

Brownsville Independent School District

El Jardin Elementary

2019-2020 Campus Improvement Plan



Mission Statement

The Mission of El Jardin Elementary is to educate all students to become critical thinkers by providing a strong foundation towards a college bound future.

Vision

Academic Excellence for all Students

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2019

Needs Assessment Overview

TEA 2018 STUDENT ACHIEVEMNT DATA TABLE (INDEX 1) EL JARDIN ELEMENTARY	SUBJECT	2018
GRADE LEVEL		
3 RD	READING	
	MATH	
4 TH	READING	
	MATH	
	WRITING	
5 TH	READING	
	MATH	
	SCIENCE	
OVERALL AVE.		
	READING	
	MATH	
	WRITING	
	SCIENCE	

El Jardín Elementary School first opened its doors in 1926 originally operating as one-building country school serving all grade levels. At one point, the original structure had been renovated and remodeled however; the original hardwood floors were preserved. In 1997, a beautiful fourth and fifth grade wing was built to reduce the number of portables. In addition to this, a new mini-gym and canopy were built for the physical education department to assist students during inclement weather. Numerous much-needed renovations have occurred at El Jardín Elementary to enhance its original design. Currently, El Jardín Elementary is one of the thirty-seven elementary schools in the Brownsville Independent School District serving approximately 550 students from

the three-year-old program through fifth grade.

The mission of El Jardín Elementary is to educate all students to become critical thinkers by providing a strong foundation towards a college bound future.

El Jardín stakeholders consist of three campus administrators, twenty-nine regular classroom teachers, three special education teachers, seven professional support staff, one counselor, ten instructional assistants, five office staff members, six food service workers, four maintenance personnel, and one security officer.

El Jardín Elementary provides teacher training to all staff members in the newest trends of technology, discipline management, conflict resolution, special education issues, Texas Literacy Initiative, STAAR and T-TESS updates including numerous mandatory policies such as Sexual Harassment, Code of Ethics, ETC. Texas Reading Initiative, Language Enrichment, LEA and the Esperanza Programs are other reading initiatives used in the primary grades including third grade. At this point, Education Galaxy, Summit K-12, Edu Smart, Rosetta Stone, and AR are programs that are being utilized in the computer labs to help students improve their Reading, Math, and Science skills.

El Jardín promotes extracurricular activities, clubs and organizations where students are encouraged to participate in order for them to become contributing members of society and well-rounded constituents. Some of these include Choir, UIL, Spelling Bee, Science Fair, Track & Field Events, Coding Club, Chess, Brainsville, and Ballroom Dancing.

Parental and Community Involvement are definitely one of, if not, the most important components of our academic environment. Parent volunteers and Community Leaders encourage our students to perform well throughout their education years via classroom or school presentations, rallies, National Library Week readings, and speeches.

El Jardín stakeholders, including administration, teachers, and staff definitely have high expectations of meeting the rigor and expectations of the STAAR test.

2019-2020 CASAIP Objectives

El Jardín Longhorns – Charge into Learning

- Eighty percent of all students at El Jardín Elementary in grades 3rd – 5th will pass the Reading portion of the STAAR test.
- Eighty percent of all students at El Jardín Elementary in grades 3rd – 5th will pass the Math portion of the STAAR test.
- Eighty percent of all students at El Jardín Elementary in 4th grade will pass the Writing portion of the STAAR test.
- Eighty percent of all students at El Jardín Elementary in 5th grade will pass the Science portion of the STAAR test.
- All Pre-K through 5th grade students will receive intensive instruction in the areas of Language Arts, Mathematics, and Science.

- Pre-K through 5th grade students will experience an enhanced perception of multicultural diversities as related to community, state, and multicultural relations.
- Ninety-seven point five percent daily student attendance rate will be maintained.
- Faculty & Staff attendance will increase by five percent.
- Office discipline referrals will be reduced by ten percent.
- Parent volunteers in the parent center will increase by ten percent.

Demographics

Demographics Summary

The student population at EL Jardin Elementary School is approximately 520 students in grades 3 year old program through fifth grade. According to the TARP Data for 2017-2018 review of our campus profile, the student population includes: 99.6% Hispanic, 0% White, 97.8% Economically Disadvantaged, 557% English Language Learners (EL), .023% Migrant, 4% Gifted and Talented, 9.4% Special Education. Enrollment numbers for EL Jardin Elementary School have shown to be steady for the last two years. The mobility rate for the campus last year was 22.5%. A total of 439 students are identified as at-risk with the highest number of at-risk students being identified under the LEP indicator. Additionally, the retention rate is as follows: First grade 24.3%, Second grade 10.6%, Third grade 23.5%. Fourth grade 0% and Fifth grade 1.4%. The Attendance Rates for the 2016-2017 school year was 95.8% for all students.

El Jardin Elementary School views demographics data on a daily basis. One of the main focuses of data is daily attendance and At-Risk student data. Once attendance is taken on a daily basis, we view our average daily attendance to see if we met our attendance goals. Administration, counselors and teachers review student data from ESchools, student SARs, Eduphoria-and AWARE program generated reports. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure that absences are excused. If students are consistently absent we make sure to conference with parents. We follow our district policy afterward. Counselors ensure student coding is correct including ethnicity, economically disadvantage, GT, and At-Risk. The special education department ensures all special education students are also coded correctly. The 504/dyslexia program ensures student data is updated yearly. The PEIMS administrator oversees that all departments and special program departments verify and check student demographic data. Once students are identified as At-Risk, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. Procedures for overseeing demographic concerns include verifying daily attendance, verifying after-school tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

1. **Data Sources Reviewed:** The following sources provided valuable data for Demographics in regards to the identification of needs:

- PEIMS Demographic Reports
- Student SAR's
- LPAC Special Programs Folders
- Student IEPs
- eSchools
- Eduphoria-Aware

- TAPR Report
- School Report Card
- PBMAS
- PEIMS Demographic Data by Subgroup
- Average Daily Attendance Reports
- Weekly Attendance Reports
- At-Risk Student Identification Reports

El Jardin Elementary student achievement profile is as follows:

3rd grade

Reading 77% Approaches

Math 77% Approaches

4th grade

Reading 72% Approaches

Math 58% Approaches

Writing 77% Approaches

5th grade

Reading 89% Approaches

Math 96% Approaches

Science 84% Approaches

Demographics Strengths

El Jardin Elementary is primarily Hispanic

Student extended day/tutorial attendance is high

Enrollment has been steady

Student-Teacher Ratio

Less students testing in Spanish, more students testing in English

Reports readily available

Availability State Compensatory Funds for At-Risk Students

Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency

Demographic Challenges (Needs)

Attendance monitoring is a priority need at El Jardin Elementary. Continue working on incentives to increase attendance by students and teachers.

