre-K -5 students: TI, MI, LEP, SE, AR, GT, DYS TIMELINES: AUGUST 2016 TO MAY 2017</p>	1	Principal, Assistant Principal, Dean, Gen. Ed. Teachers, Sp. Ed. Teachers	<p>FORMATIVE: Lesson Plans, Progress Reports, Progress Monitoring Tests, Report Cards, Walk-throughs,</p> <p>SUMMATIVE: TPRI/Tejas Lee, SAT 10/Aprenda, STAAR Scores, Retention/passing rate</p>				
Funding Sources: State Compensatory - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Purchase supplies for teachers to create instructional bulletin boards and display instructional posters throughout the year to support various skills and motivate students toward achievement in class, progress monitoring and STAAR.</p> <p>CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	2	Principal, Assistant Principal, Dean, Gen. Ed. Teachers, Sp. Ed. Teachers, and Special Programs Teachers	<p>FORMATIVE: Walk-throughs; progress monitoring</p> <p>SUMMATIVE: STAAR scores; TPRI/Tejas Lee scores;</p>				
Funding Sources: Local - \$3066.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Implement interventions through the 3 tier RtI Model in order to support student academic growth and success</p> <p>CNA: Student Achievement P 8 POPULATION:Pre-K -5 Teachers TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 2, 9	Principal, Assistant Principal, Dean, RTI Team, Gen. Ed. Teachers, SPED Teachers, Special Program Teachers	<p>FORMATIVE: TPRI/Tejas Lee BOY, MOY,</p> <p>SUMMATIVE: EOY, and Progress Monitoring, RTI Meeting Logs</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Grades 1-5 will progress monitor students at the end of every six week period using a STAAR Formatted Diagnostic Assessment to monitor progress toward success on STAAR and grade level education.</p> <p>CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: Nov. 2016 to March 2017</p>	1, 8, 9	Principal, Dean, Gen. Ed. Teachers, Sped. Teachers, Special Program Teachers	<p>FORMATIVE: Tango Progress Monitoring Reports,</p> <p>SUMMATIVE: STAAR/STAAR A Results, TELPAS results, Tejas Lee/TPRI Results, SAT10/Aprenda Results</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>8) Special Education Teachers will attend District trainings and in-services in order to ensure PLAAFPs and goals are in compliance with the elements required in the students IEP.(AYP Initiative)</p> <p>CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 2, 3, 4	Principal, Dean, Special Education Teachers Diagnostician	<p>FORMATIVE: Students IEP,</p> <p>SUMMATIVE: Compliance with student eligibility folder</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Instruction for students in special programs (Bilingual, GT, Special ED, 504, Dyslexia) will be serviced in accordance with their individual IEP and/or Accommodations. CNA: Student Achievement P 8 POPULATION:Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 9	Principal, Assistant Principal, Special Ed. Teacher, Dyslexia Teacher General Ed. Teachers	<p>FORMATIVE: Lesson Plans, Walk-Throughs SUMMATIVE: STAAR Scores ARD Minutes</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Federal Programs will continue to fund highly qualified paraprofessionals to supplement allotted campus positions so that the needs of low performing students can be met through more individualized and small group instruction. CNA:Student Achievement Pg. 8 Staff Quality & Recruitment Pg. 16 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	4, 7, 9	Principal, Dean, Special Programs Administrator, and Federal Programs Admin.	<p>FORMATIVE: District and campus Progress monitoring scores, teacher observations, student progress reports. SUMMATIVE: EOY Student passing rates EOY Assessment scores</p>				
	Funding Sources: Title I-A - \$34977.00						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) Instructional materials, capital outlay, and consumable supplies will be made available to ensure the continuity of instruction. CNA: Student Achievement P. 8 POPULATION:Pre-K -5 Teachers TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	2, 9	Principal, Assistant Principal, Dean School Secretary	<p>FORMATIVE: Report card grades; progress monitoring scores; teacher observation; Stanford 10, APRENDA , Lesson Plans,Progress monitoring, SUMMATIVE: STAAR, TELPAS, Retention Rates</p>				
	Funding Sources: Title I-A - \$0.00, Title III-A - \$3400.00, Title I-A - \$0.00, SPED - \$1000.00, State Bilingual - \$4600.00, Advanced Academics - \$810.00, SPED - \$1097.00, Local - \$1000.00, State Compensatory - \$0.00						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) Teachers in Pre-K - 5th grade along with Special Education teachers will analyze campus and district benchmarks, previous STAAR data, TPRI/Tejas Lee , CPALLS assessment to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS by utilizing Eduphoria and TANGO reports to facilitate disaggregation of data, as well as plan vertically and horizontally to adjust instruction for student success. CNA: Student Achievement P8 POPULATION: Pre-K -5 Teachers Non LEP, TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to April 2017</p>	1, 2, 8	Principal, Assistant Principal, Dean, Gen. Ed.Teachers, Special Ed. Teachers	<p>FORMATIVE: Benchmark Reports, Lesson Plans, Progress monitoring, SUMMATIVE: STAAR results</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>13) In order to improve State assessment scores in the core content areas, teachers and administrators will attend professional development to meet state and local PD hour requirement. Points of Contact will be assigned to ensure improve staff attendance at various professional development opportunities according to their POC area. CNA: Student Achievement Pg. 8 POPULATION: Pre-K -5 Teachers/Faculty TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 4	Principal, Assistant Principal, Dean, Gen. Ed. Teachers, Sp. Ed. Teachers	<p>FORMATIVE: Lesson Plans. Walk-throughs;Session Evaluation</p> <p>SUMMATIVE: STAAR, PBMAS, Progress Reports, ERO,</p>				
Funding Sources: State Compensatory - \$700.00, Title I-A - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) Teachers will use technology and technology programs to reinforce concepts/skills taught in the classroom. EduSmart, Living with Science, RAP 360, Think Thru Math, Study Island and other software programs will be used by students in grades Pre-k to 5th to improve student achievement in science, math, language arts and other academic subjects. CNA: Student Achievement Pg. 8 POPULATION:Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 9	Principal, Assistant Principal, Dean, Gen. Ed. Teacher, Sp. Ed. Teachers, Technology Teacher	<p>FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. Progress monitoring</p> <p>SUMMATIVE: STAAR Scores TELPAS</p>				
Funding Sources: Title I-A - \$4000.00							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>15) Students will develop HOTS through participation in UIL to enhance performance in academic disciplines such as: Science Fair, Music, Choir, Picture Memory, chess, Oral Reading UIL Math, And other UIL competitions held throughout the year. CNA Student Achievement Pg. 8 School Culture & Climate P 14 POPULATION:Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to June 2017</p>	1	Principal, Assistant Principal, Dean, UIL Sponsors, UIL Campus Coordinator, Chess Sponsor General Ed Teacher Computer Lab Teacher	<p>FORMATIVE: District Meet and Regional Meet participation</p> <p>SUMMATIVE: STAAR Math Scores</p>				
Funding Sources: Local - \$100.00, Local - \$200.00, Local - \$150.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>16) Students in 4th and 5th grade will participate in STEM related-fields and project based learning environments facilitated by educators. Club Code activities will help students think creatively, reason systematically and work collaboratively as well as demonstrate higher achievement scores in STAAR. CNA: Student Achievement P 8 Technology P 24 POPULATION:4-5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 3	Administrators, Teacher, Technology Teacher	<p>FORMATIVE: Lesson Plans, Walkthrough</p> <p>SUMMATIVE: STAAR Scores, TELPAS; Projects presentations</p>				
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>17) Career Awareness will be provided by the counselors for grades Pre-K to 5th and students will participate in Career Day Presentations to reinforce TEKS objectives about responsible citizenship. CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 2	Principal, Assistant Principal, Dean, Counselor	<p>Formative: Lesson Plans, Writing Samples;</p> <p>Summative: Participation in Careers on Wheels and Career Day presentations by both students and businesses.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>18) PreKinder teachers will implement Circle Programing to ensure readiness for reading in Kinder and beyond. CNA: Student Achievement Pg.8 POPULATION: Pre-Kstudents TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 2	Principal Dean PK teachers	<p>FORMATIVE: CPALLS</p> <p>Fluency rating; student vocabulary growth; and student's social skill improvement.</p> <p>SUMMATIVE: Student Graphophonemic knowledge; student's ability to identify capital and lower case letters and tell the difference; as evidenced by the EOY on OWL.</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>19) Recognize and award incentives to students with perfect attendance and honor roll every six weeks and at the end of the year for academic achievement in all areas. CNA: School Culture &Climate P 14 POPULATION: Pre-K-5 students; TI, MI LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 2, 6	Principal, PEIMS Supervisor, Data Entry Clerk, Student Accounting	<p>FORMATIVE: Award ceremony. Student rosters for participation; perfect attendance competition and rosters.</p> <p>SUMMATIVE: Reduction absences and meet district attendance goal. STAAR scores and increased attendance rate.</p>				
<p>Funding Sources: Title I-A - \$0.00</p>							

