

Brownsville Independent School District

Palm Grove Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness



Mission Statement

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

Vision

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

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

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Comprehensive Needs Assessment

Revised/Approved: May 19, 2020

Needs Assessment Overview

Palm Grove Elementary School will be “Speeding to Success” in 2019-2020. Our school is located in the most southern part of Brownsville, Texas, along the Texas and Mexico Boundary. The school was built in 1983 next to the historic County Extension School. The original historic building, built in 1905, is still being used today for parent education classes.

The campus serves approximately 410 students in pre-kinder 3 through six grade. Palm Grove offers many instructional programs that are primarily designed to build a strong foundation both in English and Spanish. Its student population consists of 99% Hispanic; our dynamic staff is comprised of 24 classroom teachers, six special program teachers, six paraprofessionals, three administrators, four support staff and three custodians.

Instruction at Palm Grove is designed to meet the needs of all students. Its emphasis is on higher-level instructional delivery approach that allows all students to become independent and analytical thinkers. The following programs are implemented in order to carry out a well-rounded curriculum; Bilingual Instruction, Gifted and Talented, Special Education, Title I and the Texas Literacy Initiative (TLI). Phonemic Awareness Programs through Language Enrichment. Students are continuously encouraged to participate in other school sponsored extra-curricular activities such as: UIL, Science Fair, Choir, Chess, Track and Field events, Spelling Bee, Volleyball, Drill Team, Brainsville, Coding, Makers Space and National Elementary Honor Society.

One of Palm Grove’s recent school initiatives has been to provide a strong foundation in both languages at the primary levels. Reading has been our first priority therefore all students are encouraged to participate in the Accelerated Reading Program. Our Resource Labs have continued to be a primary source of enrichment to re-enforce what has already been taught in the classroom. Our labs provide the latest programs to enhance STAAR objectives mastery through the use of the, Study Island software, Moby Max, Envision, Prodigy Math, Smarty Ants, Lone Star Math, STEM Scopes, Epic and the Brain Hive. The Living with Science lab provides enrichment for the Science Curriculum through hands on activities and projects that are integrated with technology.

As part of the district-wide “Partners in Education” program, Palm Grove Elementary is sponsored by local businesses: Rodeo Dental, Brownsville Police Department, Peter Piper Pizza, Chik-fil-a, and Raising Cane’s. These businesses work diligently with our campus to provide many rewards for students, which help keep them motivated to come to school every day. Our students are also rewarded for their academic accomplishments every six-weeks.

Annual Campus Goals:

Goal: Palm Grove Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

Goal: By the spring of 2021, our attendance rate will increase to meet the District Goal of 97.5% as compared to previous year’s 96.5% attendance rate.

Goal: By the spring of 2021, teachers in Pre-K3 - 5th grade along with Special Education teachers will analyze campus and district benchmarks, previous STAAR data, TPRI/Tejas Lee , LION, CPALL/CP-M assessment to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS by utilizing Eduphoria and TANGO reports to facilitate disaggregation of data, as well as plan vertically and horizontally to adjust instruction for student success.

Goal: By the spring of 2021, PEIMS discipline data report, Review360 data report, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline referrals will reduce by 5% from the previous year.

Goal: By the fall of 2020, an increase of 10% of our parents will be involved in different areas of the school's programs as compared to the previous year.

Goal: By the spring of 2021, our retention rate in grades 1st -5th will decrease to by 5%

2019 Accountability Ratings Overall Summary for Brownsville ISD

Domain/Component	Scaled Score	Rating
Overall	83	B
Student Achievement	78	C
Student Progress	88	B
Closing the Gaps	70	C

Demographics

Demographics Summary

Palm Grove Elementary faculty and staff consist of three (3) administrators, twenty four (24) classroom teachers, two (2) special education teachers, four (4) professional support personnel, one full time (1) counselor, four (4) clerical/office members, and six (6) educational aides. In addition a special education diagnostician reports to the campus two days a week, a speech therapist reports once a week, one (1) part-time migrant teacher and one (1) part time dyslexia teacher are here to serve our student population. The ethnicity of the Palm Grove Elementary School staff is comprised of 99% Hispanic and 1% Caucasian. The teaching staff is also 13% male and 87% female.

Palm Grove Elementary is a Title-I campus with a population of approximately 385 students in grades EE through 5th grade. Our student population consists of 94% Hispanic, 94% economically disadvantaged, 58% ELL's, 83% at risk, Gifted and Talented 9%, Special Ed 9%, and 3% migrant with a mobility rate of 15%. Pre-Kindergarten through fourth grade students are served in self-contained classrooms and our fifth grade classrooms are departmentalized. The attendance rate is 96.8% is for all students and 96% for at risk students. The retention rate is 3.5%. The average class size is 22:1 for EE through 5th. Palm Grove Elementary feeds into Besteiro Middle School and in turn to Lopez High School.

Demographics Strengths

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

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Teachers will monitor attendance daily/weekly and award student for perfect attendance. **Data Analysis/Root Cause:** Teachers will monitor student's attendance due to slight drop in the ADA.

Need Statement 2 (Prioritized): Campus Administration will recognize and award grade level classrooms with the highest attendance rate. **Data Analysis/Root Cause:** High absenteeism due to student's lack of motivation and lack of incentives to attend school.

Need Statement 3 (Prioritized): Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 4 (Prioritized): Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons **Data Analysis/Root Cause:** Lack of additional funding for substitutes for planning.

Need Statement 5 (Prioritized): Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

Need Statement 6 (Prioritized): STAAR Test Data Analysis through AWARE, TANGO, LION **Data Analysis/Root Cause:** Improve reviewing data analysis to increase scores on the state assessment.

Need Statement 7 (Prioritized): Communication provided in English and Spanish **Data Analysis/Root Cause:** Provide information to parents who are limited in English.

Need Statement 8 (Prioritized): Master schedule is conducive to planning and meeting by teachers to discuss student's needs. **Data Analysis/Root Cause:** Design a master schedule that will enhance a positive learning environment.

Need Statement 9 (Prioritized): Increase Parental Involvement in volunteering and parent meeting attendance. **Data Analysis/Root Cause:** Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.

Need Statement 10 (Prioritized): Provide more information to parents of SpEd, ELL, and At Risk students. **Data Analysis/Root Cause:** The campus Special Education, ELL and At Risk students had a significant decrease in closing the gap on the state assessments.

Student Learning

Student Learning Summary

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

We are showing steady growth in C-PM and TPRI-Tejas Lee in the lower grade levels. While these achievements are certainly cause for celebration we still face several challenges. The 2017-2018 STAAR results showed the following Approaches data: 15% increase in 3rd grade Reading, 16% increase in 3rd grade Math, 18% increase in 4th grade Math, no growth/loss in 4th grade Reading and Writing, 1% growth in 5th grade math, 8% loss in 5th grade reading and 2% loss in 5th grade Science when compared to the 2016-2017 STAAR results. As a campus, we recognize the challenges of the 2018-2019 school year, and will continually strive to raise our standards and expectations to ensure that each of our students reach their full potential. Due to the COVID-19 pandemic, the state STAAR assessment was waived for the 2019-2020 school year.

STAAR Scores				
Subject	Grade Level	2015-2016	2016-2017	2018-2019
Reading	3 rd	69	59	74
Math	3 rd	79	72	78
Reading	4 th	68	71	76
Math	4 th	68	67	82
Writing	4 th	71	69	72
Reading	5 th	75	85	86
Math	5 th	83	95	99
Science	5 th	80	84	89

Student Learning Strengths

Palm Grove provides tutorial classes for all students in 1st through 5th grade as well as extended day support for all students from PreKinder through 5th grade who do not stay for tutorial.

Weekly meetings to review and analyze data.

Continues dialogue between stakeholders.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 2 (Prioritized): Increase academic achievement in core content areas. **Data Analysis/Root Cause:** Academic achievement decreased due to insufficient planning times within the core content areas.

Need Statement 3 (Prioritized): Teachers will monitor attendance daily/weekly and award student for perfect attendance. **Data Analysis/Root Cause:** Teachers will monitor student's attendance due to slight drop in the ADA.

Need Statement 4 (Prioritized): Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons **Data Analysis/Root Cause:** Lack of additional funding for substitutes for planning.

Need Statement 5 (Prioritized): Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

Need Statement 6 (Prioritized): Master schedule is conducive to planning and meeting by teachers to discuss student's needs. **Data Analysis/Root Cause:** Design a master schedule that will enhance a positive learning environment.

Need Statement 7 (Prioritized): STAAR Test Data Analysis through AWARE, TANGO, LION **Data Analysis/Root Cause:** Improve reviewing data analysis to increase scores on the state assessment.

Need Statement 8 (Prioritized): RTI's are frequently monitored and adapted to meet student's needs **Data Analysis/Root Cause:** Identify students who are struggling in Reading in Math.

Need Statement 9 (Prioritized): Accelerated Reader usage reports **Data Analysis/Root Cause:** Encourage student to become life long motivated readers.

Need Statement 10 (Prioritized): After School Tutorials for 3rd-5th grade **Data Analysis/Root Cause:** Provide tutorials to students who did not meet standard or met approach on the state assessment.

Need Statement 11 (Prioritized): Have flexible morning and after school meetings. **Data Analysis/Root Cause:** Increase parent participation

Need Statement 12 (Prioritized): Campus Administration will recognize and award grade level classrooms with the highest attendance rate. **Data Analysis/Root Cause:** High absenteeism due to student's lack of motivation and lack of incentives to attend school.

Need Statement 13 (Prioritized): Increase Parental Involvement in volunteering and parent meeting attendance. **Data Analysis/Root Cause:** Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.

Need Statement 14 (Prioritized): Provide more information to parents of SpEd, ELL, and At Risk students. **Data Analysis/Root Cause:** The campus Special Education, ELL and At Risk students had a significant decrease in closing the gap on the state assessments.

School Processes & Programs

School Processes & Programs Summary

Teachers are provided, high quality professional development as per district initiatives and self-evaluation in order to provide high quality instruction to all students. Teachers integrate professional development strategies, Texas Literacy initiatives, District curriculum and supplement it with additional resources to vary instruction based on student strengths and weaknesses. Weekly tests and grade level campus and district benchmarks are used to measure student achievement. Furthermore, performance on the TPRI/Tejas Lee, C-PALLs, TELPAS, PBMAS, benchmarks and weekly fluency trackers are used to monitor student achievement. Assessment results are used to adjust the instructional plan and meet set goals on the data information plan. The Texas Literacy recommended interventions will be used with Tier II and Tier III plans to support student success. Interventions are research based strategies and monitored for effectiveness. The RTI committee proceeds with recommendations for 504 or Tier III instruction as needed followed by a dyslexia screener or Special Education testing based on documented Tier interventions and student needs. Teachers are provided with opportunities for vertical and horizontal alignment and planning. Office staff and administration use technology on a daily basis to support in the process of generating, printing and analyzing reports and information for parents. Technology has also been integrated across all grade levels/classrooms as well as scheduled computer lab time for instructional/student support.

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

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

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

Language Arts

Palm Grove implements a high quality literacy plan provided by the district alongside campus initiatives to improve reading and writing. Faculty members have the opportunity to participate in various ELA professional development as well as implementing software programs to supplement the language arts curriculum. Furthermore, campus initiatives sustained include fluency tracking, Accelerated Reading, Interactive Journals, literature units, etc.

Math

Campus Software will provided to Kinder and First Grade Students to supplement the curriculum. Teachers attend professional development throughout the school year. Additionally, students work with interactive journals and manipulatives to enhance their learning.

Science

The campus currently uses Study Island to support the regular curriculum. In addition, 5th Grade will continue to departmentalize their curriculum for the 2020-2021 school year. Due to the COVID-19, STAAR Scores were not available in the area of reading and math as well as science. Students in 3rd-5th work with science fair projects each year. The science teacher attended all required professional development this school year.

Social Studies

The curriculum and instruction department purchased weekly social studies newsletters to support instruction. All students had the opportunity to participate in Social Studies project this school year.

Technology

This school year, additional IPODs were purchased for use of All Students on campus.

School Processes & Programs Strengths

- * Open-door policy by administration,
- * Master schedule is conducive to planning and meeting by teachers to discuss student's needs,
- * Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons
- * STAAR Test Data Analysis through AWARE, TANGO, LION
- * Accelerated Reader usage reports
- * RTI's are frequently monitored and adapted to meet student's needs
- * After School Tutorials for 3rd-5th grade
- * Technology Lab/COWS/iPads/Laptops/Desktops/Tablets
- * Communication provided in English and Spanish

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons **Data Analysis/Root Cause:** Lack of additional funding for substitutes for planning.

Need Statement 2 (Prioritized): Master schedule is conducive to planning and meeting by teachers to discuss student's needs. **Data Analysis/Root Cause:** Design a master schedule that will enhance a positive learning environment.