Other demographic needs include:

1. Continued support for students of poverty to receive the health and nutritional supports necessary to be healthy students and increase attendance.
2. Continue the support for our migrant population.
3. Use of appropriate technologies to increase opportunities beyond those available in the south border region of Texas.
4. Incentives to support teacher retention and improve school climate.
5. Increase school attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate needs to be monitored and improved from a 96.8% to a 97% for all students. **Root Cause:** Open enrollment and high mobility rate is one of the main causes of our low attendance.

Student Academic Achievement

Student Academic Achievement Summary

El Jardin Elementary student achievement profile is as follows:

3rd grade

Reading 77% Approaches

Math 77% Approaches

4th grade

Reading 72% Approaches

Math 58% Approaches

Writing 77% Approaches

5th grade

Reading 89% Approaches

Math 96% Approaches

Science 84% Approaches

The trends identified when students performance scores were compared over a period of two years demonstrate that students are slowly increasing their performance on state assessments.

Critical to the academic success of El Jardin Elementary is the desegregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting the state's student expectations and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on a RTI plan, TPRI/Tejas Lee BOY, MOY and EOY, benchmarks, and practice state assessment exams. Administrators, and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. Teachers also plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students who are considered at-risk. The SBDM meets to disaggregate assessment data and

discuss campus needs. Administration, and teachers evaluate student achievement history by generating state testing history results in Eduphoria-Aware program and Tango Trends Computer Program. Administration analyzes trends in student achievement by evaluating test history by special population groups. Teachers disaggregate their student data to identify the strengths and weaknesses of their students and also to determine which objectives could have been taught differently or more in-depth to produce better results.

1. **Data Sources Reviewed:** The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report
- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware
- TELPAS and AMAOS Results
- Stanford and Aprenda Results
- Tejas Lee/TPRI - BOY/MOY/EOY Scores
- Progress Monitoring
- Promotion/Retention Rates
- Campus/District Benchmarks and assessment

Student Academic Achievement Strengths

Content area tutorials made available to students

Disaggregate Data by subgroups, grade levels and contents

Weekly grade level meetings to discuss student progress

Data Analysis (Item analysis is done by each teacher for each benchmark)

Student Academic Achievement Challenges (Needs):

Based on 2018 scores and progress throughout 2017-2018, the following needs are being address

1. Reading/literacy still needs to improve at all levels
2. Monitoring of performance gaps between Special Education, Bilingual/ESL, and At-Risk students in all content areas at all grade levels by district and campus assessment
3. More effective use of assessment monitoring software by classroom teachers and campus administrators
4. Vertical alignment within the content areas to support spiraling of instruction
5. "Longhorn Planning across the content areas to better support transfer of learning
6. Increase fluency and comprehension and continue the weekly monitoring
7. Full implementation of the writing across the curriculum
8. Integration of instructional technology need to be increase
9. BISD Bilingual Plan implemented in the classroom by certify teachers

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading, Math and Writing STAAR student performance was a 67%, it's below passing standards performance for 2019. **Root Cause:** Literacy supports and interventions were not implemented with sufficient frequency and fidelity to close performance gaps and raise overall scores.

School Processes & Programs

School Processes & Programs Summary

El Jardin Elementary has departmentalized 3rd through 5th grade classes to make sure all subject areas are addressed. This straightens the communication and collaboration between teachers. (vertically and horizontally)

This action has helped us stay focused and to raise the school performance on all state assessments.

English Language Arts

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Reading Initiatives

Dr. Kay

Language Arts (Lesson Plan Routine)

- Language Enrichment K-3rd grade
- Fluency
- Vocabulary
- Core Instruction
- Spelling/GK Routines
- Writing

Mathematics

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Lesson Plan Routine

- Problem solving

- Math Fluency
- Math vocabulary
- Spiral Review
- Skill
- Hands on

Science

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Summit K-12

Education Galaxy

Science word of the day

Social Studies

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Texas Studies Weekly

School Processes & Programs Strengths

In 2018-2019, a major factor contributing to our strengths continued to be the constant data analysis and planning.

Frequent walkthroughs ensured constant monitoring of classroom instruction based on the diverse needs of the district. Many classroom activities involved modeling, coaching, and providing instructional support to teachers.

Significant gains have been made in the school academic (STAAR) scores. By using prescriptive methods of intervention to assist students in passing state mandated tests and courses.

Our attendance rate has consistently remained above the state rate set at 95%.

Daily parent calls and conferences (attendance, tardies and academics)

School Processes & Programs Challenges (Needs)

Based on the Spring 2019 Campus Needs Assessment Survey compiled for the entire school activities were added to our CIP to address needs.

Campus resources from supplemental programs continue to be needed to improve the level of intervention/accelerated opportunities—especially be supporting extra-duty pay and resources to increase quality learning time that includes the very popular with parents Extended Day Enrichment Program that averages 150 students per day from 3:30 to 5:30 pm.

Title Program funds will be targeted to address the following identified areas of need:

1. expansion of the Pre-K 3 Programs; (Title I-A)
2. accelerated instruction, such as extended day/week/year learning opportunities; (Title I-A, Title II-A, and Title IV-A)
3. supplemental instructional supplies, materials, equipment and technology related hardware and software. (Title I-A)
4. certified teachers and paraprofessionals to reduce class size in an effort to improve student achievement and address the needs of low achieving students; (Title I-A, Title II-A, and Title IV-A)
5. professional development opportunities to retain District and private school teachers and staff, stipends to attend state and out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings; (Title I-A, Title II-A, and Title IV-A)
6. supplemental student support services to eligible private schools and homeless students, as well as out-of-state travel for teachers of eligible students; (Title I-A and Title II-A)
7. STEM/Coding activities in order to improve science, technology, engineering and math skills; (Title I-A)
8. parental activities in an effort to increase family engagement and student academic success. (Title I-A)

Attendance

After reviewing current PEIMS attendance data, the Pupil Services Department has identified the need for improvement in student attendance. The overall district attendance goal is set at 96.8%. E Jardin attendance rate increased slightly in 2015-2016 school year to 96.5%. There is a need to continue providing training, monitoring and assistance to all campuses and campus personnel. El Jardin will provide incentives and awards to students meeting the district attendance goals.

Technology needs include increasing the available infrastructure to support on-line testing and student access including using Bring your own device (BYOD), professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2018 staff survey), increased Campus Technology Support staff and improved campus hardware and software.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase Reading, Math, Writing and Science assessment scores for At-Risk, LEP/ELL, SPED ED and Migrant Students through the use of additional supplemental supplies, resources and instructional materials.. **Root Cause:** Access to various instructional resources, materials and supplies was not available and the use of them were not monitor.