<p align="center">Critical Success Factors CSF 7</p> <p>20) All teachers will be GT certified to enhancing strategies that can be used in all classes in order to provide differentiated instructions. CNA: Student Achievement P 8 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	3, 4	Principal Dean Teachers	<p>FORMATIVE: Lesson plans, Walk-throughs; student work; SUMMATIVE: Student spring and Fall projects; STAAR scores.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>21) Advanced Academics will provide monies to support instructional materials/supplies for GT Students: CNA: Student Achievement P 8 POPULATION: K - 5 students GT, TI, MI, LEP, SE, AR, DYS TIMELINE: August 2016 to May 2017</p>	3, 4	Principal Dean Teachers	<p>FORMATIVE: Lesson Plans, walk thru's SUMMATIVE: Participation; increase in nominations</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>22) Student fluency routine will be done on a daily basis. Teachers will be required to turn in fluency charts on a weekly basis. CNA: Student Achievement P 8 POPULATION: K - 5 students: GT, TI, MI, LEP, SE, AR, DYS TIMELINE: August 2016 to May 2017</p>	1, 2, 9	Teachers Administration	<p>FORMATIVE: Weekly progress/fluency logs - student fluency readings. SUMMATIVE: TPRI/Tejas Lee EOY results TELPAS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>23) Allocations for class sets for Reading literacy, classroom reading books will be provided for individual classrooms. This reading books will align campus interventions to support literacy. CNA: Student Achievement P 8 POPULATION: Pre-K - 5 students: GT, TI, MI, LEP, SE, AR, DYS TIMELINE: October 2016 to May 2017</p>	2	Principal Dean Teachers Librarian	<p>FORMATIVE: Weekly progress in student fluency readings. SUMMATIVE: state assessment</p>				
<p align="center">Funding Sources: State Compensatory - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>24) Stipends will be paid as a strategy to attract highly qualified teachers to high need schools. CNA: Staff Quality, Recruitment, and Retention pg 16 POPULATION: Teachers TIMELINE: August 2016-June 2017</p>	3, 5	District HR Department, Campus Hiring Committee	<p>FORMATIVE: Lesson Plans, Wlalkthroughs SUMMATIVE: PDAS (TTESS)</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 2: Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles.

Summative Evaluation: 10% increase in participation in Fitness Gram and other health related activities that will improve overall health.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Students will participate in the Marathon Kids to work on cardiovascular system, endurance, and promote healthy live styles. CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	2, 3, 4, 6	Principal, Assistant Principal, Dean, PE Coach	<p>FORMATIVE: Lesson Plans, Walk-thrus, Student Participation</p> <p>SUMMATIVE: Fitness Gram Assessment</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Students will use a variety of sports supplies in order to keep fit and active during physical education classes. Some supplies but not limited to: a) sports balls b) hula hoops c) ball scoops d) soft bowling balls Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	2	Principal, Assistant Principal, Dean, P.E. Teacher	<p>FORMATIVE: Lesson Plans, Walk-thrus, Student Participation</p> <p>SUMMATIVE: Fitness Gram Assessment</p>				
Funding Sources: Local - \$1000.00							
<p>Critical Success Factors CSF 6</p> <p>3) Students in the lower grades will use supplies such as balance beams in order to gain fine motor skills. Balancing and fine motor skill supplies will be incorporated into fun obstacle courses. CNA: Student Achievement P 8 POPULATION: TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to June 2017</p>	1	PE Coaches Administration	<p>FORMATIVE: Lesson Plans, Walk-throughs, Student Participation</p> <p>SUMMATIVE: Fitness Gram Assessment</p>				

<p align="center">Critical Success Factors CSF 2 CSF 6</p> <p>4) Coaches will use the Fitness Gram assessment to test the students health. This test is a thorough exam of height, weight, flexibility, and strength. CNA: Student Achievement P 8 POPULATION: 3 -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1	PE Coaches Administration	<p>FORMATIVE: Lesson Plans, Walk-thrus, Student Participation SUMMATIVE: Fitness Gram Assessment</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Students will participate in a track event that is held throughout the district. CNA: Student Achievement P 8 POPULATION:Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: October 2016 to May 2017</p>	1, 3	PE Coaches Administration	<p>FORMATIVE: Lesson Plans, Walk-thrus, Student Participation SUMMATIVE: Fitness Gram Assessment</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide students in grades PreK-5 with moderate to vigorous physical activity daily for at least 45 minutes in order to develop students fitness. CNA: Student Achievement P8 POPULATION:Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: September 2016 to May 2017</p>	1	Campus Administrators Physical Education Teachers	<p>FORMATIVE: Classroom Observations PE Student attendance records SUMMATIVE: Physical Fitness Assessment, School Health Index</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students. This funding will include all office and medical supplies as deemed necessary to improve student overall health and enhancing attendance performance. The rest of funding comes from Local 199. Medical and office supplies may also be purchased through 199. CNA Student Achievement P. 8 CNA Staff Quality, Recruitment and Retention p.16 POPULATION:Pre-K -5 students TI, MI, LEP,SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 10	Principal Health Service Admin	<p>FORMATIVE: Time and Effort Logs Referrals SUMMATIVE: EOY Attendance Rates</p>	<p>Funding Sources: Title I-A - \$19795.00, Local - \$29693.00</p>			






<p align="center">Critical Success Factors CSF 3 CSF 5</p> <p>8) Campus will participate in the "Walk for the Future" event. Monies will be used to support our school and secure supplies. CNA:School Culture and Climate p14 Population: School Faculty/Staff Timeline September 2016</p>	2	Administration Faculty/Staff	Find location of students enrolled in school year.				
<p>Funding Sources: State Compensatory - \$0.00, State Compensatory - \$0.00</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 a TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: Palm Grove students will leave our campus with a higher awareness and appreciation of the arts and sports.