Need Statement 3 (Prioritized): Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 4 (Prioritized): STAAR Test Data Analysis through AWARE, TANGO, LION **Data Analysis/Root Cause:** Improve reviewing data analysis to increase scores on the state assessment.

Need Statement 5 (Prioritized): After School Tutorials for 3rd-5th grade **Data Analysis/Root Cause:** Provide tutorials to students who did not meet standard or met approach on the state assessment.

Need Statement 6 (Prioritized): RTI's are frequently monitored and adapted to meet student's needs **Data Analysis/Root Cause:** Identify students who are struggling in Reading in Math.

Need Statement 7 (Prioritized): Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

Need Statement 8 (Prioritized): Teachers will monitor attendance daily/weekly and award student for perfect attendance. **Data Analysis/Root Cause:** Teachers will monitor student's attendance due to slight drop in the ADA.

Need Statement 9 (Prioritized): Open-door policy by administration, **Data Analysis/Root Cause:** Provide opportunities for parents to speak with administrations on various concerns.

Need Statement 10 (Prioritized): Accelerated Reader usage reports **Data Analysis/Root Cause:** Encourage student to become life long motivated readers.

Need Statement 11 (Prioritized): Communication provided in English and Spanish **Data Analysis/Root Cause:** Provide information to parents who are limited in English.

Need Statement 12 (Prioritized): Increase school pride in and around surrounding areas. **Data Analysis/Root Cause:** Provide additional resources to maintain school environment.

Need Statement 13 (Prioritized): Have flexible morning and after school meetings. **Data Analysis/Root Cause:** Increase parent participation

Need Statement 14 (Prioritized): Campus Administration will recognize and award grade level classrooms with the highest attendance rate. **Data Analysis/Root Cause:** High absenteeism due to student's lack of motivation and lack of incentives to attend school.

Need Statement 15 (Prioritized): Increase academic achievement in core content areas. **Data Analysis/Root Cause:** Academic achievement decreased due to insufficient planning times within the core content areas.

Need Statement 16 (Prioritized): Increase Parental Involvement in volunteering and parent meeting attendance. **Data Analysis/Root Cause:** Provide a detailed description of

volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.

Need Statement 17 (Prioritized): Provide more information to parents of SpEd, ELL, and At Risk students. **Data Analysis/Root Cause:** The campus Special Education, ELL and At Risk students had a significant decrease in closing the gap on the state assessments.

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

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

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase Parental Involvement in volunteering and parent meeting attendance. **Data Analysis/Root Cause:** Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.

Need Statement 2 (Prioritized): Provide more information to parents of SpEd, ELL, and At Risk students. **Data Analysis/Root Cause:** The campus Special Education, ELL and

At Risk students had a significant decrease in closing the gap on the state assessments.

Need Statement 3 (Prioritized): Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 4 (Prioritized): Teachers will monitor attendance daily/weekly and award student for perfect attendance. **Data Analysis/Root Cause:** Teachers will monitor student's attendance due to slight drop in the ADA.

Need Statement 5 (Prioritized): STAAR Test Data Analysis through AWARE, TANGO, LION **Data Analysis/Root Cause:** Improve reviewing data analysis to increase scores on the state assessment.

Need Statement 6 (Prioritized): Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

Need Statement 7 (Prioritized): Open-door policy by administration, **Data Analysis/Root Cause:** Provide opportunities for parents to speak with administrations on various concerns.

Need Statement 8 (Prioritized): Accelerated Reader usage reports **Data Analysis/Root Cause:** Encourage student to become life long motivated readers.

Need Statement 9 (Prioritized): Communication provided in English and Spanish **Data Analysis/Root Cause:** Provide information to parents who are limited in English.

Need Statement 10 (Prioritized): Have flexible morning and after school meetings. **Data Analysis/Root Cause:** Increase parent participation

Need Statement 11 (Prioritized): Increase school pride in and around surrounding areas. **Data Analysis/Root Cause:** Provide additional resources to maintain school environment.

Need Statement 12 (Prioritized): Campus Administration will recognize and award grade level classrooms with the highest attendance rate. **Data Analysis/Root Cause:** High absenteeism due to student's lack of motivation and lack of incentives to attend school.

Priority Need Statements

Need Statement 1: Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons

Data Analysis/Root Cause 1: Lack of additional funding for substitutes for planning.

Need Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 2: Student achievement gaps need to decrease among Special Education, and ELL students.

Data Analysis/Root Cause 2: Students are lacking basic skills in Math.

Need Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 3: Teachers will monitor attendance daily/weekly and award student for perfect attendance.

Data Analysis/Root Cause 3: Teachers will monitor student's attendance due to slight drop in the ADA.

Need Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 4: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets

Data Analysis/Root Cause 4: Currently there are not enough technology equipment for every student on campus.

Need Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 5: Campus Administration will recognize and award grade level classrooms with the highest attendance rate.

Data Analysis/Root Cause 5: High absenteeism due to student's lack of motivation and lack of incentives to attend school.

Need Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 6: STAAR Test Data Analysis through AWARE, TANGO, LION

Data Analysis/Root Cause 6: Improve reviewing data analysis to increase scores on the state assessment.

Need Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 7: Increase academic achievement in core content areas.

Data Analysis/Root Cause 7: Academic achievement decreased due to insufficient planning times within the core content areas.

Need Statement 7 Areas: Student Learning - School Processes & Programs

Need Statement 8: Master schedule is conducive to planning and meeting by teachers to discuss student's needs.

Data Analysis/Root Cause 8: Design a master schedule that will enhance a positive learning environment.

Need Statement 8 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 9: RTI's are frequently monitored and adapted to meet student's needs

Data Analysis/Root Cause 9: Identify students who are struggling in Reading in Math.

Need Statement 9 Areas: Student Learning - School Processes & Programs

Need Statement 10: After School Tutorials for 3rd-5th grade

Data Analysis/Root Cause 10: Provide tutorials to students who did not meet standard or met approach on the state assessment.

Need Statement 10 Areas: Student Learning - School Processes & Programs

Need Statement 11: Communication provided in English and Spanish

Data Analysis/Root Cause 11: Provide information to parents who are limited in English.

Need Statement 11 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 12: Provide more information to parents of SpEd, ELL, and At Risk students.

Data Analysis/Root Cause 12: The campus Special Education, ELL and At Risk students had a significant decrease in closing the gap on the state assessments.

Need Statement 12 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 13: Increase Parental Involvement in volunteering and parent meeting attendance.

Data Analysis/Root Cause 13: Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.

Need Statement 13 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 14: Increase school pride in and around surrounding areas.

Data Analysis/Root Cause 14: Provide additional resources to maintain school environment.

Need Statement 14 Areas: School Processes & Programs - Perceptions

Need Statement 15: Have flexible morning and after school meetings.

Data Analysis/Root Cause 15: Increase parent participation

Need Statement 15 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 16: Accelerated Reader usage reports

Data Analysis/Root Cause 16: Encourage student to become life long motivated readers.

Need Statement 16 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 17: Open-door policy by administration,

Data Analysis/Root Cause 17: Provide opportunities for parents to speak with administrations on various concerns.

Need Statement 17 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

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
- Action research results




Goals




Revised/Approved: May 19, 2020




Goal 1: Palm Grove 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: Palm Grove student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.










Evaluation Data Sources: STAAR/EOC performance reports comparing 2021 to 2019






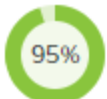
Strategy 1 Details	Reviews			
Strategy 1: All Students at Palm Grove will participate in TEKS- appropriate, accelerated or modified/accommodated instruction and activities appropriate for each grade level outlined within the District Action Plan. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: BOY/MOY TPRI/TJL, Progress Monitoring, Reading Fluency Monitoring, Teacher observations, Progress grades, Accelerated Reader tests, Lesson plans. SUMMATIVE: Student success in STAAR Scores and participation, TELPAS, Circle, CPALS, Terra Nova and EOY TPRI/Tejas Lee scores Staff Responsible for Monitoring: Administration Teachers PK-5th, Special Education Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Population: PK3 -5 students: TI,MI, LEP, SE, AR, GT, DYS, - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 65%	 80%	







Strategy 2 Details	Reviews			
Strategy 2: Purchase of general library materials and supplies as well as provide reading material and resource materials for enjoyment opportunities for all students in order to improve reading fluency and comprehension through the use of the following: TLI strategies, Accelerated Reader, Sustained Silent Reading, Reading Logs, Read Alouds, Incentives, Book Fair, Story Telling, National Book Week, National Library Week, Home and School connection, On-line databases Milestone's/Strategy's Expected Results/Impact: FORMATIVE: AR Reports, TPRI and TejasLEE, STAAR Scores, APRENDA Scores, TELPAS Scores, CIRCLE/C-PALLS, SUMMATIVE: Cumulative scores on STAAR and AR program; and Passing/retention rate Staff Responsible for Monitoring: Administration Librarian, Classroom Teachers, Sp. Ed. Teachers, Population: POPULATION:PK3 -5 students: TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 8 - Perceptions 4 Funding Sources: Reading Materials - 199 Local funds - 199-12-6329-00-122-Y-99-000-Y - \$500, General Supplies-Library - 199 Local funds - 199-12-6399-00-122-Y-99-000-Y - \$100	Formative			Summative
	Oct	Jan	Mar	June
				







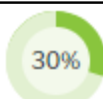
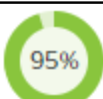
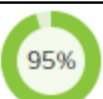
Strategy 3 Details	Reviews			
<p>Strategy 3: In support of the District Action Plan highly qualified teachers will carry out instructional programs in order to impact student achievement, improve student assessment scores in the core content areas to meet standards. These highly qualified teachers will participate in professional staff development that supports curriculum through: Use of state adopted textbooks; Circle; ESL Strategies, ELAR/SLAR TEKS, PK Frameworks, TLI Strategies Texas Reading Academies RTI Model, ELPS; TELPAS; SIOP; Vertical and horizontal collaboration; vocabulary development in all areas, DOK: Questioning techniques; Second language learning and assessment SIOP and STAAR, Pearson Realize Intervention strategies, TANGO Data and Intervention strategies, Item analysis, format, specification and categories of STAAR; College & Career Readiness Standards; Blooms Taxonomy-Depth of knowledge; PD in questioning strategies to enhance reflective reasoning & conceptual understanding. POC Training/Meetings, Assessment Notebooks, Science Lab</p> <p>Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Classroom Observations, Walk through, Lesson Plans, Sign-in Sheets, ERO Reports, STAAR & progress monitoring Scores; SUMMATIVE: CPALLS, TPRI/Tejas Lee, TELPAS, STAAR, PBMAS, Progress Reports</p> <p>Staff Responsible for Monitoring: Administration Gen. Ed., Sp. Ed. Program Teachers, C & I Specialist,</p> <p>Title I Schoolwide Elements: 2.6 - Population: Pre-K -5 TI, MI, LEP, SE, AR, GT, DYS, - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Funding Sources: State Comp PK-4 Teacher Salaries - 162 State Compensatory - 162-11-6119-00-122-Y-34-000-Y - \$71,998</p>	Formative			Summative
	Oct	Jan	Mar	June
				







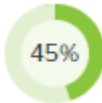

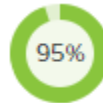
Strategy 4 Details	Reviews			
Strategy 4: Measuring Up, STAAR Coach, Mentoring Minds - Motivation, Kamico, Instructional materials, Batteries for Laptops; STAAR Master, Step Up to TEKS, Lone Star and Forde Ferrier LLC, Forde Ferrier RTI, TLI routines and strategies will be used as part of the reading program to improve Reading scores in grades 1 to 5. Measuring Up, STAAR Master, Think Through Math; Step-Up to TEKS, GPS Math, Fast Focus, Countdown, Envision, and teacher created materials will be used to improve student Math scores in grades 1st through 6th. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans, BOY/MOY Progress Reports, Progress Monitoring Tests, Report Cards, Walk-throughs, SUMMATIVE: EOY TPRI/Tejas Lee, STAAR Scores, Retention/passing rate Staff Responsible for Monitoring: Administration Gen. Ed. / Sp Ed. Teachers Population: Pk3 -5 students: TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 8 - Perceptions 4 Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-00-122-Y-30-000-Y - \$27,443, Workbooks - 211 Title I-A - 211-11-6399-00-122-Y-30-0F2-Y - \$29,583	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement interventions through the 3 tier RtI Model in order to support student academic growth and success Milestone's/Strategy's Expected Results/Impact: FORMATIVE: TPRI/Tejas Lee BOY, MOY, SUMMATIVE: EOY, and Progress Monitoring, RTI Meeting Logs Staff Responsible for Monitoring: Administration RTI Team, Gen. Ed. Teachers, SPED Teachers, Title I Schoolwide Elements: 2.5 - Population: PK3 -5 Teachers TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				