Perceptions

Perceptions Summary

Overall, El Jardin Elem. continues to be considered a "Met Standard" Elementary . Continue to work and monitor implementation of the school initiatives for Reading, Math, Writing and Science.

Teachers need to implement learning strategies in the classroom with fidelity.

Perceptions Strengths

El Jardin Parent Survey indicators showed that parents were overall satisfied (over 80% combining "strongly agree" and "agree" with the regular and special program instruction provided. Over 98% of parents agree that El Jardin teachers expect their children to do their very best and over 60% "strongly agree" (98% agree) that the quality of instruction at their child's school is good. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 66% (97% agreed) of all parents strongly agreed that they feel welcomed at their child's school.

Parental Involvement Department has identified the following as areas of strength:

- Increased parent participation at all levels
- Combined strongly agree and agree statements are in the 95% range for parental support of schools and activities.
- Monthly informational parent meetings/trainings were conducted at the Campus level
- Make and Take Thursdays and Open House every six weeks

Student survey data showed over 83% of the students who responded agree that they "Look forward to going to school each day."

Based on the 2019 Parent Survey results, El Jardin Elementary continues the need to provide more information to parents about the Special Education, Bilingual and Migrant programs. We also need to provide more opportunities and/or reasons for predominately Spanish language parents to participate with campus in parental involvement activities. Combined "strongly agree" and "agree" statements are in the 95% range but more parents need to "strongly agree" with statements to indicate a stronger support of our schools and their activities. In summary, the Parental Involvement Department will strive to increase outreach efforts to parents in order to address their need's and increase student academic achievement.

The lowest area for the survey data from students continues to be the food served in the cafeteria with less than 40% of secondary students agreeing that they liked the lunch and less than 50% agreeing they liked breakfast.

In reviewing the beliefs of teachers about high academic expectations, there were significant differences in the responses regarding their peers at different levels for "strongly agree" for "Teachers consistently hold high academic expectations for all students." Teacher respondents had over 60% strongly agree in 2017 and 59% in 2018.

Perceptions Challenges (Needs):

1. Based on the 2018 Parent Survey results, the campus continues the need to provide more information to parents/community about:

- Special Education, Bilingual and Migrant programs.
- School programs, activities
- Students recognition

2. Early identification of students in need of academic support (RTI).

3. Parental Involvement (Parent Liaison) needs to increase outreach efforts to parents in order to address the needs and increase student academic achievement

4. Provide a better school climate among staff members

5. El Jardin Elementary needs to provide more opportunities and/or reasons for predominately Spanish language parents to participate with campus in parental involvement activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The growing numbers of At-Risk students in the areas of Dyslexia, SPED Ed, and 504 reflects the support needed for teacher on continuing to identify, develop RTI plans and provide interventions to At-Risk students in need of academic support. **Root Cause:** There is a need to provide more academic support and interventions to identified At-Risk, LEP/ELL, and SPE ED students who are struggling academically and in need of a timely dyslexia, behavioral or speech RTI plans and SPED evaluations/504 screenings.

Priority Problem Statements

Problem Statement 1: Attendance rate needs to be monitored and improved from a 96.8% to a 97% for all students.

Root Cause 1: Open enrollment and high mobility rate is one of the main causes of our low attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading, Math and Writing STAAR student performance was a 67%, it's below passing standards performance for 2019.

Root Cause 2: Literacy supports and interventions were not implemented with sufficient frequency and fidelity to close performance gaps and raise overall scores.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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)
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: May 23, 2019