Summative Evaluation: Number of students participating in public performances for parents and community.

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 CSF 6</p> <p>1) Students from Pre Kindergarten to fifth grade attend music class once a week in order to expose them to various styles of music. CNA:School Culture--Pg. 14 St. Achievement: P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 3	Music Teacher Administration	<p>FORMATIVE: Lesson Plans, Walk Throughs SUMMATIVE: Performances</p>				
<p>Funding Sources: Local - \$0.00, Local - \$511.00, Local - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>2) 3rd, 4th and 5th grade students will compete in the spelling BEE, UIL Art and music to expose them to music and art history. This will enable students in developing aural skills. CNA:Culture & Climate Pg.14 St. Achievement Pg 8 POPULATION:3rd-5 students TI, MI,LEP, SE,AR , GT, DYS TIMELINE: May 2016 to August 2017</p>	1	UIL Coach UIL Coordinator	<p>FORMATIVE: Lesson Plans SUMMATIVE: Performance Ratings</p>				
<p>Funding Sources: Local - \$100.00, Local - \$200.00, Local - \$150.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) 4th and 5th students will participate in the school choir which will expose them to the performance experience. CNA: Student Achievement P 8 POPULATION:4th-5th students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1	Music Teacher Administration	<p>FORMATIVE: Lesson Plans SUMMATIVE: Performances</p>				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) PreK through 5th grade students will be given the opportunity to participate in various performances throughout the school year such as Fall/Spring Kermes, school plays, Thanksgiving Presentations, Christmas Performance, and Charro Days Performance.</p> <p>CNA: Family & Community Involvement P 20 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1	Music Teacher Librarian Administration	<p>FORMATIVE: Lesson Plans SUMMATIVE: Student participation.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Students will be given the opportunity to participate in soccer, volleyball, track and field and other sports in an intramural and co-curricular arena as sponsored by the school and district. This will motivate students to build character and in turn build academics performance.</p> <p>CNA: Family & Community Involvement p.20 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1	Coaches	<p>FORMATIVE: Student participating in various sports activities. LION, TELPAS, TERRA NOVA and District progress monitoring. SUMMATIVE: Students participating in activities will perform higher in STAAR.</p>				
<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: Palm Grove Elementary will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the At-Risk student attendance by 10%.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Instructional programs will be taught by highly qualified teachers in order for struggling students to achieve success. Students will receive instruction through TEKS/research based identified interventions and support through research based activities such as, accelerated instruction; extended day/week tutorial, Supplemental resources will be purchased as deemed necessary for improvement of academic scores. CNA: Student Achievement P 8 POPULATION:Pre-K -5 students TI, MI, LEP, AR , DYS TIMELINE: August 2016 to May 2017</p>	2, 3, 8, 9	Principal, Dean, Classroom Teacher, Administrator for State Compensatory Education	<p>FORMATIVE: Progress Monitoring Progress Monitoring testing Teacher observations Tutorial Rosters Tutorial Lesson plans Tutorial Attendance Sheets Student progress reports SUMMATIVE: STAAR and Retention Rate</p>				
Funding Sources: State Compensatory - \$19562.00, SPED - \$0.00, Title I-A - \$0.00, State Compensatory - \$5666.00, State Compensatory - \$0.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Palm Grove will provide high quality professional development for faculty, staff and administration. Professional Development activities will target effective intervention and prevention strategies for the identification of students who are at-risk of dropping out and to improve academic achievement. CNA: Staff Quality & Recruitment/Retention Pg. 16 POPULATION: Pre-K -5 students TI, MI, LEP, AR, DYS Faculty/Staff TIMELINE: August 2016 to May 2017</p>	2, 4, 9	Professional Development Principals Deans of Instruction	<p>FORMATIVE: ERO Session Evaluation Report SUMMATIVE: STAAR</p>				
Funding Sources: State Bilingual - \$2300.00, State Compensatory - \$460.00, State Compensatory - \$700.00, State Compensatory - \$521.00							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) All students will be enrolled in school immediately. School counselors ensure that homeless students are identified and receive the appropriate services and support. Students identified via communication with teachers, students and family. This will ensure full protection of the McKinney-Vento Act and that students and families will be directed to the Homeless Youth Project for further intake.</p> <p>CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR,GT, DYS TIMELINE: August 2016 to May 2017</p>	2, 10	Homeless Liaison Attendance clerk Counselor Campus Administration	<p>FORMATIVE: Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>SUMMATIVE: STAAR, attendance rate, retention rate.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) The campus Dean of Instruction will provide leadership and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement.</p> <p>CNA: Staff Quality, Recruitment & Retention P 16 POPULATION: Pre-K -5 students TI, MI, LEP, AR, SE,GT, DYS TIMELINE: August 2016 to May 2017</p>	4	Principal Administrator for State Compensatory Education	<p>FORMATIVE: ERO Session Evaluation Report, ERO Session Attendance Report; Lesson plans, classroom observation, progress monitoring scores;, student progress reports</p> <p>SUMMATIVE: STAAR scores</p>				
Funding Sources: State Compensatory - \$54245.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) A Pre-K full day program will be implemented in order to better prepare students academically.</p> <p>CNA: Student Achievement: p 8 POPULATION: Pre-K students TI, MI, LEP, AR, SE,GT, DYS TIMELINE: August 2016 to May 2017 (Daily)</p>	7	Principal Dean Administrator for State Compensatory Education	<p>FORMATIVE: Observation and walk-thru's; Students progress reports, CPALLS (BOY and MOY)</p> <p>SUMMATIVE: CPALLS (EOY)</p>				
Funding Sources: State Compensatory - \$57504.00, Local - \$57504.00							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>6) Attendance clerks and parent/attendance liaisons will attend District trainings to consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness as well as increase instructional opportunities for students.</p> <p>CNA: School Culture & Climate P 14 POPULATION:Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to June 2017</p>	2, 6	Principal Campus PEIMS Supervisor Attendance Clerks Parent Liaisons Student Accounting Data Entry Clerk	<p>FORMATIVE: Agenda Sign-in sheets Six weeks Attendance Report School Messenger Notification System</p> <p>SUMMATIVE: Attendance rate; Meeting attendance AYP</p>				