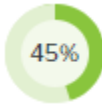






Strategy 6 Details		Reviews			
Strategy 6: Grades 3-5 will progress monitor students at the end of every six week period using end checkpoints/a STAAR Formatted Diagnostic Assessment. Grades Pk3-2 will progress monitor BOY, MOY and EOY using Checkpoints/TPRI/TJL/C-PALL. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: BOY/MOY TPRI-TJL Tango Progress Monitoring Reports, Checkpoints SUMMATIVE: STAAR Results, TELPAS results, Tejas Lee/TPRI Results, Staff Responsible for Monitoring: Administration, Gen. Ed. Teachers, Sped. Teachers Title I Schoolwide Elements: 2.4 - Population: 3 -5 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: Special Education Teachers will attend District trainings and in-services in order to ensure PLAAFPs and goals are in compliance with the elements required in the students IEP.(AYP Initiative) Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Students IEP, SUMMATIVE: Compliance with student eligibility folder Staff Responsible for Monitoring: Administration Special Education Teachers Diagnostician Population: PK3 -5 students - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 8 Details		Reviews			
Strategy 8: Instruction for students in special programs (Bilingual, GT, Special ED, 504, Dyslexia) will be serviced in accordance with their individual IEP and/or Accommodations. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans, Walk-Throughs SUMMATIVE: STAAR Scores ARD Minutes Staff Responsible for Monitoring: Administration Special Ed. Teacher, Dyslexia Teacher General Ed. Teachers Population: P3K -5 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 9 Details	Reviews			
Strategy 9: Federal Programs will continue to fund highly qualified paraprofessionals to supplement allotted campus positions so that the needs of low performing students can be met through more individualized and small group instruction. Staff Quality & Recruitment Milestone's/Strategy's Expected Results/Impact: FORMATIVE: District and campus Progress monitoring scores, teacher observations, student progress reports. SUMMATIVE: EOY Student passing rates EOY Assessment scores Staff Responsible for Monitoring: Administration Special Programs Administrator, and Federal Programs Admin. Population: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Instructional materials, capital outlay, furnishings, and dictionaries consumable supplies will be made available to ensure the continuity of instruction. Provide supplies for instructional math, reading and science programs. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Report card grades; progress monitoring scores; teacher observation; Stanford 10, APRENDA , Lesson Plans, Progress monitoring, SUMMATIVE: STAAR, TELPAS, Retention Rates Staff Responsible for Monitoring: Principal, Assistant Principal, Dean School Secretary Population: P3K -5 Teachers TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 5 - Student Learning 5 - School Processes & Programs 7 - Perceptions 6 Funding Sources: Textbooks - 199 Local funds - 199-11-6321-00-122-Y-11-000-Y - \$0, Copy Paper - 199 Local funds - 199-11-6396-00-122-Y-11-000-Y - \$1,500, Educational Copy Supplies, necessary forms, posters, etc. - 199 Local funds - 199-11-6399-00-122-Y-11-000-Y - \$2,000, General Supplies - 199 Local funds - 199-11-6399-51-122-Y-11-000-Y - \$1,000, Capital Outlay - 199 Local funds - 199-23-6398-00-122-Y-99-000-Y - \$3,000, General Supplies - 199 Local funds - 199-31-6399-00-122-Y-99-000-Y - \$1,554, General Supplies - 199 Local funds - 199-31-6399-65-122-Y-99-000-Y - \$250, General Supplies - 199 Local funds - 199-33-6399-00-122-Y-99-000-Y - \$100, General Supplies - 211 Title I-A - 211-13-6399-00-122-Y-30-0F2-Y - \$8,091, Guidance & Counseling Services - 211 Title I-A - 211-31-6399-00-122-Y-30-0F2-Y - \$400	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Teachers in Pre-K3 - 5th grade along with Special Education teachers will analyze campus and district benchmarks, previous STAAR data, TPRI/Tejas Lee , LION, CPALL/CP-M assessment to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS by utilizing Eduphoria and TANGO reports to facilitate disaggregation of data, as well as plan vertically and horizontally to adjust instruction for student success.</p> <p>POPULATION: PK3 -5 Teachers Non LEP, TI, MI, LEP, SE, AR, GT, DYS TIMELINE: AUGUST 2020 to June 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Benchmark Reports, Lesson Plans, Progress monitoring, SUMMATIVE: STAAR results</p> <p>Staff Responsible for Monitoring: Administration Gen. Ed. Teachers, Special Ed. Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Population: PK3 -5 Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: In order to improve State assessment scores in the core content areas and support technology integration in the classrooms, teachers and administrators will attend professional development to meet state and local PD hour requirement. Points of Contact will be assigned to ensure attendance at various professional development opportunities in order to comply with the Districts action plan for ELAR activities as appropriate for each grade levels.</p> <p>Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans. Walk-throughs;Session Evaluation SUMMATIVE: STAAR, PBMAS, Progress Reports, ERO,</p> <p>Staff Responsible for Monitoring: Administration, Gen. Ed. Teachers, Sp. Ed. Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: PK3 -5 Teachers/Faculty - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 3, 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 3, 7 - Perceptions 3, 6</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-23-6399-00-122-Y-99-000-Y - \$500, Travel - 211 Title I-A - 211-23-6411-00-122-Y-30-0F2-Y - \$1,000, Travel - 211 Title I-A - 211-13-6411-00-122-Y-30-AYP-Y - \$1,900, Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-122-Y-30-000-Y - \$85,134</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 13 Details		Reviews			
Strategy 13: Teachers will use technology and technology programs to reinforce concepts/skills taught in the classroom. SmartAnts, Lone Star, STEMscopes, EduSmart, RAP 360, and other software programs will be used by students in grades Pre-k to 6th to improve student achievement in science, math, language arts and other academic subjects. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. Progress monitoring SUMMATIVE: STAAR Scores TELPAS Staff Responsible for Monitoring: Administration, Gen. Ed. Teacher, Sp. Ed. Teachers Population: PK3 -5 students - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 14 Details		Reviews			
Strategy 14: Career Awareness will be provided by the counselors for grades Pre-K to 5th and students will participate in Career Day Presentations to reinforce TEKS objectives about responsible citizenship. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Writing Samples; Summative: Participation in Careers on Wheels and Career Day presentations by both students and businesses Staff Responsible for Monitoring: Administration, Counselor Population: PK3 -5 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 15 Details		Reviews			
Strategy 15: Recognize and award incentives to students with perfect attendance and honor roll at the end of every semester for academic achievement in all areas and special events. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Award ceremony. Student rosters for participation; perfect attendance competition and rosters. SUMMATIVE: Reduction absences and meet district attendance goal. STAAR scores and increased attendance rate Staff Responsible for Monitoring: Principal, PEIMS Supervisor, Data Entry Clerk, Student Accounting Population: PK3-5 students; TI, MI LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 8 - Perceptions 4 Funding Sources: Reclassified Transportation - 199 Local funds - 199-11-6494-00-122-Y-11-000-Y - \$1,500, Misc. Awards - 199 Local funds - 199-11-6498-00-122-Y-11-000-Y - \$2,800		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 16 Details	Reviews			
Strategy 16: All teachers will be GT certified to enhance strategies that can be used in all classes in order to provide differentiated instructions. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson plans, Walk-throughs; student work; SUMMATIVE: Student spring and Fall projects; STAAR scores Staff Responsible for Monitoring: Administration, Teachers Population: K-5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Advanced Academics will provide monies to support instructional materials/supplies/meals/field trips/transportation for GT Students: Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans, walk thru's SUMMATIVE: Participation; increase in nominations Staff Responsible for Monitoring: Principal Dean Teachers Population: K - 5 students GT, TI, MI, LEP, SE, AR, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 18 Details	Reviews			
Strategy 18: Student fluency routine will be done on a daily basis. Teachers will be required to turn in fluency charts on a weekly basis. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Weekly progress/fluency logs - student fluency readings. SUMMATIVE: TPRI/Tejas Lee EOY results TELPAS Staff Responsible for Monitoring: Teachers Administration Population: Pre-K - 5 students: GT, TI, MI, LEP, SE, AR, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 19 Details	Reviews			
Strategy 19: Dean of instruction and grade level contact person will conduct campus Turn-Around trainings on cognitive strategies and explicit instruction, data analysis of CPALLS, TPRI/Tejas LEE, District Benchmarks and review sessions ensure improved instructional strategies and delivery based on data and following the TLI Systems for Sustainability to increase student local and state assessment expectations as outlined within the District Action Plan for professional development in support of highly efficient teacher-instruction. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans, Walkthroughs SUMMATIVE: PDAS (TTESS) Staff Responsible for Monitoring: Administration, POC Teachers Population: ALL Students TI,MI,LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: June 1, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 20 Details	Reviews			
Strategy 20: Substitutes will be provided to cover classroom teachers needed during testing. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Increase in Testing Performance SUMMATIVE: Benchmarks, TELPAS, STAAR, Assessments Staff Responsible for Monitoring: Administration Population: ALL Students TI,MI,LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 1 Funding Sources: Sub Teachers - 211 Title I-A - 211-11-6112-00-122-Y--30-AYP-Y - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 21 Details	Reviews			
Strategy 21: Evaluate and recommend necessary upgrades for instructional facilities equipment and supplies to ensure an appropriate environment and student safety. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Increase safe and durable equipment while participating in core PE programs SUMMATIVE: Fitness Gram Assessments Staff Responsible for Monitoring: Administration Population: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Teachers will monitor attendance daily/weekly and award student for perfect attendance. Data Analysis/Root Cause: Teachers will monitor student's attendance due to slight drop in the ADA.

Demographics

Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 4: Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons **Data Analysis/Root Cause:** Lack of additional funding for substitutes for planning.

Need Statement 5: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

Student Learning

Need Statement 1: Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 3: Teachers will monitor attendance daily/weekly and award student for perfect attendance. **Data Analysis/Root Cause:** Teachers will monitor student's attendance due to slight drop in the ADA.

Need Statement 4: Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons **Data Analysis/Root Cause:** Lack of additional funding for substitutes for planning.

Need Statement 5: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

School Processes & Programs

Need Statement 1: Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons **Data Analysis/Root Cause:** Lack of additional funding for substitutes for planning.

Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 7: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

Need Statement 8: Teachers will monitor attendance daily/weekly and award student for perfect attendance. **Data Analysis/Root Cause:** Teachers will monitor student's attendance due to slight drop in the ADA.

Perceptions

Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. **Data Analysis/Root Cause:** Students are lacking basic skills in Math.

Need Statement 4: Teachers will monitor attendance daily/weekly and award student for perfect attendance. **Data Analysis/Root Cause:** Teachers will monitor student's attendance due to slight drop in the ADA.











Need Statement 6: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets **Data Analysis/Root Cause:** Currently there are not enough technology equipment for every student on campus.

Goal 1: Palm Grove 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: Palm Grove early childhood performance will increase by 3 percentage points over end-of-year 2020 results.

HB3 Goal


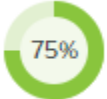




Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALLS, LION








Strategy 1 Details	Reviews			
Strategy 1: Support Early Childhood Education in order to increase early literacy and student school readiness thru a locally funded Full Day session Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, Milestone's/Strategy's Expected Results/Impact: FORMATIVE:Teacher Observation BOY, MOY, EORY, - CPM testing results, PK-OWL screening, walkthroughs, lesson plans SUMMATIVE;TTESS, assessment results Staff Responsible for Monitoring: Administration PK3 Teacher Population: Pre-K 3 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: PreKinder teachers will implement Circle Program to ensure readiness for reading in Kinder and beyond. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: CPALLS Fluency rating; student vocabulary growth; and student's social skill improvement. SUMMATIVE: Student Graphophonemic knowledge; student's ability to identify capital and lower case letters and tell the difference; as evidenced by the EOY assessments Staff Responsible for Monitoring: Administration, PK Teachers Population: Pre-K 3/4 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Palm Grove 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 at Palm Grove will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
Strategy 1: LPAC will monitor language acquisition of students in order to ensure that progress from one category to the next on TELPAS assessment. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Sign-in sheets, Writing Portfolios, SELP/SSLP, ESL Reach Unit Assessments SUMMATIVE: STAAR, TELPAS Composite Rating based on AMAOS I and II, PBMAS, TPRI/TEJAS Lee Staff Responsible for Monitoring: Principal LPAC Admin/Members Teachers Title I Schoolwide Elements: 2.5 - Population: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Migrant students (PFS) will receive various type of supplemental (ex: small group instruction) support services delineated by NCLB. Section 1304(d) are addressed Milestone's/Strategy's Expected Results/Impact: FORMATIVE: NGS Campus Reports, District Supply Request SUMMATIVE: RTI Plan, Completed PFS Monitoring Tool showing fewer PFS students identified due to interventions and increased performance. Staff Responsible for Monitoring: Administration, Migrant and Regular Ed Teachers Population: Pre-K3 -5 MI and PFS students - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 7, 8 - Student Learning 6 - School Processes & Programs 2, 11 - Perceptions 9 Funding Sources: General Supplies for use of purchasing Polo Shirts - 212 Title I-C (Migrant) - 212-11-6399-00-122-Y-24-0F2-Y - \$510	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: All Students will receive grade appropriate school supplies as needed in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: NGS Campus Reports, District Supply Request SUMMATIVE: RTI Plan, Completed PFS Monitoring Tool showing fewer PFS students identified due to interventions and increased performance. Staff Responsible for Monitoring: Administration, Migrant and Regular Ed Teachers Title I Schoolwide Elements: 2.4, 2.6 - Population: Pre-K3 -5 MI and PFS students - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue










Performance Objective 3 Need Statements:














Demographics
Need Statement 7: Communication provided in English and Spanish Data Analysis/Root Cause: Provide information to parents who are limited in English.
Need Statement 8: Master schedule is conducive to planning and meeting by teachers to discuss student's needs. Data Analysis/Root Cause: Design a master schedule that will enhance a positive learning environment.
Student Learning
Need Statement 6: Master schedule is conducive to planning and meeting by teachers to discuss student's needs. Data Analysis/Root Cause: Design a master schedule that will enhance a positive learning environment.
School Processes & Programs
Need Statement 2: Master schedule is conducive to planning and meeting by teachers to discuss student's needs. Data Analysis/Root Cause: Design a master schedule that will enhance a positive learning environment.
Need Statement 11: Communication provided in English and Spanish Data Analysis/Root Cause: Provide information to parents who are limited in English.
Perceptions
Need Statement 9: Communication provided in English and Spanish Data Analysis/Root Cause: Provide information to parents who are limited in English.