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

Performance Objective 1: El Jardin performance for all students, will exceed 2018 STAAR percent on Approaches, Meets and Masters on the STAAR test grade level performance in reading, writing, mathematics and science by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives in all subject areas. Teachers will follow and implement these strategies in the classroom in order to increase the schools accountability report card and provide the students with a college bound future.</p> <p>Elementary: Language Enrichment Educational Galaxy Pearson Coding Initiative programs Dr. K Writing Portfolios (including digital portfolios) TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Population: All student groups Timeline: Aug. 2019-May 2020</p> <p>CNA SPP #3 and #5</p>	2.4	Administrators	<p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Fluency, report cards</p> <p>Summative Impact: STAAR and EOC scores, TPRI/TJL Data, TELPAS and TERRA NOVA/Supera</p>				
<p>Funding Sources: 211 Title I-A - 40451.00</p>							
<p>2) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: August 2019 to May 2020</p> <p>CNA P # 2</p>	2.6	Principals, Assistant Principals and Deans	<p>Formative Results: TTESS session agendas and evaluations, Rtl plan progress monitoring reports, Classroom observation reports</p> <p>Summative Impact: Improved STAAR scores, TPRI/TJL/, TELPAS, Tier 2 and 3 changes to lower tiers</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Teacher will meet every six weeks to analyze students' assessment data to determine specific instructional intervention needed to address those state standards where the students demonstrated the lowest achievement levels. *Longhorn Planning" and Vertical Alignment Populations: All sub-population and teachers Timeline: August 2019- May 2020.</p> <p>CNA SAA #5 and SAA #3</p>	2.4, 2.6	Principals/Deans and Teachers	<p>Formative: Training Calendars and agendas, Professional development evaluations, Classroom, campus six weeks assessments, Check-point Assessments, District Benchmarks,</p> <p>Summative: STAAR scores, TPRI/Tejas LEE, EOY, T-TESS data, EOY CIRCLE-PM and OWL results</p>				
Funding Sources: 162 State Compensatory - 21175.00, 199 Local funds - 2000.00							
<p>4) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK3 - 5th Grade Students Timeline: August 2018 to May 2020.</p> <p>CNA SPP #4</p>	2.5	School Administrator	<p>Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Personnel Requisitions, Walk-Throughs</p> <p>Summative impact: +T-TESS summative evaluation data</p>				
<p>5) Teachers in Pre-Kinder through third grade will implement phonemic awareness strategies in order to improve TPRI/Tejas LEE scores. Pre-K- 3rd Grade teachers, including special education, will be trained in Language Enrichment and Reading Readiness in order to guide planning for student improvement.</p> <p>BISD Plan of Action for ELA and Reading 2019-2020</p> <p>Population - All students Timeline - Aug. 2019-May 2020</p> <p>CNA SAA #1</p>		Teachers Administration	<p>Formative: BOY TPRI and Tejas LEE, Walkthrough, Lesson Plans</p> <p>Summative: EOY TPRI and Tejas LEE, Report Cards, PDAS STAAR 3rd grade</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Through Fluency and Journal Writing checks, all students 3 yr. old-5th grade will be regularly assessed with valid and reliable measures of automatized decoding and passage comprehension in order to develop language usage and to improve proficiency. Population - Pk-5th grade students Timeline - August 2019 - May 2020 CNA SAA #6		Administrators Teachers	Formative: Fluency (WPM) Summative: Fluency level TPRI Tejas LEE Report Cards				
	Funding Sources: 211 Title I-A - 4000.00						
7) Pre-K-5th Grade teachers, including special education, will implement BISD's Bilingual plan, so that all bilingual students are taught by a certified bilingual teacher in developmentally appropriate second language acquisition classroom. Students placement and progress will be monitor by the LPAC committee. (SIOP, ELPS). Population - All bilingual students Timeline - August 2019 - May 2020 CNA SAA # 9		Personnel Bilingual Teachers Administrators	Formative: REACH ESL assessments Summative: TPRI, Tejas LEE, Report Card, Benchmarks STAAR				
	Funding Sources: 163 State Bilingual - 7925.00, 263 Title III-A Bilingual - 7291.00						
8) All 1st-5th Grade students will be tested using Districts Benchmark and/or LION tests provided by district. School wide assessment will also be implemented using supplemental instructional materials that support the curriculum. This will be done in order to monitor the students progress and readiness. Population - 1st - 5th grade students Timeline - September 2019-April 2020 CNA SAA # 2		Administrator Teachers	Formative: Benchmark Results Walk throughs Summative: STAAR Results, Benchmark, Report Cards				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Special Education teachers for Inclusion, Resource and Life Skills will received professional development and information needed to provide services for all students as per students IEP. Resources and materials to accomplish these goals will be provided. Teachers will monitor IEP and student's schedule to make sure they are in compliance. Population - Special Education Timeline - August 2019 - May 2020		Inclusion Teacher Reg. Ed. Teacher Administration	Formative: Walkthroughs, Lesson Plans, Progress Reports Summative: STAAR Results, EOY				
	Funding Sources: 166 State Special Ed. - 2360.00						
10) Pre-K -5th grade teachers, including Special Education and special programs, will be trained on CATCH program in order to be in compliance with the requirements of Senate Bill 530 effective 9/1/07. Population - All teachers Timeline - August 2019 - May 2020		CATCH committee chair person	Formative: Monthly meeting updates Summative: Monthly activities from CATCH Program				
	Funding Sources: 199 Local funds - 0.00						
11) Puberty curriculum will be introduced for students in 4th and 5th Grade in order to maintain a healthy lifestyle and to promote health and wellness. Population - 4th and 5th grade students Timeline - April 2020-May 2020		Nurse Administration Parents Teachers	Formative: Curriculum Activities Summative: Student learning Progress				
	Funding Sources: 199 Local funds - 600.00						
12) PE coaches will attend monthly meetings in order to integrate PE TEKS with curriculum and assess the Fitness Gram. All students will participate in Physical Education classes. Student will be encourage to participate in before and after school fitness activities such as Volley Ball, Soccer, Basket Ball, Cross County and Track. Population - PE Coaches Timeline - August 2019 - May 2020		Coaches Administration	Formative: Observations Summative: Gym Activities Results of Fitness Gram				
	Funding Sources: 199 Local funds - 600.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) All students that are independent readers will participate in the Accelerated Reading Program in order to increase reading comprehension. Students who reach their goals will be receiving incentives during the school year. The Librarian, teachers and administration would be monitoring the implementation of the AR Program. *Classroom Computers *Library books Population - All students Timeline - Daily Aug.2018-June 2019		Administration Teachers Librarian TST	FORMATIVE: Log of Access SUMMATIVE: STAR & AR Results / PBMAS TELPAS/AMAOS TPRI STAAR AYP Results				
Funding Sources: 211 Title I-A - 5780.00, 199 Local funds - 1500.00							
14) Ensure that El Jardin provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. Head Start Transitioning Activities/Summer Bridge Programs 5th grade students will be assisted with the transition to Middle School by coordinating a school visit. Population - PK students Timeline - Summer 2019		Administration Counselor	FORMATIVE: Lesson Plans Walk-throughs, Campus Visits SUMMATIVE: CLI engage. 3yr. old program enrollment				
15) The CIP will be posted on the Plan4Learning website and will include SBDM Committee members, the ten components of the schoolwide Program Plan, a CNA, and budgets and FTE's.		Administration	Formative: CIP Summative: Assessment reports				
16) El Jardin elementary will make sure that spending targets are met according to guidelines.		Administration Secretary Finance Department	Formative: BISD Audits End of Year Clearance Summative: BOY/MOY/MOY/ TELPAS/ PBMAS/ STAAR				
							


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

Performance Objective 2: El Jardin early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) El Jardin Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria</p> <p>Population: PK-3-year-old students as of Sept. 1st Timeline: August 2019 - May 2020</p> <p>CNA SPP #1</p>	2.4	Principals	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, Head Start Campus Visits, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, Transcripts, EOY C-PM and OWL results</p>				
<p>2) 3 year old - 5th grade teachers will have a master classroom schedule in order to implement and have an effective lesson delivery of all subjects. Implementation of the BISD curriculum and initiatives including (but not limited to) Bilingual/SIOP Language Enrichment (Niehaus) Hatch TLI Cognitive Routines/Strategies Tango Software Dr. K</p> <p>Population: All student groups Timeline: August 2020</p>	2.6	Principals, Assistant Principal and Deans	<p>Formative Results: District Benchmark BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, T-TES Session Evaluations</p> <p>Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera</p>				
<p>Funding Sources: 163 State Bilingual - 0.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) El Jardin Elem. will provide locally funded Pre-kindergarten Full Day O sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) Population: PK-4-year-old students as of Sept. 1st Timeline: August 2019 - May 2020	2.5, 2.6	Principals	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results				
4) Title I-A personnel and student support services, supplies/ equipment for El Jardin Elementary will be funded. Population: PK3 and PK4 students as of Sept. 1st Timeline: August 2019 - June 2020		School Administrators	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results				
5) El Jardin Elem. will support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Population: PK3 and PK4 Timeline: July 2018 - June 2019		School Administrators	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results				
							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students</p> <p>Timeline: August 2019-June 2020</p> <p>CNA D#2</p>		<p>District Migrant Coordinator Migrant Funded: Teachers Migrant Counselor Recruiters</p>	<p>Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: Migrant students</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies and ELA, Fine Arts by 5% over 2018-2019 participation.