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Teachers will use technology programs such as: Study Island, Think Thru Math, Living with Science, and EduSmart to reinforce concepts taught in the classroom. In addition State Comp. funds will be used to purchase electronic equipment to assist and improve the educational needs of all at-risk students. These software programs will be used by students in grades Pre-k to 5th to improve student achievement in core content areas. CNA: Technology P 24 POPULATION: Pre-K -5 students: TI, MI, LEP, AR, DYS TIMELINE: August, 2016 to May 2017</p>	2, 9	Administrator, Dean, Teacher, Technology Teacher Admin for State Compensatory Education	<p>FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation, student progress reports, benchmark scores SUMMATIVE: STAAR Scores</p>				
<p>Funding Sources: State Compensatory - \$2800.00, State Compensatory - \$4000.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>8) All students will increase oral language skills to develop listening/speaking, reading/writing proficiency in presentations ,retelling, personal oral discussion and speaking opportunities to use new vocabulary in context CNA: Student Achievement Pg. 8 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 2, 3	Principal, Dean, Classroom Teacher, Counselors, Special Education Teachers	<p>FORMATIVE: Pre/Posts tests TPRI/Tejas Lee Progress Monitoring, Reading Fluency Monitoring, Teacher observations, Progress grades, Accelerated Reader tests, Tutorial Rosters, Tutorial Lesson plans, Tutorial Attendance Sheets, RTI Plans, progress Observation; Student progress reports Progress monitoring SUMMATIVE: STAAR, TELPAS Retention</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>9) PK-5th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading, Sports/Games, Arts/Crafts, and Dramatic Play. CNA: Student Achievement Pg. 8 POPULATION: Pre-K -5th students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2016 to May 2017</p>	10	Principal, Dean of Instruction, Classroom Teachers, Special Programs Teacher	<p>Formative: Schedules, Attendance Reports, Lesson Plans Summative: STAAR Results, EOY Promotion Rates</p>				
<p>Funding Sources: State Compensatory - \$22824.00</p>							
<p align="center">  = 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: Palm Grove students will leave our campus with high college awareness.

Summative Evaluation: Attendance increase to 98%

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) Ensure that campus students meet their full educational potential by meeting District and State attendance rates. Campus will use the phone master to notify parents of absences. CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 9	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	<p>FORMATIVE: Weekly review of campus ADA; Monitor campus Attendance Management plans as needed by Attendance office campus visitations.</p> <p>SUMMATIVE: Monitor Yearly Attendance rate.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Reduce by 5% yearly the out-of-school suspensions on campus by researching and evaluating 2015-2016 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. CNA: Student Achievement p.8 School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 2, 9	Principal PEIMS Supervisor Attendance Clerk Discipline Clerk Computer Services	<p>FORMATIVE: Principal will analyze OSS report at end of every 6 weeks to determine increase or decrease in OSS</p> <p>SUMMATIVE: Monitor Review 360 OSS</p>				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. As well as purchase incentives to encourage good behavior in the BI unit. CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: October 2016 to May 2017</p>	1, 2	Principal PEIMS Supervisor Data Entry Clerk Student Accounting BI teacher	<p>FORMATIVE: Campus documentation of attendance ceremony</p> <p>SUMMATIVE: Monitor ADA and yearly attendance rate. Number of referrals for BI unit.</p>				
Funding Sources: SPED - \$548.00							

<p align="center">Critical Success Factors CSF 6</p> <p>4) Teachers are encouraged to wear a college T-shirt on District designated days to encourage student interest in attending college and in support of Guidance and Counseling efforts to increase college awareness in our students. CNA: Student Achievement P 8 School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1	Administration, Campus Counselors, Teachers	<p>FORMATIVE: Advertisement for event and pictures from event SUMMATIVE: Increase of College awareness</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) ELL Teachers will attend District trainings provided by Advanced Academics that focus on critical thinking skills as well as trainings that help recognize or identify gifted and talented student within the LEP population. CNA: Staff Quality, Recruitment & Retention P 16 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	3, 9	Advanced Academics C and I Campus Admin.	<p>FORMATIVE: professional development hours/transcripts SUMMATIVE: Student STAAR results; More ELL students identified as gifted.</p>				
<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 (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Summative Evaluation: Review 360 Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide training for teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	4	Principals, Assistant Principals, Counselors, Professional Development	<p>FORMATIVE: Agenda and Sign-in sheets for trainings SUMMATIVE: Reduction in referrals to Review 360, ISS and OSS actions</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) Provide Campus/District professional development based on level of expertise and need in the following areas: Bullying Prevention /conflict resolution Recent drug use trends Resiliency/Developmental Assets Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 Faculty/Staff TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 3, 9	Administrators, Principals, APs, Dean Counselors, Professional Development, Behavioral Specialists RtI Specialist	<p>FORMATIVE: Attendance Roster, Professional Development Evaluation, PEIMS SUMMATIVE: Discipline Reduction in bullying on campus as evidenced by decline in bullying reports.</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Campus will develop and maintain an Emergency Operations Plan. Plan will be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee.</p> <p>CNA: School Culture & Climate p14 School Context and Organization p22 POPULATION: Pre-K -5 students/Staff TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1	Administrators, Principals & Assistant Principals, Faculty & Staff, BISD Police & Security	<p>FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations</p> <p>SUMMATIVE: Audits, Safety Coordinator Binder, Referral Report (Decrease) Attendance Report (Increase)</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>4) Visitors must present identification at Sign-In and must be escorted at all times while in the building.</p> <p>CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	2	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	<p>FORMATIVE: Daily visitors log (issuing of badges to visitors)</p> <p>SUMMATIVE: Observation to ensure that all visitors have complied with safety standard.</p>				
<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year.</p> <p>CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	2	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	<p>FORMATIVE: Evaluations, Sign-In Sheets, PEIMS Discipline Reports</p> <p>SUMMATIVE: Campus Security office continues to assist in providing a safe and secure learning environment.</p>				
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>6) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	2	Principal Counselors	<p>FORMATIVE: Student sign in sheets, contact with parents.</p> <p>Officer work Schedule.</p> <p>SUMMATIVE: EOY Referral Report Counselor Log</p>				

<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>7) Campus will observe Red Ribbon Week to make students aware of the dangers of drug use and promote a healthy lifestyle. CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	2	Teachers Counselor Administration	<p>FORMATIVE: Counselor's agenda for Red Ribbon Week planned activities; SUMMATIVE: 100% participation in Red Ribbon Week activities by students, staff and community.</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>8) The following drills must be practiced accordingly: Lockdown practice drills, Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. CNA: School Culture & Climate P 14 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	<p>FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations, Audits SUMMATIVE: Safety Coordinator Binder</p>				
<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 Palm Grove parental involvement activities during the school year.