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2018-2019 participation.

Evaluation Data Sources: District competition participation numbers




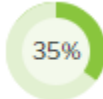






Strategy 1 Details	Reviews			
Strategy 1: Students will be encouraged to participate in UIL to enhance performance in academic disciplines such as: Science Fair, Music, Choir, Picture Memory, chess, Oral Reading, UIL Math, Spelling Bee and other UIL competitions held throughout the year. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: District Meet and Regional Meet participation SUMMATIVE: Student activity reports, Math, Science Scores Staff Responsible for Monitoring: Administration, Sponsors/ Coordinators Population: 3-5 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students in 4th and 5th grade will participate in STEM related-fields and project based learning environments facilitated by educators. Makerspace / Club Code activities will help students think creatively, reason systematically and work collaboratively as well as demonstrate higher achievement scores in STAAR. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans, Walkthrough SUMMATIVE: STAAR Scores, TELPAS; Projects presentations Staff Responsible for Monitoring: Administration, Sponsors Population: 4-5 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students from Pre Kindergarten 3/4 to fifth grade attend music class once very other week in order to expose them to various styles of music. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans, Walk Throughs SUMMATIVE: Performances Staff Responsible for Monitoring: Administration Music Teacher Population: Pre-K3 -65students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: 3rd, 4th and 5th grade students will compete in Brainsville, Spelling BEE, UIL Art and music to expose them to music and art history. This will enable students in developing aural skills. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans SUMMATIVE: Performance Ratings Staff Responsible for Monitoring: UIL Coach UIL Coordinator Population: 3 - 5 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: PreK through 5th grade students will be given the opportunity to participate in various performances throughout the school year such as Fall/Spring carnivals, school plays, Thanksgiving Presentations, Christmas Performance, and Charro Days Performance. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans SUMMATIVE: Student participation. Staff Responsible for Monitoring: Teachers Administration Population: PK - 5th - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Students will be given the opportunity to participate in soccer, volleyball, track and field, Marathon Kids and other sports in an intramural and co-curricular arena as sponsored by the school and district. This will motivate students to build character and in turn build academics performance. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Student participating in various sports activities. LION, TELPAS, TERRA NOVA and District progress monitoring. SUMMATIVE: Students participating in activities will perform higher in STAAR. Staff Responsible for Monitoring: Coaches Population: Pre-K3 -5students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Palm Grove 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 Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
Strategy 1: All stakeholders will purposely promote energy saving activities on the campus to support implementation of the districts energy savings plan. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: complete implementation of the district energy savings plan will result in decrease energy usage as compared to prior year. SUMMATIVE: Annual comparison of energy usage Staff Responsible for Monitoring: Administration Campus Staff Population: taff, Parents, community, and Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the maintenance/upgrade/improvement of campus to include prioritizing based on safety and need. Upgrades and improvements will include Solar Screen film for the entrance windows. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Survey campuses to prioritization of the plan SUMMATIVE: Evaluation/analysis of survey data Staff Responsible for Monitoring: Administration and Staff Population: Staff, Parents, community, and Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: School Processes & Programs 12 - Perceptions 11 Funding Sources: General Supplies - 199 Local funds - 199-51-6315-00-122-Y-99-000-Y - \$1,500, General Supplies - 199 Local funds - 199-51-6399-00-122-Y-99-000-Y - \$500, Misc. Operating Cost - 199 Local funds - 199-13-6499-53-122-Y-99-000-Y - \$1,200, Office Furniture - 199 Local funds - 199-23-6399-45-122-Y-99-000-Y - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 12: Increase school pride in and around surrounding areas. Data Analysis/Root Cause: Provide additional resources to maintain school environment.
Perceptions
Need Statement 11: Increase school pride in and around surrounding areas. Data Analysis/Root Cause: Provide additional resources to maintain school environment.

Goal 3: Palm Grove 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: Palm Grove will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.











Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
Strategy 1: Budgeted funds based on the needs assessment will be used effectively and efficiently to support programs that meet student needs Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Monthly funds reports based on prioritize needs SUMMATIVE: EOY expenditure reports Staff Responsible for Monitoring: Administration SBDM Population: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%	 75%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Palm Grove 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: Palm Grove will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
Strategy 1: The Campus will support the effective and efficient use of available budgeted funds based on the needs assessment Milestone's/Strategy's Expected Results/Impact: FORMATIVE: monthly reports based on prioritized needs SUMMATIVE:EOY reports Staff Responsible for Monitoring: District Administration Campus Administration Population: Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Strategies to attract high quality teachers will include: stipends paid to lead teachers and Bilingually certified teachers who service LEP students, as well as the District providing medical insurance. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: approval letters, sign-in sheets/logs SUMMATIVE: Formal observations Staff Responsible for Monitoring: District Administration Campus Administration Population: Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 3, 15 - Perceptions 3 Funding Sources: Stipend - 211 Title I-A - 211-13-6117-00-122-Y-30-AYP-Y - \$3,200	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Need Statements:


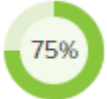





Demographics
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math.
Student Learning
Need Statement 1: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math.
Need Statement 2: Increase academic achievement in core content areas. Data Analysis/Root Cause: Academic achievement decreased due to insufficient planning times within the core content areas.

School Processes & Programs
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math.
Need Statement 15: Increase academic achievement in core content areas. Data Analysis/Root Cause: Academic achievement decreased due to insufficient planning times within the core content areas.
Perceptions
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math.

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

Performance Objective 3: Performance Objective 3: Palm Grove will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.




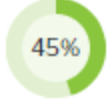









Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
Strategy 1: Palm Grove will recognize and award faculty for their extra curriculum involvement, outstanding leadership and their student's academic achievements. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Classroom observations, ERO SUMMATIVE: EOY Assessment results Staff Responsible for Monitoring: Administration Population: Pre-K3 -6 students TI, MI, LEP, SE, AR , GT, DYS - Start Date: May 17, 2021 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

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



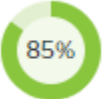




Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote current accomplishments through the campus website. Milestone's/Strategy's Expected Results/Impact: FORMATIVE:schedule of weekly articles SUMMATIVE: list of all weekly articles posted on website Staff Responsible for Monitoring: Administration Population: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus website will be updated at least monthly including showcasing student and community activities POPULATION: Staff, Parents, community, and Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: AUGUST 2020 to June 2021 Milestone's/Strategy's Expected Results/Impact: FORMATIVE: update of campus website at least monthly SUMMATIVE:EOY report of year activities posted Staff Responsible for Monitoring: Administration TST Population: Staff, Parents, community, and Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The campus principal will designate a contact person to provide feature articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities and parent/community events. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: submission of information for articles and showcases SUMMATIVE: annual compilation of articles and presentation/showcases Staff Responsible for Monitoring: Administration TST Population: Staff, Parents, community, and Pre-K 3-5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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








Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: The Campus will provide information through various media on the District of Innovation Plan. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: list of media distribution of information SUMMATIVE: Calendar review of learning opportunities Staff Responsible for Monitoring: Administration Staff Population: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Palm Grove 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 Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior Rtl plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.



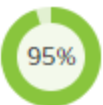






Strategy 1 Details	Reviews			
Strategy 1: Provide training for teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Agenda and Sign-in sheets for trainings SUMMATIVE: Reduction in referrals to Review 360, ISS and OSS actions Staff Responsible for Monitoring: Administration, Counselors, Professional Development Population: PreK 3-5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 40%	 75%	 85%	
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Goal 5: Palm Grove 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 Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
Strategy 1: Provide Campus/District professional development based on level of expertise and need in the following areas: Bullying Prevention /conflict resolution Recent drug use trends Resiliency/Developmental Assets Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Attendance Roster, Professional Development Evaluation, PEIMS SUMMATIVE: Discipline Reduction in bullying on campus as evidenced by decline in bullying reports Staff Responsible for Monitoring: Administration, Counselors, Professional Development, Behavioral Specialists, RtI Specialist Population: Pre-K3 - 5 Faculty/Staff TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus will develop and maintain an Emergency Operations Plan. Plan will be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations SUMMATIVE: Audits, Safety Coordinator Binder, Referral Report (Decrease) Attendance Report (Increase) Staff Responsible for Monitoring: Administration, Faculty & Staff, BISD Police & Security Population: Pre-K3 -5 students/Staff TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				



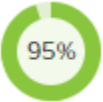



Strategy 3 Details	Reviews			
Strategy 3: Visitors must present identification at Sign-In and must be escorted at all times while in the building. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Daily visitors log (issuing of badges to visitors) SUMMATIVE: Observation to ensure that all visitors have complied with safety standard Staff Responsible for Monitoring: Administration, Faculty & Staff, Administration and BISD Police Security Population: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Evaluations, Sign-In Sheets, PEIMS Discipline Reports SUMMATIVE: Campus Security office continues to assist in providing a safe and secure learning environment Staff Responsible for Monitoring: Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services Population: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly/bi-weekly basis in order to ensure that students needs are addressed. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Student sign in sheets, contact with parents. Officer work Schedule. SUMMATIVE: EOY Referral Report Counselor Log Staff Responsible for Monitoring: Principal Counselors Population: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				




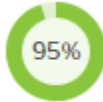





Strategy 6 Details	Reviews			
Strategy 6: Campus will observe Red Ribbon Week to make students aware of the dangers of drug use and promote a healthy lifestyle. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Counselor's agenda for Red Ribbon Week planned activities; SUMMATIVE: 100% participation in Red Ribbon Week activities by students, staff and community Staff Responsible for Monitoring: Teachers Counselor Administration Population: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: The following drills must be practiced accordingly: Lock down practice drills, Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations, Audits SUMMATIVE: Safety Coordinator Binder Staff Responsible for Monitoring: Administration, Faculty & Staff, BISD Police & Security Population: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Evaluate and recommend necessary upgrades for facilities equipment and supplies needed to ensure a safe environment. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Administration observation/inspection SUMMATIVE: Admin. safety inspection documentation Staff Responsible for Monitoring: Administration Head Custodian Population: ALL Students TI,MI,LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				










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










Performance Objective 1: There will be a 10% increase of parents involved at Palm Grove parental involvement activities from 2018-2019 to 2019-2020.