Evaluation Data Source(s) 4: Student Participation at the different extra-curricular events for elementary schools

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) El Jardin students will participate in extra curriculum activities such as but not limited to Brainsville, Science Fair, Inventions, Chess, Ballroom and UIL. Student's problem solving, critical thinking, multi-tasking skills, originality, teamwork and creativity will be encouraged through their participation in contests and public performances.</p> <p>Population: Grades K-5 teachers and students (especially G/T identified students) Timeline: August 2019 - May 2020</p> <p>CNA SAA #7</p>		<p>Campus Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers UIL Campus Coordinator</p>	<p>Formative Results: flyers, invitations Summative Impacts: Participation lists</p>				
<p>Funding Sources: 199 Local funds - 7126.00</p>							
<p>2) El Jardin Elementary will promote the participation in Brownsville Kids Voting activities as they learn about being an active citizen by exercising their right and privilege to vote.</p> <p>Population: Grades 1-5th students Timeline: August 2019- May 2020</p>		<p>School Administrators</p>	<p>Formative Results: Student's participation report Summative Impact: Campus participation in Brownsville Kids Voting.</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) El Jardin Elementary will participate in after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Population: all grade 4-5 students Timeline: August 2019 -May 2020</p> <p>CNA SAA #7 and SPP # 7</p>		Technology Lead Teachers, Principals	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions <p>Summative Impact: EOY data for student competition participation and performance</p>				
<p>4) El Jardin will implement the GALAXY (GT) Program Defined by categories example Academic Vocational Expectations for Students behavior towards College Courses. Students will have opportunities to learn and interact all together on an educational day.</p> <p>El Jardin Elementary will increase by 10 percent the number of students qualifying to GT Program by having teachers in 1st -5h grade nominate students from their classroom.</p> <p>Population - All students Timeline - 1st semester</p>		Administration Counselors	<p>Formative Lesson Plans</p> <p>Summative STAAR scores</p>				
<p>5) Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn Fine Arts skills.</p> <p>In addition, El Jardin students in grades 3rd-5th will be able to participate in choir in order to experience music performance.</p> <p>Population - Pre-Kinder - 5th grade students. Timeline August 2019 - May 2020</p>		Teachers Administration Fine Arts Teacher	<p>Formative: participation</p> <p>Summative: grades, participation</p>				
							

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin Elementary will promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: El Jardin Elementary Timeline: August 2019 - May 2020		Campus Administration	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
Funding Sources: 199 Local funds - 5406.00							
							

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

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

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

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin Elementary will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: August 2019- May 2020 Need: Board approved goal priority		Campus Administration	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				
							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin Elementary will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. *Perfect Attendance *Reaching Goals *Teacher Appreciation Population: faculty and staff Timeline: August 2019 to May 2020		Campus Administrators	Formative result: Campus CNA survey Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
Funding Sources: 199 Local funds - 1500.00							
2) El Jardin Elementary will celebrate Teacher's Appreciation Week and make all teachers feel appreciated. Population: Teachers Timeline: May 2020 CNA P #4 and D #4		School Administration	Reward teacher during Teacher's Appreciation Week. Formative: Teacher's appreciation Week calendar Summative: List of activities provided				
Funding Sources: 199 Local funds - 0.00							
							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The TST at El Jardin Elementary will be the PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: August 2019 - May 2020 CNA P #1		PIO, Campus Administration	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases				
2) El Jardin Elementary TST will update websites at least monthly including showcasing student and community activities. Population: El Jardin Stakeholders Timeline: August 2018- June 2019		PIO, Campus Administration	Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				
3) El Jardin Elementary will prompt Student of the Day in conjunction with the Brownsville Herald by sending nominations weekly. Population: Students Timeline: December 2019- May 2020 CNA P#1		Teachers	Weekly nominations will be send to the Brownsville Herald for Student of the Week. Formative: Student of the Week nominations Summative: Brownsville Herald's Student of the Week selections.				

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

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





Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Source(s) 1:

ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) El Jardin Elementary will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: August 2019 to March 2020		Administrator Campus Counselor	Formative Results: eSchool discipline reports and Behavior RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.				
2) El Jardin Elementary will provide training and support to classroom teachers in discipline management and safe environments. Population: All Students Timeline: August 2019		Administrator	Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: eSchools and discipline report				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus Officers and Counselors will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 to May 2020		Principal Counselor	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: Decrease in the number of students discipline incidents compared to prior school year				
	Funding Sources: 211 Title I-A - 603.00, 199 Local funds - 700.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A security officers will be assign to El Jardin Elementary to assist with the safety of the school, faculty and students. Population: All Students Timeline: August 2019 to June 2020		Security Services Department	Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place				
Funding Sources: 199 Local funds - 0.00							
2) El Jardin Elem. will conduct * Fire Drills *Lock Down Drills *Severe Weather *Shelter in Place *Soft Lock Down Population: all students Timeline: August 2019 to May 2020		Security Services Campus Administration	Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.				
							

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

Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

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


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) El Jardin Elem. will have Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Parent Liaison will ensure that the Parent Center at our campus operates efficiently.</p> <p>Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: August 2019-May 2020</p> <p>CNA P#3</p>	2.4, 3.2	Federal Programs Administrator Parent & Family Engagement, Migrant and State Compensatory Coordinators	<p>Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2019-May 2020</p> <p>CNA SPP # 8</p>	3.1	Parent and Family Engagement Coordinator and Staff	<p>Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p>				
<p>3) El Jardin Elementary will 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: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: August 2019</p>	3.1	Parent and Family Engagement Coordinator and Staff	<p>Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Population: Parents Timeline: August 2019-May 2020	3.2	Parent and Family Engagement Staff, Special Services Administrator, Family Center Staff and Department Staff Technology Services Staff C&I Specialist Dyslexia Dept. Administrator	Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool				
	Funding Sources: 211 Title I-A - 1800.00						
5) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Population: Parents Timeline: August 2019-May 2020	2.6, 3.2	Parent and Family Engagement Staff	Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals				
	Funding Sources: 211 Title I-A - 900.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Early Childhood Family Engagement plan will be implemented at El Jardin Elementary campuses. It will be linked to the BISD web page and disseminated by Parent Liaisons and Pre-kindergarten teachers. Population: all Pre-kindergarten faculty, staff and parents Timeline: July 2019 to June 2020		Curriculum Early Childhood staff Campus principals	Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program				
7) El Jardin Elementary will have a Fall and Spring Open House. In addition our school will have an Open House on the 3rd week of the 6th weeks. (Progress Reports) Population - Parents, Students, Staff Timeline - 1st and 2nd semester		Teachers Administration Parent Liaison	Formative: Meeting Minutes Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				



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

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

Performance Objective 1: l Jardin Elem. will provide opportunities for academic related professional development that will improve teacher effectiveness in providing student centered instruction to meet the needs of all students. .