Summative Evaluation: Meeting rosters and parent volunteers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) A para-professional will serve as parent Liaison to ensure that open communication with parents is maintained, to secure training for parents in current topics and to assist parents to become actively involved in school efforts. CNA: Family and Community Involvement p.20 POPULATION: Parents TIMELINE: August 2016 to June 2017</p>	6	Parent Liaison Administration	<p>FORMATIVE: Increased parent participation, signed acknowledgment of policy. Job description and sign-in sheets. SUMMATIVE: Title I-A Parental Involvement compliance checklist. Increased school attendance rate. STAAR results and parent surveys.</p>				
Funding Sources: Title I-A - \$24362.00							
<p>Critical Success Factors CSF 5</p> <p>2) A parental involvement policy is completed and disseminated that delineated how parents will be actively involved at the district/campus level with the intention to increase participation. CNA: Family and Community Involvement p. 20 POPULATION: Parents TIMELINE: August 2016-June 2017</p>	6	Parent Liaison Administration	<p>FORMATIVE: Increased parent participation, signed acknowledgment of policy. Sign-in sheets. Policy on website. SUMMATIVE: Title I-A Parental Involvement compliance checklist. Increased school attendance rate. STAAR results and parent surveys.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Stripes, The Cake Shop, HEB, Tropical Texas, Behavior Health Center, Rodeo Dental, Peter Piper Pizza, Chick-fil-A, and Sofia Benavidez, our adopted businesses will establish a working partnership with Palm Grove to serve our campus through attendance incentive, presentations to parents and students and Christmas giveaway program. The parental involvement checklist will be used to ensure compliance. CNA: School Culture & Climate p14 Family & Community Involvement p20 POPULATION: Parents, community and Pre-K -5 students: TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2016 to May 2017</p>	2, 6	Counselor Administration	<p>FORMATIVE: Monthly activities by grade level including special programs. Service/donation request service agreement. SUMMATIVE: EOY feedback from Adopt-A-School survey Increased school attendance rate. STAAR results.</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) A Title I meeting is held annually to inform parents of services provided through Title I CNA: Family and Community Involvement p20 POPULATION: Parents TIMELINE: August 2016 to Dec. 2017</p>	2, 6	Parent Liaison Administration	<p>FORMATIVE: Parent attendance at meeting. Sign-in sheets. SUMMATIVE: Parent Compliance Checklist; Increased school attendance rate. STAAR results. Decreased student referrals for behavior.</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) An annual Title I Parent Survey is conducted to evaluate the effectiveness of Campus Parental Involvement Efforts. CNA: Family & Community Involvement p20 POPULATION: Parents TIMELINE: March-May 2017</p>		Parent Liaison Administration	<p>FORMATIVE: Number of returned surveys. SUMMATIVE: Parent Compliance Checklist.Increased school attendance rate. STAAR results and parent surveys.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Teachers will be made aware of the academic and non academic benefits of a strong parent-school partnership during the first annual faculty meeting. Teachers will be required to make contact with parents at least once per six weeks. CNA: Family & Community Involvement p20 POPULATION: Faculty/Staff TIMELINE: August 2016 to May 2017</p>	2, 6	Administration Parent Liaison Parent volunteers Faculty	<p>FORMATIVE:Improved/Increased parent communication. Sign-in Sheets, Agendas, Evaluations SUMMATIVE: Parent compliance checklist.Increased school attendance rate. STAAR results.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>7) School-Parent-Student compacts are disseminated indicating each groups responsibilities to ensure student achievement. CNA: Student Achievement p8 Family and Community Involvement p20 POPULATION: Faculty/Staff, Parents and Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 September 2017</p>	2, 6	Principal Teachers Parent Liaison	<p>FORMATIVE: Increased Cooperative involvement. Signed SPS compacts SUMMATIVE: Title 1-A compliance checklist. Increased school attendance rate. STAAR results. .</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) A cafeteria tour is held in order to teach parents how to provide their children with balanced and nutritional meals at home. CNA: Family and Community Involvement p20 POPULATION: Parents TIMELINE: August 2016 to May 2017</p>	6	Principal Parent Liaison Cafeteria personnel	<p>FORMATIVE: Parent attendance at meetings, flyer. SUMMATIVE: Sign-in sheets, agenda, evaluations, minutes.Increased school attendance rate. STAAR results.</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>9) Parents will be invited to our Student Awards Ceremonies held at the end of the year. P School Culture and Climate p14 Family and Community Involvement p20 POPULATION: Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	6	Principal Dean Counselor Teachers Parent Liaison	<p>FORMATIVE: Parent attendance at the ceremonies, invitation.</p> <p>SUMMATIVE: Sign-in sheets; Parent surveys. Increased school attendance rate. STAAR results.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>10) Parents and students are invited to come and meet their new teacher and see their classroom before the school year begins. Throughout the year parents are continually encouraged to attend student presentations and activities. CNA:Family and Community Involvement p20 POPULATION: Parents, Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to June 2017</p>	6	Administration Teachers Parent Liaison	<p>FORMATIVE: Parent attendance, invitation flyer and program.Sign in Sheets</p> <p>SUMMATIVE; Increased school attendance rate. STAAR results.</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>11) The school will keep parents informed of future events organized by the school or community through phone messenger as well as posting it on the school marquee. CNA: Family & Community Involvement p20 POPULATION: Parents and Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	6	Administration Parent Liaison	<p>FORMATIVE: Parent attendance at school events, Improved Parent communication</p> <p>SUMMATIVE: Sign-in sheets. Increased school attendance rate. STAAR results.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>12) 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: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan CNA: Family & Community Involvement pg20 POPULATION: Parents and Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 and May 2017</p>	6	Principals Parent Liaison SBDM Committee	<p>FORMATIVE: Calendar, Agendas, Sign-in Sheets, Minutes,Fliers, PI Policy, Compact, Parent Representative List</p> <p>SUMMATIVE: Composite of meeting minutes.Increased school attendance rate. STAAR results.</p>				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>13) Provide ample Parent Education opportunities through parent conferences and parent training sessions at the campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations CNA: POPULATION: Parents/Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug 2016 to May 2017</p>	6	Administration Campus Instructional Tech. Teacher Parent Liaisons Special Ed Teachers Counselors	FORMATIVE: Parent Conference Fliers Sign-In Sheets, Conference Agendas Meeting Agendas, Conference Evaluations SUMMATIVE: STAAR, EOC results Composite of evaluation results.Increased school attendance rate.				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>14) 5th Grade students will attend an orientation to be held at Besteiro M.S. (our feeder school) to receive information and guidance of available activities and completion of choice slips. The orientation and visit will also students to become familiar with the layout of the school as well as the overall transition to middle school. CNA:Student Achivement p8 School culture and climate p14 POPULATION: 5th students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: May 2017</p>	1, 2	Administrator Bestiero Admin and Staff Counselors Parent Liaison	FORMATIVE:Student participation SUMMATIVE: Enrollment for upcoming year. Increased school attendance rate. STAAR results.				
Funding Sources: Local - \$150.00							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>15) A tour of the campus grounds will be provided at the time of registration to all incoming Pre-K-5th grade students and parents in order to help student familiarize themselves with the campus. CNA: Student achievement p8 School Culture and Climate p14 POPULATION: Parents and Pre-K to 5th students: TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 - June 2017</p>	2, 6, 7	Teachers Dean Principal Data/PEIMS Clerk	FORMATIVE: Number of parents and students that attend tour. SUMMATIVE: Students successfully attending PK-5th classes.				
<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: 100% of Palm Grove migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Summative Evaluation: 100% of Palm Grove migrant students will meet Phase I of STARR. Results on PBMAS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Migrant students (PFS) will receive various type of supplemental (ex: small group instruction) support services delineated by NCLB. Section 1304(d) are addressed CNA: Student Achievement Pg. 8; School Context & Org. Pg. 22 POPULATION: Pre-K -5 MI and PFS students TIMELINE: August 2016 to May 2017</p>	9	Campus Administrators Migrant and Regular Ed Teachers DMC MSC	<p>FORMATIVE: NGS Campus Reports SUMMATIVE: Completed PFS Monitoring Tool showing fewer PFS students identified due to interventions and increased performance.</p>				
Funding Sources: Title I-C (Migrant) - \$10756.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All migrant students will receive age appropriate hygiene supplies and grade appropriate school supplies as needed in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. CNA:School Context & org. Pg. 24 Student Achievement P 8 POPULATION: Pre-K -5 MI and PFS students TIMELINE: August 2016 to May 2017</p>	9	Special Programs Administrator Campus Administrators Teachers DMC MSC	<p>FORMATIVE: NGS Campus Reports SUMMATIVE: Completed Request for Supplemental Support Form w/ student's NGS Number, Parents / Students signature and On-time promotion.</p>				
Funding Sources: Title I-C (Migrant) - \$1085.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Monitoring tools will be used to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students. Monitoring tools (pre-test and post-test, EOY, BOY, EOY) results will be used by teachers and administrators to determine the migrant students performing below grade level. Lower grade migrant students will be supported through tutorials and classroom interventions. CNA: Student Achievement P8 POPULATION: PFS, MI PK - 5 TIMELINE: August 2016 to May 2017</p>	2, 9	Special Program Administrator Campus Principals Elementary Teachers MSC	<p>FORMATIVE: Pre-Assessment Results Campus Composites</p> <p>SUMMATIVE: CPALLS , TPRI, Tejas LEE, Aprenda, SAT-10 Post Assessments</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Parents of migrant PK-5th grade students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively. CNA: Student Achievement P 6 POPULATION: Pre-K -5 MI and PFS students and parents TIMELINE: August 2016 to May 2017</p>	4, 6, 9, 10	Migrant Parent Liaison Teachers Recruiters DMC MSC	<p>FORMATIVE: Sign-in Sheets Visitation Logs</p> <p>SUMMATIVE: Session Evaluations and Participants Surveys</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. CNA: Student Achievement P 8 POPULATION: Pre-K -5 MI & PFS students. TIMELINE: June-July 2017</p>	9	Campus Principals Homeroom Teachers DMC MSC	<p>FORMATIVE: Eligibility Lists And Attendance Sheets</p> <p>SUMMATIVE: Participants Surveys Teacher Surveys,End-of- Summer School Programs Documentation</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) 3rd through 5th grade Migrant students STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. CNA: Student Achievement P 8 POPULATION: Pre-K -5 MI & PFS students. TIMELINE: August 2016 to May 2017</p>	8, 9	Campus Principals Counselors Core Subject Teachers DMC MSC	<p>FORMATIVE: STAAR Remediation Enrollment Lists, NGS STAAR Report Benchmark Results</p> <p>SUMMATIVE: Current State Assessment Test Results</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) PFS migrant students will receive supplemental support services before other migrant students. CNA: Student Achievement P 8 POPULATION: Pre-K -5 MI & PFS students TIMELINE: August 2016 to May 2017</p>	9	Administration Teachers Migrant Dept.	<p>FORMATIVE: Progress monitoring assessment; SUMMATIVE: Six week report cards; TPRI and Tejas Lee Assmt.; STAAR results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) In order to increase awareness of migrant student needs, campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. CNA: School Culture & Climate P 14 POPULATION: PFS/MI -K -5 students. TIMELINE: August 2016 to May 2017</p>	4, 9, 10	Migrant teacher Administration	<p>FORMATIVE: Timely placement into interventions. SUMMATIVE: Success of Migrant students in STAAR and the academic year.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) An extended day tutorial session will be held for migrant students in need of supplemental academic support in the core subject areas in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. CNA: Student Achievement P8 POPULATION: PFS & MI students TIMELINE: October 2016 to May, 2017</p>	1, 3, 9	Administration Migrant teacher	<p>FORMATIVE: MI Student results on progress monitoring; SUMMATIVE: Data from LION; reports cards; TANGO, TPRI and Tejas Lee Assmt.; and STAAR</p>	Funding Sources: Title I-C (Migrant) - \$0.00			
<p align="center">Critical Success Factors CSF 2 CSF 3 CSF 4</p> <p>10) A survey issued by the Migrant Department 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. CNA: School Culture and Climate P. 8 POPS: MI, PFS students TIMELINE: April-May 2017</p>	1, 10	campus Administration Migrant Teacher	<p>FORMATIVE: Survey results SUMMATIVE: Students will be promoted on time</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) 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</p>	1	Migrant Counselor Migrant Clerks Migrant Teachers Administration	<p>FORMATIVE: Campus and District progress monitoring bo SUMMATIVE: Increased STAAR scores for PFS students.</p>				