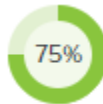
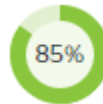
Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates




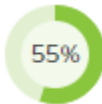
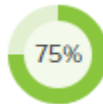





Strategy 1 Details	Reviews			
Strategy 1: A para-professional will serve as parent Liaison to ensure that open communication with parents is maintained, to secure training for parents in current topics and to assist parents to become actively involved in school efforts. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Increased parent participation, signed acknowledgment of policy. Job description and sign-in sheets. SUMMATIVE: Title I-A Parental Involvement compliance checklist. Increased school attendance rate. STAAR results and parent surveys. Staff Responsible for Monitoring: Parent Liaison Administration Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A parental involvement policy is completed and disseminated that delineated how parents will be actively involved at the district/campus level with the intention to increase participation. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Increased parent participation, signed acknowledgment of policy. Sign-in sheets. Policy on website. SUMMATIVE: Title I-A Parental Involvement compliance checklist. Increased school attendance rate. STAAR results and parent surveys Staff Responsible for Monitoring: Parent Liaison Administration Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Raising Cane's, Stripes, HEB, Rodeo Dental, Peter Piper Pizza, Chick-fil-A, and Wal-Mart our adopted businesses will establish a working partnership with Palm Grove to serve our campus through attendance incentive, presentations to parents and students and Christmas giveaway program. The parental involvement checklist will be used to ensure compliance. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Monthly activities by grade level including special programs. Service/donation request service agreement. SUMMATIVE: EOY feedback from Adopt-A-School survey Increased school attendance rate. STAAR results Staff Responsible for Monitoring: Counselor Administration Population: Parents, community and Pre-K 3-5 students: - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: A Title I meeting is held annually to inform parents of services provided through Title I Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Parent attendance at meeting. Sign-in sheets. SUMMATIVE: Parent Compliance Checklist; Increased school attendance rate. STAAR results. Decreased student referrals for behavior Staff Responsible for Monitoring: Parent Liaison Administration Title I Schoolwide Elements: 3.1 - Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: An annual Title I Parent Survey is conducted to evaluate the effectiveness of Campus Parental Involvement Efforts. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Number of returned surveys. SUMMATIVE: Parent Compliance Checklist.Increased school attendance rate. STAAR results and parent surveys Staff Responsible for Monitoring: Parent Liaison Administration Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: Teachers will be made aware of the academic and non academic benefits of a strong parent-school partnership during the first annual faculty meeting. Teachers will be required to make contact with parents at least once per six weeks. Milestone's/Strategy's Expected Results/Impact: FORMATIVE:Improved/Increased parent communication. Sign-in Sheets, Agendas, Evaluations SUMMATIVE: Parent compliance checklist.Increased school attendance rate. STAAR results Staff Responsible for Monitoring: Administration Parent Liaison Parent volunteers Faculty Population: Faculty/Staff - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: School-Parent-Student compacts are disseminated indicating each groups responsibilities to ensure student achievement. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Increased Cooperative involvement. Signed SPS compacts SUMMATIVE: Title 1-A compliance checklist. Increased school attendance rate. STAAR results Staff Responsible for Monitoring: Administration, Teachers Parent Liaison Population: Faculty/Staff, Parents and Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: A cafeteria tour is held in order to teach parents how to provide their children with balanced and nutritional meals at home. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Parent attendance at meetings, flyer. SUMMATIVE: Sign-in sheets, agenda, evaluations, minutes.Increased school attendance rate. STAAR results. Staff Responsible for Monitoring: Principal Parent Liaison Cafeteria personnel Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Parents will be invited to our Student Awards Ceremonies held at the end of every semester. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Parent attendance, invitation flyer and program. Sign in Sheets SUMMATIVE; Increased school attendance rate. STAAR results. Staff Responsible for Monitoring: Administration Teachers Parent Liaison Population: Pre-K3 -5 students. - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Parents and students are invited to come and meet their new teacher and see their classroom before the school year begins. Throughout the year parents are continually encouraged to attend student presentations and activities. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Parent attendance, invitation flyer and program. Sign in Sheets SUMMATIVE; Increased school attendance rate. STAAR Staff Responsible for Monitoring: Administration Teachers Parent Liaison Population: Parents, Pre-K3-5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: The school will keep parents informed of future events organized by the school or community through phone messenger, flyers, website, as well as posting it on the school marquee. Palm Grove will participate in "Walk For The Future" district activities. CNA: Demo #9, Perc #1 Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Parent attendance at school events, Improved Parent communication SUMMATIVE: Sign-in sheets. Increased school attendance rate. STAAR results. Staff Responsible for Monitoring: Administration Parent Liaison Title I Schoolwide Elements: 2.6 - Population: Parents and Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 9 - Student Learning 13 - School Processes & Programs 16 - Perceptions 1 Funding Sources: Walk For The Future - 162 State Compensatory - 162-61-6399-00-122-Y-30-000-Y - \$100	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Parents are encouraged to attend in order to play an active role on campus. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Contact Log Authority to volunteer clearance SUMMATIVE: Parental Program Feedback, Colunteer Staff Responsible for Monitoring: Administration Parent Liaison Population: Parents and Pre-K 3-5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Provide ample Parent Education opportunities through parent conferences and parent training sessions at the campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations CNA: Demo #7, SAA: #11, 13, SPP: #11, 13, Perc: #1, #9, #10 Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Parent Conference Fliers Sign-In Sheets, Conference Agendas Meeting Agendas, Conference Evaluations SUMMATIVE: STAAR, EOC results Composite of evaluation results.Increased school attendance rate. Staff Responsible for Monitoring: Administration Campus Instructional Tech. Teacher Parent Liaisons Special Ed Teachers Counselors Population: Parents/Pre-K -5 students. - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 7, 9 - Student Learning 11, 13 - School Processes & Programs 11, 13, 16 - Perceptions 1, 9, 10 Funding Sources: Food - 199 Local funds - 199-61-6498-53-122-Y-99-000-Y - \$300	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 14 Details	Reviews			
Strategy 14: 5th Grade students will attend an orientation to be held at Besteiro M.S. (our feeder school) to receive information and guidance of available activities and completion of choice slips. The orientation and visit will also students to become familiar with the layout of the school as well as the overall transition to middle school. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Student participation SUMMATIVE: Enrollment for upcoming year. Increased school attendance rate. STAAR results. Staff Responsible for Monitoring: Administration, Counselor Population: 5th students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: A tour of the campus grounds will be provided at the time of registration to all incoming Pre-K-5th grade students and parents in order to help student familiarize themselves with the campus. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Number of parents and students that attend tour. SUMMATIVE: Students successfully attending PK-5th classes. Staff Responsible for Monitoring: Administration, Teacher, Data/PEIMS Clerk Population: Parents and Pre-K3 to 5th students: TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics
Need Statement 7: Communication provided in English and Spanish Data Analysis/Root Cause: Provide information to parents who are limited in English. Need Statement 9: Increase Parental Involvement in volunteering and parent meeting attendance. Data Analysis/Root Cause: Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.
Student Learning
Need Statement 11: Have flexible morning and after school meetings. Data Analysis/Root Cause: Increase parent participation Need Statement 13: Increase Parental Involvement in volunteering and parent meeting attendance. Data Analysis/Root Cause: Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.
School Processes & Programs
Need Statement 11: Communication provided in English and Spanish Data Analysis/Root Cause: Provide information to parents who are limited in English. Need Statement 13: Have flexible morning and after school meetings. Data Analysis/Root Cause: Increase parent participation

School Processes & Programs

Need Statement 16: Increase Parental Involvement in volunteering and parent meeting attendance. **Data Analysis/Root Cause:** Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.

Perceptions

Need Statement 1: Increase Parental Involvement in volunteering and parent meeting attendance. **Data Analysis/Root Cause:** Provide a detailed description of volunteer opportunities roles, more communication aside from notices are needed to communicate when parent meetings are taking place and the topics that are covered.







Need Statement 9: Communication provided in English and Spanish **Data Analysis/Root Cause:** Provide information to parents who are limited in English.






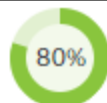




Need Statement 10: Have flexible morning and after school meetings. **Data Analysis/Root Cause:** Increase parent participation

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

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

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





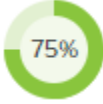

Strategy 1 Details	Reviews			
Strategy 1: Teachers, counselors, and/ or administrators will attend both district and out of district professional development conferences to enhance professional growth. Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations Summative: State Assessment Test Results Staff Responsible for Monitoring: Administration, Counselors PK-5th Grade Teachers Population: Faculty - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all Social Studies content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR (EOC) assessments. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, Walk throughs Summative: TELPAS, State Assessment Test Results Staff Responsible for Monitoring: Administration, Teachers Population: Teachers, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Teachers in EE-5th grades will meet weekly for grade level meetings with Principal and Dean of Instruction. Vertical team meetings will be held to align reading curriculum across the grade levels. Utilize substitutes to allow teachers time for vertical teaming activities. Purchase professional development supplies for staff trainings to increase academic results. Milestone's/Strategy's Expected Results/Impact: Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters Summative: STAAR Assessment Results, CiPALLS, TPRI, Tejas Lee BOY, MOY, EOY Results Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP. Milestone's/Strategy's Expected Results/Impact: Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion Staff Responsible for Monitoring: Administration Population: 5th Grade Students; GT Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 8: Palm Grove 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: Palm Grove 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 Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Strategy 1 Details		Reviews			
Strategy 1: Students in grades PK to 5th will be taught grade appropriate technology TEKS in order to think critically or to complete classroom assignments/projects. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plan documentation and walk-throughs SUMMATIVE: STAAR, projects, presentations; scheduling Staff Responsible for Monitoring: Administration Classroom Teachers Librarian TEA Priorities: Connect high school to career and college - Population: Pre-K 3-5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: The District/Campus will ensure accessibility and use of instructional technology devices (desktop, Ipads, COWs) in order to improve student achievement. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson Plans, walk-throughs, student progress reports, benchmark scores SUMMATIVE: STAAR and student projects Staff Responsible for Monitoring: Administration TST Classroom Teachers Librarian Population: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 3 Details		Reviews			
Strategy 3: The campus TST will be available to assist and support all faculty/staff with technical issues as well as professional development to keep teachers updated on new software and technology after school. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Sign-In Sheets, Technology 6 wks grades, Student Lab Progress Report; SUMMATIVE: EOY Grades Improved, State Assessment performance Staff Responsible for Monitoring: Principal Dean TST/Technology Lab Teacher Population: Faculty/staff Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Toner will be purchased to ensure that students may print reports and other class projects and ensure they have access to printers. Library Media Services is used for mass printing of progress monitoring and other documents as necessary. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Technology 6 wks grades Student Lab Progress Report; SUMMATIVE: EOY Grades,Improved performance in Math & Science STAAR and all academic areas Staff Responsible for Monitoring: Administration, Classroom Teacher Technology Lab Teacher Population: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 5 Details	Reviews			
Strategy 5: Teachers will use technology programs to reinforce concepts taught in the classroom. EduSmart and Istation, Study Island, Seesaw, Nearpod, Lone Star, SmartAnts, Think thru Math, Living with Science, STEM Scope among other software programs will be used by students in grades Pre-k to 5th to improve student achievement in reading, math, writing and science. CNA: Demo #1, 3, SLA: #1, #5, Perc #3, #6 Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. SUMMATIVE: STAAR Scores, TELPAS Staff Responsible for Monitoring: Administration, Teacher, Title I Schoolwide Elements: 2.6 - Population: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 3, 5 - Student Learning 1, 5 - School Processes & Programs 3, 7 - Perceptions 3, 6 Funding Sources: Miscellaneous Contracted Services - 162 State Compensatory - 162-11-6299-62-122-Y-30-000-Y, Contracted Maintenance & Repairs - 211 Title I-A - 211-11-6249-62-122-Y-30-0F2-Y - \$3,115, Miscellaneous Contract Services - 162 State Compensatory - 162-11-6249-62-122-Y-30-000-Y - \$3,245	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Microphones, Camera, Projector, Speakers, Telephones, Radios, Toner, Printers, Scanners, Software, Computer/Laptops/Chromebook/ipads, supplies/software/mobile device management system (Zuludesk) will be purchased in order to support instruction and print reports, report cards and other informational materials for students, parents, teachers, office staff and administration. CNA: Demo #5, SLA #5, SPP # 7, and Perc #6 Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Lesson plans; SUMMATIVE: STAAR Scores, TELPAS Staff Responsible for Monitoring: Administration, Teachers, Population: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 5 - Student Learning 5 - School Processes & Programs 7 - Perceptions 6 Funding Sources: Technology - 211 Title I-A - 211-23-6399-00-122-Y-30-0F2-Y - \$3,000, Technology - 211 Title I-A - 211-11-6398-62-122-Y-30-0F2-Y - \$26,510, Supplies and Materials - 211 Title I-A - 211-11-6398-00-122-Y-30-0F2-Y - \$9,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details		Reviews			
Strategy 7: Teachers will complete an annual School Technology and Readiness (StaR Chart) in order to comply with regulations. Results will be used to improve the technology on campus. Milestone's/Strategy's Expected Results/Impact: Formative Completion of Survey Summative: Admin Access to Survey Participation Staff Responsible for Monitoring: Principal Population: Teachers & Librarian - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue







Performance Objective 1 Need Statements:








Demographics
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math. Need Statement 5: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets Data Analysis/Root Cause: Currently there are not enough technology equipment for every student on campus.
Student Learning
Need Statement 1: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math. Need Statement 5: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets Data Analysis/Root Cause: Currently there are not enough technology equipment for every student on campus.
School Processes & Programs
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math. Need Statement 7: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets Data Analysis/Root Cause: Currently there are not enough technology equipment for every student on campus.
Perceptions
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math. Need Statement 6: Technology Lab/COWS/iPads/Laptops/Desktops/Tablets Data Analysis/Root Cause: Currently there are not enough technology equipment for every student on campus.