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide teachers with professional development opportunities to enhance implementation of instructional strategies including but not limited to: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills, listening, speaking, reading and writing proficiency in all content areas. Population: All teachers teaching core content and special education.</p> <p>Timeline: July 2019 to May 2020 CNA SPP #5</p>		Administration	<p>Formative Results: BISD Instructional Feedback Form District Monitoring Instrument Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR exams.</p>				
Funding Sources: 211 Title I-A - 2523.00, 199 Local funds - 1000.00							
<p>2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: August 2019 to May 2020</p>		Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers Principals/ Deans DAAS Lead Teachers	<p>Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR student scores by 5 percentage points.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) El Jardin Elem. will support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Population: All grade level teachers Timeline: July 2019 to June 2020</p> <p>CNA SPP #5</p>		Principals and Deans	<p>Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data</p> <p>Summative: STAAR scores, TPRI/Tejas Lee, CIRCLE-PM scores, TELPAS 5 percentage point increase in the number of students meeting the passing standards on state assessments</p>				
<p>4) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p>Population: PK-3 to 4 faculty and staff Timeline: August 2019 to May 2020</p>	2.4	Principals, Deans of Instruction	<p>Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.</p>				
<p>5) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: Elementary, Middle and High School At-risk Students Timeline: August 2019- May 2020 (As needed)</p>		School administration	<p>Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased STAAR and At-risk Retention</p>				
<p>Funding Sources: 211 Title I-A - 5036.00</p>							

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

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


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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) E Jardin will have a computer lab schedule for all students to attend. This will increase the accessibility for all students in technology based instruction across all subject areas by providing new and compatible to our infra structure software, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district. Population: All Students Timeline: August 2019- May 2020 CNA SAA #8 and D #3</p>		<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration</p>	<p>Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +StarChart Surveys 5. +Benchmarks</p>				
<p>Funding Sources: 211 Title I-A - 36023.00, 199 Local funds - 800.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Teachers and administration will be require to participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. Population: All Students and teaching faculty Timeline: August 2019 - May 2020 Need: District policy		Principals	Formative Results: 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS				
3) El Jardin Elem. will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2019 - May 2020		Principals	Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report				
4) Fifth-second grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. Population: all BISD 5th grade students Timeline: August 2019 to June 2020 Need: District Incentive		Special/Federal Programs and Technology Services Administration, Technology Lead Teachers, Principals	Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Administration, TST and teachers will model and support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators Elmos Projectors Population: all students grades PK-12 Timeline: August 2019- May 2020 CNA SAA #8		Assistant Superintendents, C&I Administrators, District Lead Teachers, Principals/Deans, Dept Chairs & Campus Lead Teachers, Technology Service Staff	Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA +The district will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards				
Funding Sources: 162 State Compensatory - 4500.00, 199 Local funds - 1000.00							
							


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

Performance Objective 1: Increase the school's attendance rate to 97% and improve At-Risk Student Attendance Rate by 5% over prior year attendance.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) El Jardin will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. Population: All BISD students Timeline: August 2019 to May 2020</p> <p>CNA D # 5</p>		<p>Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Parent Liaisons.</p>	<p>Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates</p>				
<p>2) 2) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Population: all BISD students PK to 12th grade Timeline: September 2019 - May 2020</p>		<p>Parent Liaison Campus Administration</p>	<p>Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) 5) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2019-2020 Fall Semester and Spring Semester		Pupil Services Administration and Staff, Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons	Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase				
Funding Sources: 199 Local funds - 1000.00							
4) Pre-K-5th grade students, including special education, will be eligible to receive perfect attendance awards in order to increase attendance every six weeks. Populations - All students Timeline - Every six weeks		Administration Teachers Counselors	Formative: Eschools Attendance Log Summative: Attendance Reports				
Funding Sources: 199 Local funds - 1000.00							
							

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


Performance Objective 2: El Jardin will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Accelerated instruction in the foundation curriculum will be provided during Extended Day and Tutorials to all students.</p> <p>*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary at-risk Students Timeline: September 2019- May 2020 CNA SPP #2</p>	2.5	Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title I- Part	<p>Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p>				
Funding Sources: 162 State Compensatory - 40844.00, 211 Title I-A - 42997.00, 199 Local funds - 200.00							
<p>2) El Jardin Elementary will have a Dean of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Monitor programs implementation Population: Elementary At-risk Students Timeline: July 2019- June 2020</p>	2.4	Curriculum and Instruction Department and State Compensatory Education administration Campus Administration	<p>Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p>				
<p>3) The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline: August 2019 - June 2020</p>		District Migrant Coordinator Campus Principals Migrant Funded teachers DM Counselor MSC	<p>Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: EOY Assessment results Increased promotion rates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) PBMAS Elementary School migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. Population: All Migrant students Timeline: June 2020	2.5	District Migrant Coordinator Campus Principals Migrant Teachers Migrant Clerks MSC	Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance				
5) In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 2019 - May 2020		District Migrant Coordinator Campus Principals Migrant Funded Teachers MSC	Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results for CIRCLE PM/TPRI/Tejas LEE/ STAAR, PBMAS Report Performance and Staging				







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

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, the school will utilize the -CATCH (Coordinated Approach to Child Health) program, and Population: All students Timeline: August 2019 to May 2020 CNA D#1	2.6	Administration Coaches and Nurse	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
Funding Sources: 211 Title I-A - 500.00, 199 Local funds - 800.00							
2) Assistance in the planning and execution of the overall health program at campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2019 - June 2020		Health Services and Administrator	Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives in all subject areas. Teachers will follow and implement these strategies in the classroom in order to increase the schools accountability report card and provide the students with a college bound future. Elementary: Language Enrichment Educational Galaxy Pearson Coding Initiative programs Dr. K Writing Portfolios (including digital portfolios) TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Population: All student groups Timeline: Aug. 2019-May 2020 CNA SPP #3 and #5
1	1	2	Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: August 2019 to May 2020 CNA P # 2
1	1	3	Teacher will meet every six weeks to analyze students' assessment data to determine specific instructional intervention needed to address those state standards where the students demonstrated the lowest achievement levels. *Longhorn Planning" and Vertical Alignment Populations: All sub-population and teachers Timeline: August 2019- May 2020. CNA SAA #5 and SAA #3
1	1	4	Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK3 - 5th Grade Students Timeline: August 2018 to May 2020. CNA SPP #4
1	2	1	El Jardin Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria Population: PK-3-year-old students as of Sept. 1st Timeline: August 2019 - May 2020 CNA SPP #1
1	2	2	3 year old - 5th grade teachers will have a master classroom schedule in order to implement and have an effective lesson delivery of all subjects. Implementation of the BISD curriculum and initiatives including (but not limited to) Bilingual/SIOP Language Enrichment (Niehaus) Hatch TLI Cognitive Routines/Strategies Tango Software Dr. K Population: All student groups Timeline: August 2020