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

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: 100% of Palm Grove faculty will implement technology and use it to increase the effectiveness of student learning, instructional management, professional development.

Summative Evaluation: Increase student achievement by 5% in all state 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 CSF 4</p> <p>1) Students in grades PK to 5th will be taught grade appropriate technology TEKS in order to think critically or to complete classroom assignments/projects. TST will support teacher/students in the computer lab. CNA: Student Achievement P 8 Technology p24 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 3, 9	Administration TST Classroom Teachers Librarian	<p>FORMATIVE: Lesson Plan documentation and walk-throughs SUMMATIVE: STAAR, projects, presentations; scheduling.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The campus will ensure accessibility to instructional technology devices in order to improve student achievement. CNA: Student Achievement p 8 Technology Pg. 24 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	9	Administration TST Classroom Teachers Librarian Administrator for State Compensatory Education	<p>FORMATIVE: Lesson Plans, walk-throughs, student progress reports, benchmark scores SUMMATIVE: STAAR and student projects</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) The campus TST/technology lab teacher will be available to assist and support all faculty/staff with technical issues as well as professional development to keep teachers updated on new software and technology. The TST/technology lab teacher will assist students with any grade level appropriate TEKS in order to enhance technology and academic performance. CNA: Student Achievement P 8 Technology 24 POPULATION: Faculty/staff Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	2, 3, 4, 9	Principal Dean TST/Technology Lab Teacher	<p>FORMATIVE: Sign-In Sheets, Technology 6 wks grades, Student Lab Progress Report; SUMMATIVE: EOY Grades Improved, State Assessment performance</p>				
<p>Funding Sources: Title I-A - \$51844.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>4) Toner will be purchased to ensure that students may print reports and other class projects and ensure they have access to printers. Library Media Services is used for mass printing of progress monitoring and other documents as necessary. CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1	Principal Dean Classroom Teacher Technology Lab Teacher	<p>FORMATIVE: Technology 6 wks grades Student Lab Progress Report; SUMMATIVE: EOY Grades, Improved performance in Math & Science STAAR and all academic areas.</p>				
Funding Sources: SPED - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Teachers will use technology programs to reinforce concepts taught in the classroom. EduSmart and Study Island, Think thru Math, Living with Science among other software programs will be used by students in grades Pre-k to 5th to improve student achievement in reading, math, writing and science. CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 9	Administrator, Dean, Teacher, Technology Teacher	<p>FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. SUMMATIVE: STAAR Scores, TELPAS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Toner, computer supplies/software will be purchased in order to support and print progress reports, report cards and other informational materials for parents, teachers and students as needed. CNA: Student Achievement P 8 POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2016 to May 2017</p>	1, 10	Administrator, Dean, Teacher, Technology Teacher	<p>FORMATIVE: Lesson plans; SUMMATIVE: STAAR Scores, TELPAS</p>				
Funding Sources: Local - \$1000.00, Local - \$250.00, Local - \$1000.00, SPED - \$0.00, SPED - \$0.00, Local - \$144.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State Compensatory