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: Palm Grove Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.




Strategy 1 Details	Reviews			
Strategy 1: Ensure that campus students meet their full educational potential by meeting District and State attendance rates. Campus will use the phone master to notify parents of absences. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Weekly review of campus ADA; Monitor campus Attendance Management plans as needed by Attendance office campus visitations. SUMMATIVE: Monitor Yearly Attendance rate. Staff Responsible for Monitoring: Administration, PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk Title I Schoolwide Elements: 2.4, 2.6 - Population: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reduce by 5% yearly the out-of-school suspensions on campus by researching and evaluating 2018-2019 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Principal will analyze OSS report at end of every 6 weeks to determine increase or decrease in OSS SUMMATIVE: Monitor Review 360 OSS Staff Responsible for Monitoring: Principal PEIMS Supervisor Attendance Clerk Discipline Clerk Computer Services Population: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				










Strategy 3 Details	Reviews			
Strategy 3: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. As well as purchase incentives to encourage good behavior in the SpEd students. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Campus documentation of attendance ceremony SUMMATIVE: Monitor ADA and yearly attendance rate. Number of referrals for BI unit. Staff Responsible for Monitoring: Administration, Data Entry Clerk Population: Pre-K3 -5 students. - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 60%	 70%	 95%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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







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








Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional programs will be taught by highly qualified teachers in order for struggling students to achieve success. Students will receive instruction through TEKS/research based identified interventions and support through research based activities such as, accelerated instruction; extended day/week tutorial, Supplemental resources will be purchased as deemed necessary for improvement of academic scores.</p> <p>CNA: Demo #3, #4, SLA: #1, #2, #4, SPP: #1, #3, #15, Perc #3</p> <p>Milestone's/Strategy's Expected Results/Impact: FORMATIVE:</p> <p>Progress Monitoring Progress Monitoring testing Teacher observaions Tutorial Rosters Tutorial Lesson plans Tutorial Attendance Sheets Student progress reports SUMMATIVE: STAAR and Retention Rate</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teacher, Administrator for State Compensatory Education</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Population: Pre-K3 -5 student TI, MI, LEP, AR , DYS - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 3, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 3, 15 - Perceptions 3</p> <p>Funding Sources: Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-122-Y-30-000-Y - \$23,025, Professional Extra Duty Pay- Failed 5gr STAAR - 162 State Compensatory - 162-11-6118-00-122-Y-24-SSI-Y - \$4,130, Extra Duty Pay Overtime - SUP PE - 199 Local funds - 199-11-6121-51-122-Y-11-000-Y - \$20</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Palm Grove will provide high quality professional development for faculty, staff and administration. Professional Development activities will target effective intervention and prevention strategies for the identification of students who are at-risk of dropping out and to improve academic achievement. CNA: Demo: #4, SLA: #4, SPP: #1 Milestone's/Strategy's Expected Results/Impact: FORMATIVE: ERO Session Evaluation Report SUMMATIVE: STAAR Staff Responsible for Monitoring: Professional Development Principals Deans of Instruction Population: Pre-K3 -5students - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 1 Funding Sources: On Campus ACt Sal/Wages for Subst Teachers - 162 State Compensatory - 162-11-6112-18-122-Y-30-000-Y - \$800		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: All students will be enrolled in school immediately. School counselors ensure that homeless students are identified and receive the appropriate services and support. Students identified via communication with teachers, students and family. This will ensure full protection of the McKinney-Vento Act and that students and families will be directed to the Homeless Youth Project for further intake. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. SUMMATIVE: STAAR, attendance rate, retention rate. Staff Responsible for Monitoring: Homeless Liaison Attendance clerk Counselor Campus Administration Population: Pre-K3 -5students TI, MI, LEP, SE, AR,GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: The campus Dean of Instruction will provide leadership and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: ERO Session Evaluation Report, ERO Session Attendance Report; Lesson plans, classroom observation, progress monitoring scores;, student progress reports SUMMATIVE: STAAR scores Staff Responsible for Monitoring: Principal Administrator for State Compensatory Education Population: Pre-K3 -5 students - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 5 Details		Reviews			
Strategy 5: A Pre-K 3/4 full day program will be implemented in order to better prepare students academically. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Observation and walk-thru's; Students progress reports, CPALLS (BOY and MOY) SUMMATIVE: CPALLS (EOY) Staff Responsible for Monitoring: Administration, Teacher Title I Schoolwide Elements: 2.5 - Population: Pre-K3 students TI, MI, LEP, AR, SE,GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Attendance clerks and parent/attendance liaisons will attend District trainings to consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness as well as increase instructional opportunities for students. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Agenda Sign-in sheets Six weeks Attendance Report School Messenger Notification System SUMMATIVE: Attendance rate; Meeting attendance AYP Staff Responsible for Monitoring: Principal Campus PEIMS Supervisor Attendance Clerks Parent Liaisons Student Accounting Data Entry Clerk Population: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: September 1, 2020		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 7 Details	Reviews			
Strategy 7: PK-6th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading, Sports/Games, Arts/Crafts, and Dramatic Play. CNA: Demo: #4, SLA: #2, #4, #10 SPP: #1, #5, #15 Milestone's/Strategy's Expected Results/Impact: Formative:Schedules, Attendance Reports, Lesson Plans Summative:STAAR Results, EOY Promotion Rates Staff Responsible for Monitoring: Principal, Dean of Instruction, Classroom Teachers, Special Programs Teacher Title I Schoolwide Elements: 2.6 - Population: Pre-K-5th students TI, MI, LEP, SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 4 - Student Learning 2, 4, 10 - School Processes & Programs 1, 5, 15 Funding Sources: Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-122-Y-24-ASP-Y - \$22,745, Para Professional Overtime -Extended Day - 211 Title I-A - 211-11-6121-00-122-Y-30-ASP-Y - \$5,000, Medicare - 211 Title I-A - 211-11-6141-00-122-Y-24-ASP-Y - \$402, TRS - 211 Title I-A - 211-11-6146-00-122-Y-24-ASP-Y - \$2,478, ACA - 211 Title I-A - 211-11-6148-00-122-Y-24-ASP-Y - \$65, TRS - 211 Title I-A - 211-11-6149-00-122-Y-24-ASP-Y - \$416, Extra Duty Pay - 211 Title I-A - 211-13-6118-00-122-Y-30-AYP-Y - \$3,760	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: ELL Teachers will attend District trainings provided by Advanced Academics that focus on critical thinking skills as well as trainings that help recognize or identify gifted and talented student within the At/Risk LEP population. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: professional development hours/transcripts SUMMATIVE: Student STAAR results; More ELL students identified as gifted. Staff Responsible for Monitoring: Advanced Academics C and I Campus Admin. Population: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details		Reviews			
Strategy 9: Teachers and students are encouraged to wear college T-shirts at least once a six weeks period and on District designated days to encourage student interest in attending college and in support of Guidance and Counseling efforts to increase college awareness in our students. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Advertisement for event and pictures from event SUMMATIVE: Increase of College awareness Staff Responsible for Monitoring: Administration, Campus Counselors, Teachers Population: Pre-K 3-5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Need Statements:











Demographics
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math. Need Statement 4: Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons Data Analysis/Root Cause: Lack of additional funding for substitutes for planning.
Student Learning
Need Statement 1: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math. Need Statement 2: Increase academic achievement in core content areas. Data Analysis/Root Cause: Academic achievement decreased due to insufficient planning times within the core content areas. Need Statement 4: Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons Data Analysis/Root Cause: Lack of additional funding for substitutes for planning. Need Statement 10: After School Tutorials for 3rd-5th grade Data Analysis/Root Cause: Provide tutorials to students who did not meet standard or met approach on the state assessment.
School Processes & Programs
Need Statement 1: Teachers meet regularly to plan effective lessons and discuss strengths and weaknesses of delivered lessons Data Analysis/Root Cause: Lack of additional funding for substitutes for planning. Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math. Need Statement 5: After School Tutorials for 3rd-5th grade Data Analysis/Root Cause: Provide tutorials to students who did not meet standard or met approach on the state assessment.

School Processes & Programs
Need Statement 15: Increase academic achievement in core content areas. Data Analysis/Root Cause: Academic achievement decreased due to insufficient planning times within the core content areas.
Perceptions
Need Statement 3: Student achievement gaps need to decrease among Special Education, and ELL students. Data Analysis/Root Cause: Students are lacking basic skills in Math.

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: Palm Grove 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 Sources: 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

Strategy 1 Details	Reviews			
Strategy 1: In an effort to promote physically and emotionally healthy students, the CATCH program will be implemented and evaluate the implementation of district initiatives such as: School Health Index Jump Rope for Heat Track & Field Puberty Presentation Health Curriculum Physical Activities throughout out the week Milestone's/Strategy's Expected Results/Impact: FORMATIVE:ERO Session, sign in sheets, Agendas SUMMATIVE: Fitness Gram Index Staff Responsible for Monitoring: Administration, PK-5th grade Teachers/ Coaches Curriculum Specialist Nurse Population: Pre-K 3-5 students. TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students. This funding will include all office and medical supplies as deemed necessary to improve student overall health and enhancing attendance performance. The rest of funding comes from Local 199. Medical and office supplies may also be purchased through 199. Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Time and Effort Logs Referrals SUMMATIVE: EOY Attendance Rates Staff Responsible for Monitoring: Principal Health Service Admin Population: Pre-K3 -5 students TI, MI, LEP,SE, AR , GT, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Personnel for Palm Grove Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Dansby	Dean	St Compensatory	1
Adriana Paredes	PK4	State Compensatory	.50
Angeles Lozano	PK4	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Palm Grove continuously follows the Texas Accountability Interventions and supports improvement cycle to review data in assessing progress towards meeting campus performance objectives. Furthermore, the Faculty and Staff at Palm Grove Elementary met to review the Comprehensive Needs Assessment on August 7, 2019 during Staff Development Day. Palm Grove Elementary 2018-2019 STAAR scores included the following strengths: Academic Achievement in Mathematics, Academic Achievement in Science, and Postsecondary Readiness. A Comprehensive needs assessment survey is conducted every spring that includes information on academic achievement of students as per the academic standards set by the State. The focus is on students who are not meeting academic and state standards or who are coded At-Risk of failing to meet the standards. The campus is continuously reviewing data to assess progress towards meeting campus goals and performance objectives. In addition, multiple measures are used to determine areas of greatest need for instruction, professional development, attendance, safety, technology and other areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability. The Comprehensive Needs Assessment is found on page 5-13 and determine the strengths and needs of students, staff, parents and community involvement and facilities before deciding how to use available local, state, and federal budget allocations. The campus goal is to have 90% if all students and all student groups passing all of state mandated assessments for the 2019-2020 school year and to increase the advanced performance level in all content areas. The Campus Needs Assessment is reviewed at the end of the school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee collaboratively develops and reviews the CNA survey to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have all students and all student groups passing all parts of state mandated assessments for the 2020-2021 school year with a minimum of 80% or 3% higher from the previous year's score, as well as increase the approaches, meets, and masters levels.

SBDM Committee

Administrator, Patricia Chacon, Principal

Meeting Facilitator, Adrian Dansby, Dean of Instruction

Classroom Teacher, Mayra Cantu Y1

Classroom Teacher, Maggie Flores Y2

Classroom Teacher, Homer Trevino Y2

Classroom Teacher, Yadira Villagomez Y2

Classroom Teacher, Lilliana Chavez Y2

Classroom Teacher, Nancy Bennett Y1

Non-classroom Professional, Abigail Ochoa, Librarian Y2

Business Representative, Layla Gonzalez Y1

Business Representative, Albert Parra Y1

Community Representative, Guadalupe Lopez Y1

Community Representative, Oralia Alvarado Y2

District Rep, Sandra Lopez, Area AA Y2

Parent Representative, Maria Cabrera Y2

Parent Representative, Jovita Lucio Y1

2.2: Regular monitoring and revision

The CIP is regularly monitored and updated by the SBDM committee and campus administration to assess campus/student needs, set improvement goals, and create action plans. The CIP drives decision-making about budgeting, curriculum, staffing, staff development and school organization and includes the required program components. The SBDM Committee met to review, evaluate and update the CIP on May 19, 2020. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to TELPAS, TERRANOVA/SUPERA, LION, TPRI/Tejas Lee, CPALLs, OWL Monitoring, previous STAAR scores, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by the use of these instruments.

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

The CIP is posted on our campus website in English. However, parents are provided with information about the CIP in English and Spanish. An English hard copy of the CIP is available in the Dean's office and translation of the information is provided as requested. Parental education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool children will be held annually to assist in the transition to Elementary. Parents will be provided campus information, assistance and training in an understandable format and language.