Goal	Objective	Strategy	Description
7	1	1	Provide teachers with professional development opportunities to enhance implementation of instructional strategies including but not limited to: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills, listening, speaking, reading and writing proficiency in all content areas. Population: All teachers teaching core content and special education. Timeline: July 2019 to May 2020 CNA SPP #5
8	1	1	E Jardin will have a computer lab schedule for all students to attend. This will increase the accessibility for all students in technology based instruction across all subject areas by providing new and compatible to our infra structure software, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district. Population: All Students Timeline: August 2019- May 2020 CNA SAA #8 and D #3
9	2	1	Accelerated instruction in the foundation curriculum will be provided during Extended Day and Tutorials to all students. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary at-risk Students Timeline: September 2019- May 2020 CNA SPP #2
9	2	2	El Jardin Elementary will have a Dean of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Monitor programs implementation Population: Elementary At-risk Students Timeline: July 2019- June 2020

State Compensatory

Personnel for El Jardin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Gomez	PK4 Teacher	Pre Kinder	.50
Laura Trevino	Dean of Instruction		1
Ruth Rodriguez	PK4	Pre Kinder teacher	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students, staff and parents completed an end of year needs assessment survey during the month of April of the school year. The campus leadership team and SBDM members met as a committee to discuss the purpose of the committee and to reviewed the available survey results from students, staff and parents. The CLT then returned to their teams and reviewed the information discussed along with the EOY Assessment Results and Retention data for each grade level. Multiple measure areas were reviewed a a grade level and strengths and challenges were identified for each measure. Fifth grade STAAR 1st & 2nd Administration results reviewed. STAAR 3rd & 4th Grade results pending from the state.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment(CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the campus leadership 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. El Jardin Elementary will have a school wide program that may use Title 1 funds for any activity that supports the needs of students as identified throughout the CNA. The school develop a CIP that includes a description of the strategies that the school will be implementing and activities that address the needs of students, teachers and parents . The CIP was review every six weeks by the SBDM to make sure all strategies are being implemented or if any updates to the plan need to be made. May 16th, 2019 the SBDM met to rank the needs and plan accordingly for the following school year.

2.2: Regular monitoring and revision

El Jardin Elementary will continue to monitor and revise all school academic incentives to improve academic performance every six weeks. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LION Testing, TERRANOVA, SUPERA, TELPAS, TPRI/Tejas Lee, CIRCLE CPM, OWL Monitoring, previous STAAR scores, REACH test results, 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 use of these instruments.

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

School information would be available to parents and community in an understandable format and language. School phone messages, fliers and translation services will be available during the school year in both languages. 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 in a bilingual setting. All parent training will be presented in English and Spanish and will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. The CIP is currently only available in English but it will be available in Spanish upon request.

2.4: Opportunities for all children to meet State standards

Multiple opportunities will be given to all students to meet the State standards through...

- Early Childhood Education to increase early literacy and school readiness
- Focused critical thinking skills and strategies for Literacy: fluency, academic vocabulary, and comprehension through the use of Reading Readiness, Esperanza, Language Enrichment, and Writing skills to increase effective written communication
- Provide Bilingual students with oral language skills to develop listening, speaking, reading, and writing proficiency in English
- Tools and scientific methods during Science instruction that includes field and experimental investigations
- Supplemental research-based instructional materials available to all student
- Research-based accelerated instruction to decrease retention rates and improve student achievement
- Language and literacy interventions for all Dyslexia students
- The use of technology for all students (projects, research, intervention programs)
- Provide migrant students and their parents with information on how to access resources and strategies

2.5: Increased learning time and well-rounded education

At El Jardin Elementary we educate all students to become critical thinkers by providing a strong foundation towards a college bound future. El Jardin Elementary 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 extended day 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
6. are consistent with and are designed to implement the State and local improvements plans

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

The CIP addresses the needs of all student in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards by:

- providing them with research-based intervention tutorials and remediation strategies in the foundation curriculum during daily TIER II time.
- offering extended day and/or week will be implemented in order to decrease retention rates and improve student achievement.
- teachers will implement and monitor RTI strategies in order to early identify at-risk students to provide the assistance needed.
- El Jardin Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner.
- students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campus and parents jointly develop and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by both that describes the means for carrying out the following requirements:

- parents will be notified of the policy in an understandable and uniform format
- it will be provided in a language the parents can understand
- it will also be available to the local community
- and updated periodically to meet the changing needs of parents and the school

Policy was presented and discussed at a SBDM meeting on April 29th, 2019

3.2: Offer flexible number of parent involvement meetings

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. Flexible number of parental involvement meetings will be offered to parents.

Weekly Parental Involvement meetings at the Parent Center given by our parent liaison.

*School Parent and Family Engagement Policy -SBDM Meeting 4-29-19

*Shared Responsibility for high student academic achievement

*Building capacity for involvement

*Activities addressing building capacity for parent and family engagement

*Make and Take Thursdays (during the day every 6 weeks)

Campus offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title 1, Part A, transportation, child care, or home visits, as such services related to parental involvement.

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Marina Flores	Principal
Non-classroom Professional	Hector De Leon	Assistant Principal
Meeting Facilitator	Laura Trevino	Dean
Business Representative	Jesus Trevino	
Classroom Teacher	Susana Fernandez	5th grade teacher
Classroom Teacher	Marla Benavidez	4th grade teacher
Classroom Teacher	Edna Hernandez	3rd grade teacher
Classroom Teacher	Eva Guerra	2nd grade teacher
Classroom Teacher	Maria Elena Castillo	1st grade teacher
Classroom Teacher	Juan Padilla	Special Ed teacher
Business Representative	Francisco Arriaga	
Community Representative	Virginia Perez	
Community Representative	Roberto Moreno	
Parent	Elvira Valdez	
Parent	Genoveva Flores	
Non-classroom Professional	Zulema Hinojosa	Counselor
District-level Professional	Silvia Saldana	Transportation administrator