Budget for Palm Grove Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-122-Y-30-0K2-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
162-11-6118-00-122-Y-24-SSI-Y	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$5,666.00
162-11-6118-00-122-Y-30-000-Y	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$19,562.00
162-13-6119-31-122-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,245.00
6100 Subtotal:		\$79,473.00
6200 Professional and Contracted Services		
162-11-6249-00-122-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	\$1,400.00
6200 Subtotal:		\$1,400.00
6300 Supplies and Services		
162-11-6396-00-122-Y-30-000-Y	6390 Supplies and Materials - General	\$1,630.00
162-11-6399-00-122-Y-30-000-Y	6390 Supplies and Materials - General	\$5,000.00
6398	6398 Computer Supplies/Software - Locally Defined	\$2,001.00
6300 Subtotal:		\$8,631.00

Personnel for Palm Grove Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Dominguez	Dean of Instruction	State Compensatory	1
Christina Salazar	Pre-Kinder Teacher	State Compensatory	.50
Eliseo Garza	Pre-Kinder Teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

Palm Grove 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.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA--Pg. 5-29) 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 all students and all student groups passing all parts of state mandated assessments for the 2016-2017 school year with a minimum of 80% or 5% higher from the previous year's score, as well as increase the Level II and III Index's across all tested areas by 5%. (Goal #1: Activity 1,3,6,12)

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 under served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. Palm Grove Elementary offers after school tutorials and remediation strategies in core-area subjects to identify low performing students through the 3 Tier Model in order to improve their performance and overall success in the state assessment. (Goal #1: Activity 1,3,4,6,7,9,21 Goal #3: Activity 1,5,8)

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. In addition to appropriate certification, highly qualified teachers will be sought and provided with training and knowledge of core reading program. (Goal #1: Activity 3,15 Goal #3: Activity 1)

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. Professional development will concentrate on the following areas: STAAR, TELPAS, TEKS updates, high order thinking skills, content area intervention strategies and bully free schools. (Goal #1 Activity 3,8 Goal #3: Activity 4,6, Goal #4: Activity 5 Goal #5: Activity 1,2, Goal #8: Activity 7)

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's collaboration with the district's human resource department to ensure highly qualified applicants are interviewed for vacancies. All applicants will be interviewed by a campus hiring committee. The committee will collaborate, discuss, and recommended the candidates that will meet the needs of the campus. The District also offers stipends for attainment of Master's Degree and for specific certifications in the areas of math, science, and social studies, Bilingual Stipends and paid health insurance. (Goal #1: Activity 24)

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. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool children will be held annually to assist in the transition to Elementary. (Goal #6: Activity 1,2,8,9,10,11,12,13,14,15)

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

An orientation will be held annually in the Spring for preschool children from Head Start to assist with the transition to Palm Grove Elementary **and** for 5th grade students and their parents to assist with the transition into middle school. Several HEB 3 Read activities will be held on campus to assist pre-PK students obtain books for their parents to read to them. Simultaneously, parents will be offered parenting classes in how to best assist their children to

succeed in school. The parent liaison will coordinate meetings to distribute information to parents regarding services. (Goal #6: Activity 15)

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 TELPAS, TPRI/Tejas Lee, CPALLs, OWL Monitoring, previous STAAR scores, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by the use of these instruments. (Goal #1 Activity 12)

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 and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. In an effort to meet our students' academic needs we hold morning/after school tutorials. (Goal #1 Activity 1,6,7,10 Goal #3 Activity 1,4,6,7 Goal 7 Activity 3,6)

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 Local Funds. Title I Funds along with 163, 263, 162, and 211, 212 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. (Goal #3,12,14: Activity 1,5)

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. In order to better utilize the 212 migrant funds, a Migrant Student Needs Survey was conducted to assess the supplemental support most needed by the migrant students of our campus and also used to prioritize needed services for these students. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that the items listed below will provide most support to the migrant students.

School supplies such as paper, crayons, glue, binders, blunt nose scissors, and folders. These will be provided to priority for service migrant students, as well as services as needed.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. In order to close the gap between at-risk students and non at-risk students, state compensatory funds are used to provide supplemental instruction and resources to students in the morning before school and after school.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Palm Grove Elementary provides resource classes, inclusion services to our special education population. In addition, Palm Grove has a PPCD unit that provides services for special education students between the ages of 3-5.

The 21st Century Community Learning Center serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce readiness and family and parental support services. Program objective is to increase and improve student's academic performance, attendance, behavior, promotion rates and graduation rates. (1.2,1.4, 1.5, 1.13, 1.22, 2.2, 3.15,)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cerbin, Isabel	Aide	Pre K	100%
Garza, Guadalupe	Aide	PE	100%
Hinojosa, Sandra	school wide	nurse	.40
Rodriguez, Ruth	school wide	Parent Liaison	100%
Trevino, Homer	Science	5th	100%

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Patricia Chacon	Principal
Administrator	Alicia Dominguez	Dean of Instruction
Administrator	Laura L. Trevino	Assistant Principal
Business Representative	Rick Balli	SBDM Member - HEB Manager
Business Representative	Juan Hernadnez	SBDM Member - Stripes Manager
Classroom Teacher	Mayra Cantu	First Grade
Classroom Teacher	Sylvia Chamerlain	SpEd-Special Programs
Classroom Teacher	Eliseo Garza	Pre-Kinder
Classroom Teacher	Nohemi Gonzalez	Fourth Grade
Classroom Teacher	Melissa Lopez	Second Grade
Classroom Teacher	Esmeralda Lozano	Third Grade
Classroom Teacher	Connie Montalvo	Fifth Grade
Classroom Teacher	Adriana Paredes Nieto	Kinder
Community Representative	Linda Bernale	Parent
Community Representative	Rene Garzoria	Community Representative
Community Representative	Cindy Rodriguez	Community Representative
District-level Professional	Dr. Rita Hernandez	Area Assistant Superintendent
Student	Ralph Benavidez	Student