2.4: Opportunities for all children to meet State standards

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provides opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen

the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. Palm Grove Elementary offers after school tutorials and remediation strategies in core-area subjects to identify low performing students through the 3 Tier Model in order to improve their performance and overall success in the state assessment.

2.5: Increased learning time and well-rounded education

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

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

Palm Grove will offer enrichment programs that assist student with remediation strategies in core areas. In order to improve student performance and overall success in the state assessment identified students are provided support services in Reading, Math, Writing and Science. Supplemental supports are made available during the regular school day as well as through before and after school programs. Special Education, Dyslexia, 504 and other program services are provided based on student's individual plans and needs. The campus services include guidance and counseling, health related, safety/security staff, and family supports.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Palm Grove Elementary Parent Liaison met with parents to review and revise the Parent and Family Engagement Policy as well as the School-Parent-Student Compact and will be distributed late August 2020 and Early September 2020. The Parent Family Engagement Policy is distributed through handouts, on campus parent meetings, and home visits. The Parent and Family Engagement Policy is provided in both English and Spanish. In addition, the SBDM Committee met on May 19, 2020 and approved the School-Parent-Student Compact for the 2020-2021 school year.

Administrator, Patricia Chacon, Principal

Meeting Facilitator, Adrian Dansby, Dean of Instruction

Classroom Teacher, Mayra Cantu Y1

Classroom Teacher, Maggie Flores Y2

Classroom Teacher, Homer Trevino Y2

Classroom Teacher, Yadira Villagomez Y2

Classroom Teacher, Lilliana Chavez Y2

Classroom Teacher, Nancy Bennett Y1

Non-classroom Professional, Abigail Ochoa, Librarian Y2

Parent Representative, Maria Cabrera Y2

Parent Representative, Jovita Lucio Y1

3.2: Offer flexible number of parent involvement meetings

Palm Grove Parent Liaison has weekly (Wednesday at 1:30 pm, 5:00) parent meetings to review and discuss the Parent and Family Engagement Policy as well as participation in the Title 1-A program which will be held on October 1, 2020 and January of 2021, to explain the program requirements, and to inform parents of their right to be involved. Palm Grove also holds multiple sessions on different days during the week and times (1:30, 5:00) to provide additional opportunities for parents to meet with our teachers, staff, and community presenters. Meetings provided feedback at campus including Open House, student performances, and recognition events. Campuses welcome parents/ guardians and community members to come to meet with campus and district staff at any appropriate opportunity before school, during teacher planning, and after school.

Parental training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness, and increasing parental involvement participation. An orientation for preschool children will be held annually to assist in the transition to Elementary.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pete Zamarripa	Nurse	Title 1-A	.40
Ruth Rodriguez	Parent Liaison	Title 1-A	100

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Patricia Chacon	Principal
Meeting Facilitator	Adrian Dansby	Dean of Instruction
Classroom Teacher	Mayra Cantu	Teacher
Classroom Teacher	Eliseo Garza	Teacher
Classroom Teacher	Josefina Mejia	Teacher
Classroom Teacher	Melissa Lopez	Teacher
Classroom Teacher	Melissa Ybarra	Teacher
Classroom Teacher	Liliana Chavez	Teacher
Parent	Maria Cabrera	Parent
Business Representative	Layla Garcia	Business Manager
Business Representative	Alberta Parra	Business Manager
Community Representative	Estela Chavez-Vasquez	Presiding Judge of Cameron County Court at Law 5
Community Representative	Oralia Alvarado	Business Manager
Non-classroom Professional	Sylvia Chamberlain	Special Education Teacher
Classroom Teacher	Margarita Salazar	Teacher
Parent	Jovita Lucio	Parent
District-level Professional	Sandra Lopez	Area Assistant Superintendent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Materials	199-12-6329-00-122-Y-99-000-Y	\$500.00
1	1	2	General Supplies-Library	199-12-6399-00-122-Y-99-000-Y	\$100.00
1	1	10	Textbooks	199-11-6321-00-122-Y-11-000-Y	\$0.00
1	1	10	Copy Paper	199-11-6396-00-122-Y-11-000-Y	\$1,500.00
1	1	10	Educational Copy Supplies, necessary forms, posters, etc.	199-11-6399-00-122-Y-11-000-Y	\$2,000.00
1	1	10	General Supplies	199-11-6399-51-122-Y-11-000-Y	\$1,000.00
1	1	10	Capital Outlay	199-23-6398-00-122-Y-99-000-Y	\$3,000.00
1	1	10	General Supplies	199-31-6399-00-122-Y-99-000-Y	\$1,554.00
1	1	10	General Supplies	199-31-6399-65-122-Y-99-000-Y	\$250.00
1	1	10	General Supplies	199-33-6399-00-122-Y-99-000-Y	\$100.00
1	1	12	General Supplies	199-23-6399-00-122-Y-99-000-Y	\$500.00
1	1	15	Reclassified Transportation	199-11-6494-00-122-Y-11-000-Y	\$1,500.00
1	1	15	Misc. Awards	199-11-6498-00-122-Y-11-000-Y	\$2,800.00
2	1	2	General Supplies	199-51-6315-00-122-Y-99-000-Y	\$1,500.00
2	1	2	General Supplies	199-51-6399-00-122-Y-99-000-Y	\$500.00
2	1	2	Misc. Operating Cost	199-13-6499-53-122-Y-99-000-Y	\$1,200.00
2	1	2	Office Furniture	199-23-6399-45-122-Y-99-000-Y	\$500.00
6	1	13	Food	199-61-6498-53-122-Y-99-000-Y	\$300.00
9	2	1	Extra Duty Pay Overtime - SUP PE	199-11-6121-51-122-Y-11-000-Y	\$20.00
Sub-Total					\$18,824.00
Budgeted Fund Source Amount					\$18,824.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	State Comp PK-4 Teacher Salaries	162-11-6119-00-122-Y-34-000-Y	\$71,998.00
1	1	4	General Supplies	162-11-6399-00-122-Y-30-000-Y	\$27,443.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Dean of Instruction Salary	162-13-6119-00-122-Y-30-000-Y	\$85,134.00
6	1	11	Walk For The Future	162-61-6399-00-122-Y-30-000-Y	\$100.00
8	1	5	Miscellaneous Contracted Services	162-11-6299-62-122-Y-30-000-Y	\$0.00
8	1	5	Miscellaneous Contract Services	162-11-6249-62-122-Y-30-000-Y	\$3,245.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-122-Y-30-000-Y	\$23,025.00
9	2	1	Professional Extra Duty Pay- Failed 5gr STAAR	162-11-6118-00-122-Y-24-SSI-Y	\$4,130.00
9	2	2	On Campus ACt Sal/Wages for Subst Teachers	162-11-6112-18-122-Y-30-000-Y	\$800.00
Sub-Total					\$215,875.00
Budgeted Fund Source Amount					\$215,875.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Workbooks	211-11-6399-00-122-Y-30-0F2-Y	\$29,583.00
1	1	10	General Supplies	211-13-6399-00-122-Y-30-0F2-Y	\$8,091.00
1	1	10	Guidance & Counseling Services	211-31-6399-00-122-Y-30-0F2-Y	\$400.00
1	1	12	Travel	211-23-6411-00-122-Y-30-0F2-Y	\$1,000.00
1	1	12	Travel	211-13-6411-00-122-Y-30-AYP-Y	\$1,900.00
1	1	20	Sub Teachers	211-11-6112-00-122-Y--30-AYP-Y	\$5,000.00
3	2	2	Stipend	211-13-6117-00-122-Y-30-AYP-Y	\$3,200.00
8	1	5	Contracted Maintenance & Repairs	211-11-6249-62-122-Y-30-0F2-Y	\$3,115.00
8	1	6	Technology	211-23-6399-00-122-Y-30-0F2-Y	\$3,000.00
8	1	6	Technology	211-11-6398-62-122-Y-30-0F2-Y	\$26,510.00
8	1	6	Supplies and Materials	211-11-6398-00-122-Y-30-0F2-Y	\$9,000.00
9	2	7	Professional Extra Duty Pay	211-11-6118-00-122-Y-24-ASP-Y	\$22,745.00
9	2	7	Para Professional Overtime -Extended Day	211-11-6121-00-122-Y-30-ASP-Y	\$5,000.00
9	2	7	Medicare	211-11-6141-00-122-Y-24-ASP-Y	\$402.00
9	2	7	TRS	211-11-6146-00-122-Y-24-ASP-Y	\$2,478.00
9	2	7	ACA	211-11-6148-00-122-Y-24-ASP-Y	\$65.00
9	2	7	TRS	211-11-6149-00-122-Y-24-ASP-Y	\$416.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	7	Extra Duty Pay	211-13-6118-00-122-Y-30-AYP-Y	\$3,760.00
Sub-Total					\$125,665.00
Budgeted Fund Source Amount					\$125,665.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	General Supplies for use of purchasing Polo Shirts	212-11-6399-00-122-Y-24-0F2-Y	\$510.00
Sub-Total					\$510.00
Budgeted Fund Source Amount					\$510.00
+/- Difference					\$0.00
Grand Total					\$360,874.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PALM GROVE EL**

Campus Number: **031901122**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
Campus Name: PALM GROVE EL
Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 408
Grade Span: PK - 06
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above		2019	76%	80%	75%	-	75%	-	-	-	-	17%	-	75%	*	73%	71%
		2018	77%	80%	73%	-	73%	-	-	-	-	*	*	74%	*	72%	68%
At Meets Grade Level or Above		2019	45%	46%	33%	-	33%	-	-	-	-	17%	-	31%	*	29%	26%
		2018	43%	42%	33%	-	33%	-	-	-	-	*	*	32%	*	32%	35%
At Masters Grade Level		2019	27%	26%	18%	-	18%	-	-	-	-	0%	-	19%	*	15%	12%
		2018	25%	22%	18%	-	18%	-	-	-	-	*	*	19%	*	17%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above		2019	79%	85%	78%	-	78%	-	-	-	-	33%	-	79%	*	77%	79%
		2018	78%	86%	87%	-	87%	-	-	-	-	*	*	87%	*	87%	89%
At Meets Grade Level or Above		2019	49%	56%	55%	-	55%	-	-	-	-	17%	-	54%	*	52%	47%
		2018	47%	54%	58%	-	58%	-	-	-	-	*	*	58%	*	57%	59%
At Masters Grade Level		2019	25%	27%	24%	-	24%	-	-	-	-	17%	-	23%	*	21%	18%
		2018	23%	27%	44%	-	44%	-	-	-	-	*	*	43%	*	43%	41%
Grade 4 Reading																	
At Approaches Grade Level or Above		2019	75%	83%	77%	-	77%	-	-	-	-	0%	-	78%	*	76%	76%
		2018	73%	79%	71%	-	71%	-	-	-	-	40%	-	70%	78%	69%	70%
At Meets Grade Level or Above		2019	44%	51%	32%	-	32%	-	-	-	-	0%	-	30%	*	27%	30%
		2018	46%	49%	30%	-	30%	-	-	-	-	20%	-	30%	33%	28%	26%
At Masters Grade Level		2019	22%	23%	11%	-	11%	-	-	-	-	0%	-	13%	*	12%	12%
		2018	24%	23%	12%	-	12%	-	-	-	-	0%	-	12%	11%	10%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above		2019	75%	82%	82%	-	82%	-	-	-	-	33%	-	80%	*	80%	79%
		2018	78%	86%	83%	-	83%	-	-	-	-	60%	-	86%	67%	82%	84%
At Meets Grade Level or Above		2019	48%	53%	45%	-	45%	-	-	-	-	0%	-	45%	*	44%	45%
		2018	49%	56%	52%	-	52%	-	-	-	-	40%	-	51%	56%	49%	49%
At Masters Grade Level		2019	28%	30%	20%	-	20%	-	-	-	-	0%	-	20%	*	22%	18%
		2018	27%	30%	20%	-	20%	-	-	-	-	0%	-	18%	33%	16%	21%
Grade 4 Writing																	
At Approaches Grade Level or Above		2019	67%	78%	73%	-	73%	-	-	-	-	0%	-	73%	*	71%	70%
		2018	63%	74%	71%	-	71%	-	-	-	-	40%	-	70%	78%	69%	65%
At Meets Grade Level or Above		2019	35%	44%	20%	-	20%	-	-	-	-	0%	-	20%	*	20%	18%
		2018	39%	48%	45%	-	45%	-	-	-	-	20%	-	46%	44%	44%	40%
At Masters Grade Level		2019	11%	14%	2%	-	2%	-	-	-	-	0%	-	3%	*	2%	0%
		2018	11%	14%	14%	-	14%	-	-	-	-	20%	-	14%	11%	10%	14%
Grade 5 Reading^																	
At Approaches Grade Level or Above		2019	86%	91%	94%	-	94%	-	-	-	-	64%	*	93%	100%	93%	92%
		2018	84%	90%	83%	-	83%	-	-	-	-	22%	-	83%	*	83%	82%
At Meets Grade Level or Above		2019	54%	56%	55%	-	55%	-	-	-	-	18%	*	54%	60%	53%	54%
		2018	54%	59%	54%	-	54%	-	-	-	-	0%	-	56%	*	54%	50%