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes	199-11-6112-18-105-Y-11-000-Y	\$2,000.00
1	1	10	General supplies	199-11-6399-51-105-Y-11-000-Y	\$0.00
1	1	12	General supplies	199-11-6399-51-105-Y--11-000-Y	\$600.00
1	1	13	reading materials	199-12-6329-00-105-Y-99-000-Y	\$500.00
1	1	13	general supplies	199-12-6399-00-105-Y-99-000-Y	\$1,000.00
1	4	1	Transportation	199-11-6494-00-105-Y-11-000-Y	\$1,000.00
1	4	1	awards	199-11-6498-00-105-Y-11-000-Y	\$2,500.00
1	4	1	awards	199-23-6498-00-105-Y-99-000-Y	\$1,000.00
1	4	1	Student travel	199-36-6412-24-105-Y-99-021-Y	\$1,013.00
1	4	1	Transportation	199-36-6494-24-105-Y-99-021-Y	\$300.00
1	4	1	Registration and fees	199-36-6497-24-105-Y-99-021-Y	\$1,313.00
2	1	1	extra duty	199-51-6315-00-105-Y-00-000-Y	\$100.00
2	1	1	supplies	199-51-6315-00-105-Y-99-000-Y	\$5,306.00
3	2	1		199-23-6499-53-105-Y-99-000-Y	\$1,500.00
3	2	2	awards	199-23-6498-00-105-Y-99-0-00	\$0.00
3	2	2	advertising/food/graduation	199-23-6499-53-105-Y-99-0-00	\$0.00
5	1	3	general supplies	199-31-6399-00-105-Y-99-000-Y	\$500.00
5	1	3	Employee travel	199-31-6411-23-105-Y-99-000-Y	\$200.00
5	2	1	Traffic Cones	199-51-6399-00-105-Y-99-00	\$0.00
7	1	1	Employee travel	199-23-6411-00-105-Y-99-000-Y	\$1,000.00
8	1	1	IT Equipment licences	199-11-6395-62-105-Y-11-000-Y	\$800.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	5	Supplies and Materials	199-23-6398-00-105-Y-99-000-Y	\$500.00
8	1	5	Supplies and Materials	1---23-6398-65-105-Y-99-000-Y	\$500.00
9	1	3	copy paper	199-11-6396-00-105-Y-11-000-Y	\$1,000.00
9	1	4	graduation/awards	199-11-6499-53-105-Y-11-000-Y	\$1,000.00
9	2	1	Extra Duty	199-11-6121-51-105-Y-11-000-Y	\$100.00
9	2	1	Extra duty	199-23-6121-08-105-Y-99-000-Y	\$100.00
9	3	1	general supplies	199-33-6399-00-105-Y-99-000-Y	\$800.00
Sub-Total					\$24,632.00
Budgeted Fund Source Amount					\$24,632.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes	162-11-6112-18-105-Y-30-000-Y	\$12,000.00
1	1	3	Copy paper	162-11-6396-00-105-Y-30-000-Y	\$4,000.00
1	1	3	General Supplies	162-11-6399-00-105-Y-30-000-Y	\$4,625.00
1	1	3	Printing services	162-11-6399-16-105-Y-30--Y	\$550.00
8	1	5	IT Equipment	162-11-6399-62-105-Y-30-000-Y	\$4,500.00
9	2	1	Tutorials SSI	162-11-6118-00-105-Y-24-SSI-Y	\$5,446.00
9	2	1	Extra duty pay	162-11-6118-00-105-Y-30-000-Y	\$35,398.00
Sub-Total					\$66,519.00
Budgeted Fund Source Amount					\$66,519.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	substitutes	163-11-6112-00-105-Y-25-000-Y	\$2,000.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Extra duty pay	163-11-6118-00-105-Y-25-000-Y	\$5,925.00
1	2	2	Instructional resources	163-11-6399-00-105-Y-25-000-Y	\$0.00
Sub-Total					\$7,925.00
Budgeted Fund Source Amount					\$7,925.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	General supplies	166-11-6399-00-105-Y-23-0P4-Y	\$590.00
1	1	9	General Supplies	199-11-6399-00-105-Y-23-0P1-Y	\$590.00
1	1	9	Toner	166-11-6399-62-105-Y-23-000-Y	\$590.00
1	1	9	Copy Paper	166-11-6396-00-105-Y-23-000-Y	\$590.00
Sub-Total					\$2,360.00
Budgeted Fund Source Amount					\$2,360.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	211-11-6398-00-105-Y-30-OF2-Y	\$30,358.00
1	1	1	General supplies	211-11-6399-00-105-Y-30-OF2-Y	\$10,093.00
1	1	6	supplies/materials media center	211-11-6399-16-105-Y-30-0F2-Y	\$4,000.00
1	1	13	Reading materials	211-12-6329-00-105-Y-30-OF2-Y	\$2,890.00
1	1	13	General supplies	211-12-6399-00-105-Y-30-OF2-Y	\$2,890.00
5	1	3	General supplies	211-31-6399-00-105-Y-30-OF2-Y	\$103.00
5	1	3	Travel	211-31-6411-00-105-Y-30-)f2-Y	\$500.00
6	1	4	General supplies	211-61-6399-00-105-Y-30-OF2-Y	\$900.00
6	1	4	Travel	211-61-6411-00-105-Y-30-OF2-Y	\$900.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	5	Miscellaneous operating costs	211-61-6499-53-105-Y-30-OF2	\$900.00
7	1	1	General supplies	211-13-6399-00-105-Y-30-AYP-Y	\$2,523.00
7	1	5	Stipend	211-13-6117-00-105-Y-30-AYP-Y	\$3,059.00
7	1	5	General supplies	211-23-6399-00-105-Y-30-OF2-Y	\$1,477.00
7	1	5	Travel	211-23-6400-00-105-Y-30-OF2-Y	\$500.00
8	1	1	Supplies & Materials Software	211-11-6395-62-105-Y-30-OF2-Y	\$6,000.00
8	1	1	IT Equipment	211-11-6398-60-105-Y-30-OF2-Y	\$30,023.00
9	2	1	Extra Duty Pay	211-11-6118-00-105-Y-30-ASP-Y	\$27,294.00
9	2	1	Extra Duty/Over Time	211-11-6121-00-105-Y-30-ASP-Y	\$10,703.00
9	2	1	Extra Duty Pay	211-13-6118-00-105-Y-30-AYP-Y	\$5,000.00
9	3	1	General supplies	211-33-6399-00-105-Y-30-OF2-Y	\$500.00
Sub-Total					\$140,613.00
Budgeted Fund Source Amount					\$140,613.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Substitutes	263-11-6112-00-105-Y-	\$2,000.00
1	1	7	Extra Duty Pay	263-11-6118-00-105-	\$5,291.00
Sub-Total					\$7,291.00
Budgeted Fund Source Amount					\$7,291.00
+/- Difference					\$0
Grand Total					\$249,340.00