Campus Funding Summary

Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	supplies GT	199-11-6399-00-122-Y-21-000-Y	\$810.00
Sub-Total					\$810.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	General Classroom Supplies	199-11-6399-00-122-Y-11-000-Y	\$3,066.00
1	1	11	general supplies	199-23-6399-00-122-Y-99-000-Y	\$1,000.00
1	1	15	General Supplies (UIL)	199-36-6399--00-122-Y-99-000-Y	\$100.00
1	1	15	travel and subsistence UIL	199-36-6412--00-122-Y-99-000-Y	\$200.00
1	1	15	transportation expenses UIL	199-36-6494--00-122-Y-99-000-Y	\$150.00
1	2	2	General Supplies (PE)	199-11-6399-51-122-Y-11-000-Y	\$1,000.00
1	2	7	Campus Nurse (60%)	199-33-6119-00-122-Y-99-099-Y	\$29,693.00
2	1	1	Funding of teacher	199-11-6119-57-122-Y-99-000-Y	\$0.00
2	1	1	Supplies	199-11-6399-57-122-Y-11-000-Y	\$511.00
2	1	1	TMEA Membership dues	199-11-6395-00-122-Y-30-0F2-Y	\$0.00
2	1	2	UIL Materials	199-36-6399-00-122-Y-99-000-Y	\$100.00
2	1	2	Food and travel	199-36-6412-00-122-Y-99-000-Y	\$200.00
2	1	2	Transportation	199-36-6494-00-122-Y-99-000-Y	\$150.00
3	1	5	1 FTEs (50%)	199-11-6119-00-122-Y-11-087-Y	\$57,504.00
6	1	14	Buses to move students to Besteiro and back again.	199-11-6494-00-122-Y-11-000-Y	\$150.00
8	1	6	toner	199-11-6399-62-122-Y-11-000-Y	\$1,000.00
8	1	6	toner	199-12-6399-62-122-Y-99-000-Y	\$250.00
8	1	6	toner	199-23-6399-65-122-Y-99-000-Y	\$1,000.00
8	1	6	PDF Acrobat software	199-23-6395-65-122-Y-99-000-Y	\$144.00
Sub-Total					\$96,218.00

Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	full-time Paraprofessionals (Classified Instructional Personnel)	211-11-6129-06-122-Y-32-0F2-Y	\$34,977.00
1	1	11	paper	211-11-6396-00-122-Y-30-0F2-Y	\$0.00
1	1	11	supplies	211-11-6399-00-122-Y-30-0F2-Y	\$0.00
1	1	13	salaries and wages for substitutes	211-13-6112-00-122-Y-30-AYP-Y	\$0.00
1	1	14	Software Renewal (Study Island)	162-11-6249-00-122-Y-30-000-Y	\$4,000.00
1	1	19	student incentives	211-11-6498-00-122-Y-30-0F2-Y	\$0.00
1	2	7	Campus Nurse (40%)	211-33-6119-00-122-Y-30-0F2-Y	\$19,795.00
3	1	1	Professional Extra Duty	211-11-6118-00-122-Y-30-0F2-Y	\$0.00
6	1	1	paraprofessional/Parent Liaison (classified)	211-61-6129-00-122-Y-30-0F2-Y	\$24,362.00
8	1	3	1 FTE-computer lab/Science teacher	211-11-6119-00-122-Y-24-0F2-Y	\$51,844.00
Sub-Total					\$134,978.00
Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	supplies	263-11-6399-00-122-Y25-000-Y	\$3,400.00
Sub-Total					\$3,400.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies	162-11-6399-00-122-Y-30-000-Y	\$0.00
1	1	11	Supplies	162-11-6399-00-122-Y30-000-Y	\$0.00
1	1	13	Out of District Professional Development	162-13-6411-23-122-Y-30-000-Y	\$700.00
1	1	23	Reading Class sets	162-11-6329-00-122-Y30-TLX-Y	\$0.00
1	2	8	Miscellaneous Operating Cost	162-61-6499-53-122-Y-30-WTF-Y	\$0.00
1	2	8	Materials and Supplies	162-61-6399-00-122-Y-30-WTF-Y	\$0.00
3	1	1	Professional Extra Duty Pay (Certified)	162-11-6118-00-122-Y-30-000-Y	\$19,562.00
3	1	1	Professional Extra Duty Pay SSI Tutorials (Certified)	162-11-6118-00-122-Y-24-SSI-Y	\$5,666.00
3	1	1	Duplicating Paper	162-11-6396-00-122-Y-30-000-Y	\$0.00

3	1	2	substitutes	162-13-6112-00-122-Y-30-000-Y	\$460.00
3	1	2	travel	162-13-6411-23-122-Y-30-000-Y	\$700.00
3	1	2	professional development	162-23-6411-23-122-Y-30-000-Y	\$521.00
3	1	4	1 FTE	162-13-6119-31-122-Y-30-000-Y	\$54,245.00
3	1	5	1 FTEs (50%)	162-11-6119-00-122-Y-34-PKK-Y	\$57,504.00
3	1	7	Living with Science Software	162-11-6249-00-122-Y-30-LWS-Y	\$2,800.00
3	1	7	Edmentum/Study Island	162-11-6249-00-122-Y-30-000-Y	\$4,000.00
3	1	9	extended day program	162-11-6118-00-122-Y-30-000-Y	\$22,824.00
Sub-Total					\$168,982.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	general supplies	163-11-6399-00-122-Y-25-000-Y	\$4,600.00
3	1	2	substitutes (LPAC)	163-13-6112-00-122-Y25-000-Y	\$2,300.00
Sub-Total					\$6,900.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Migrant teacher (Certified)	212-11-6119-00-122-Y-24-0F1-Y	\$10,756.00
7	1	2	Migrant teacher, supplies	212-11-6399-00-122-Y-24-0F2-Y	\$1,085.00
7	1	9	Migrant teacher (25% of FTE funding)	212-11-6119-00-122-Y-24-0F1-Y	\$0.00
Sub-Total					\$11,841.00
SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	supplies (Velcro/gloves)	166-11-6399-00-122-Y23-0B0-Y	\$1,000.00
1	1	11	supplies	166-11-6399-00-122-Y23-0P4-Y	\$1,097.00
3	1	1	Special Education tutorials	166-11-6118-00-122-Y-23-000-Y	\$0.00
4	1	3	Incentives	166-11-6498-00-122-Y-23-0P2-Y	\$548.00
8	1	4	toner	166-11-6399-62-122--23-0P2-Y	\$0.00
8	1	6	toner for Sp. Ed teacher	166-11-6399-62-122-Y23-000-Y	\$0.00

8	1	6	Computer Supplies	166-11-6399-62-122-Y-23-0P4-Y	\$0.00
Sub-Total					\$2,645.00
Grand Total					\$425,774.00