District Name: BROWNSVILLE ISD
Campus Name: PALM GROVE EL
Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 408
Grade Span: PK - 06
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	31%	-	31%	-	-	-	-	-	9%	*	30%	40%	26%	33%
	2018	26%	28%	29%	-	29%	-	-	-	-	-	0%	-	30%	*	29%	23%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	98%	-	98%	-	-	-	-	-	100%	*	98%	100%	98%	100%
	2018	91%	97%	99%	-	99%	-	-	-	-	-	89%	-	98%	*	99%	98%
At Meets Grade Level or Above	2019	58%	70%	59%	-	59%	-	-	-	-	-	18%	*	60%	50%	55%	55%
	2018	58%	74%	66%	-	66%	-	-	-	-	-	11%	-	68%	*	65%	64%
At Masters Grade Level	2019	36%	46%	35%	-	35%	-	-	-	-	-	9%	*	33%	50%	34%	40%
	2018	30%	43%	33%	-	33%	-	-	-	-	-	0%	-	35%	*	32%	29%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	89%	-	89%	-	-	-	-	-	73%	*	88%	100%	88%	85%
	2018	76%	85%	84%	-	84%	-	-	-	-	-	33%	-	85%	*	84%	82%
At Meets Grade Level or Above	2019	49%	60%	56%	-	56%	-	-	-	-	-	18%	*	56%	60%	56%	62%
	2018	41%	51%	61%	-	61%	-	-	-	-	-	0%	-	64%	*	60%	57%
At Masters Grade Level	2019	24%	28%	29%	-	29%	-	-	-	-	-	0%	*	28%	40%	28%	33%
	2018	17%	20%	26%	-	26%	-	-	-	-	-	0%	-	27%	*	26%	25%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	64%	-	64%	-	-	-	-	-	*	-	60%	*	63%	46%
At Meets Grade Level or Above	2019	37%	31%	41%	-	41%	-	-	-	-	-	*	-	40%	*	42%	38%
At Masters Grade Level	2019	18%	12%	9%	-	9%	-	-	-	-	-	*	-	10%	*	5%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	82%	-	82%	-	-	-	-	-	*	-	80%	*	79%	77%
At Meets Grade Level or Above	2019	47%	44%	64%	-	64%	-	-	-	-	-	*	-	60%	*	63%	54%
At Masters Grade Level	2019	21%	17%	32%	-	32%	-	-	-	-	-	*	-	25%	*	37%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	83%	-	83%	-	-	-	-	-	45%	*	83%	89%	82%	80%
	2018	77%	78%	82%	-	82%	-	-	-	-	-	48%	*	82%	76%	81%	81%
At Meets Grade Level or Above	2019	50%	52%	47%	-	47%	-	-	-	-	-	12%	*	46%	55%	44%	43%
	2018	48%	49%	50%	-	50%	-	-	-	-	-	10%	*	51%	38%	49%	49%
At Masters Grade Level	2019	24%	23%	22%	-	22%	-	-	-	-	-	4%	*	22%	29%	21%	21%
	2018	22%	21%	24%	-	24%	-	-	-	-	-	2%	*	25%	14%	23%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	80%	-	80%	-	-	-	-	-	31%	*	80%	86%	79%	76%
	2018	74%	74%	76%	-	76%	-	-	-	-	-	29%	*	76%	73%	75%	74%
At Meets Grade Level or Above	2019	48%	47%	41%	-	41%	-	-	-	-	-	12%	*	40%	57%	38%	38%
	2018	46%	44%	40%	-	40%	-	-	-	-	-	6%	*	40%	33%	39%	38%
At Masters Grade Level	2019	21%	18%	20%	-	20%	-	-	-	-	-	4%	*	20%	14%	17%	18%
	2018	19%	17%	20%	-	20%	-	-	-	-	-	0%	*	21%	7%	19%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	87%	-	87%	-	-	-	-	-	58%	*	86%	93%	86%	86%
	2018	81%	85%	90%	-	90%	-	-	-	-	-	76%	*	91%	80%	90%	91%
At Meets Grade Level or Above	2019	52%	57%	55%	-	55%	-	-	-	-	-	12%	*	55%	60%	52%	50%

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	55%	59%	-	59%	-	-	-	-	-	18%	*	60%	47%	57%	58%
	2019	26%	31%	28%	-	28%	-	-	-	-	-	8%	*	26%	47%	28%	25%
	2018	24%	28%	31%	-	31%	-	-	-	-	-	0%	*	32%	27%	30%	29%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	73%	-	73%	-	-	-	-	-	0%	-	73%	*	71%	70%
	2018	66%	71%	71%	-	71%	-	-	-	-	-	40%	-	70%	78%	69%	65%
	2019	38%	44%	20%	-	20%	-	-	-	-	-	0%	-	20%	*	20%	18%
At Meets Grade Level or Above	2018	41%	45%	45%	-	45%	-	-	-	-	-	20%	-	46%	44%	44%	40%
	2019	14%	15%	2%	-	2%	-	-	-	-	-	0%	-	3%	*	2%	0%
	2018	13%	13%	14%	-	14%	-	-	-	-	-	20%	-	14%	11%	10%	14%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	89%	-	89%	-	-	-	-	-	73%	*	88%	100%	88%	85%
	2018	80%	82%	84%	-	84%	-	-	-	-	-	33%	-	85%	*	84%	82%
	2019	54%	55%	56%	-	56%	-	-	-	-	-	18%	*	56%	60%	56%	62%
At Meets Grade Level or Above	2018	51%	51%	61%	-	61%	-	-	-	-	-	0%	-	64%	*	60%	57%
	2019	25%	21%	29%	-	29%	-	-	-	-	-	0%	*	28%	40%	28%	33%
	2018	23%	19%	26%	-	26%	-	-	-	-	-	0%	-	27%	*	26%	25%

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	48	-	48	-	-	-	-	-	20	-	44	*	49	47
	2018	63	65	63	-	63	-	-	-	-	-	*	-	57	100	62	59
Grade 4 Mathematics	2019	65	64	48	-	48	-	-	-	-	-	40	-	46	*	47	42
	2018	65	66	60	-	60	-	-	-	-	-	*	-	58	69	58	53
Grade 5 ELA/Reading	2019	81	78	88	-	88	-	-	-	-	-	95	-	88	*	88	92
	2018	80	81	88	-	88	-	-	-	-	-	89	-	90	*	88	91
Grade 5 Mathematics	2019	83	88	85	-	85	-	-	-	-	-	90	-	84	100	86	83
	2018	81	87	92	-	92	-	-	-	-	-	100	-	92	*	92	93
Grade 6 ELA/Reading	2019	42	30	32	-	32	-	-	-	-	-	*	-	35	*	32	38
	2018	47	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2019	54	35	61	-	61	-	-	-	-	-	*	-	58	*	68	50
	2018	56	41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	69	66	-	66	-	-	-	-	-	63	-	65	84	67	65
	2018	69	71	76	-	76	-	-	-	-	-	92	-	76	83	76	77
All Grades ELA/Reading	2019	68	67	65	-	65	-	-	-	-	-	64	-	63	78	65	66
	2018	69	69	76	-	76	-	-	-	-	-	92	-	75	88	76	78
All Grades Mathematics	2019	70	71	68	-	68	-	-	-	-	-	61	-	67	90	70	63
	2018	70	72	77	-	77	-	-	-	-	-	92	-	76	79	76	76

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	58%	-	58%	-	-	-	-	-	17%	58%	43%
	2018	38%	44%	32%	-	32%	-	-	-	-	-	*	32%	35%
Mathematics	2019	45%	57%	70%	-	70%	-	-	-	-	-	*	70%	80%
	2018	47%	57%	75%	-	75%	-	-	-	-	-	80%	75%	82%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	89%	-	89%	-	-	-	-	-	55%	88%	83%
Students Requiring Accelerated Instruction														
	2019	22%	16%	11%	-	11%	-	-	-	-	-	45%	12%	17%
STAAR Cumulative Met Standard														
	2019	86%	91%	94%	-	94%	-	-	-	-	-	64%	93%	87%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	97%	-	97%	-	-	-	-	-	91%	97%	96%
Students Requiring Accelerated Instruction														
	2019	17%	8%	3%	-	3%	-	-	-	-	-	9%	3%	4%
STAAR Cumulative Met Standard														
	2019	90%	96%	98%	-	98%	-	-	-	-	-	100%	98%	100%

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 408
 Grade Span: PK - 06
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	83%	71%	71%	-	-	-	-	-	-	*	71%	71%
	2018	77%	78%	82%	74%	74%	-	-	-	-	-	-	*	74%	75%
At Meets Grade Level or Above	2019	50%	52%	47%	32%	32%	-	-	-	-	-	-	*	32%	33%
	2018	48%	49%	50%	33%	33%	-	-	-	-	-	-	*	33%	34%
At Masters Grade Level	2019	24%	23%	22%	13%	13%	-	-	-	-	-	-	*	13%	15%
	2018	22%	21%	24%	13%	13%	-	-	-	-	-	-	*	13%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	80%	66%	66%	-	-	-	-	-	-	*	66%	67%
	2018	74%	74%	76%	68%	68%	-	-	-	-	-	-	*	68%	68%
At Meets Grade Level or Above	2019	48%	47%	41%	23%	23%	-	-	-	-	-	-	*	23%	24%
	2018	46%	44%	40%	22%	22%	-	-	-	-	-	-	*	22%	23%
At Masters Grade Level	2019	21%	18%	20%	7%	7%	-	-	-	-	-	-	*	7%	8%
	2018	19%	17%	20%	6%	6%	-	-	-	-	-	-	*	6%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	87%	81%	81%	-	-	-	-	-	-	*	81%	82%
	2018	81%	85%	90%	88%	88%	-	-	-	-	-	-	*	88%	88%
At Meets Grade Level or Above	2019	52%	57%	55%	41%	41%	-	-	-	-	-	-	*	41%	42%
	2018	50%	55%	59%	43%	43%	-	-	-	-	-	-	*	43%	44%
At Masters Grade Level	2019	26%	31%	28%	17%	17%	-	-	-	-	-	-	*	17%	18%
	2018	24%	28%	31%	22%	22%	-	-	-	-	-	-	*	22%	23%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	73%	44%	44%	-	-	-	-	-	-	-	44%	44%
	2018	66%	71%	71%	52%	52%	-	-	-	-	-	-	*	52%	54%
At Meets Grade Level or Above	2019	38%	44%	20%	6%	6%	-	-	-	-	-	-	-	6%	6%
	2018	41%	45%	45%	24%	24%	-	-	-	-	-	-	*	24%	27%
At Masters Grade Level	2019	14%	15%	2%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	14%	4%	4%	-	-	-	-	-	-	*	4%	4%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	89%	73%	73%	-	-	-	-	-	-	*	73%	74%
	2018	80%	82%	84%	77%	77%	-	-	-	-	-	-	-	77%	77%
At Meets Grade Level or Above	2019	54%	55%	56%	55%	55%	-	-	-	-	-	-	*	55%	57%
	2018	51%	51%	61%	42%	42%	-	-	-	-	-	-	-	42%	42%
At Masters Grade Level	2019	25%	21%	29%	32%	32%	-	-	-	-	-	-	*	32%	35%
	2018	23%	19%	26%	15%	15%	-	-	-	-	-	-	-	15%	15%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	66%	63%	63%	-	-	-	-	-	-	*	63%	64%
	2018	69%	71%	76%	72%	72%	-	-	-	-	-	-	*	72%	73%
All Grades ELA/Reading	2019	68%	67%	65%	59%	59%	-	-	-	-	-	-	*	59%	60%
	2018	69%	69%	76%	72%	72%	-	-	-	-	-	-	*	72%	72%
All Grades Mathematics	2019	70%	71%	68%	67%	67%	-	-	-	-	-	-	*	67%	68%
	2018	70%	72%	77%	73%	73%	-	-	-	-	-	-	*	73%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	58%	43%	43%	-	-	-	-	-	-	-	43%	43%
	2018	38%	44%	32%	35%	35%	-	-	-	-	-	-	-	35%	35%
Mathematics	2019	45%	57%	70%	80%	80%	-	-	-	-	-	-	-	80%	80%
	2018	47%	57%	75%	82%	82%	-	-	-	-	-	-	-	82%	82%

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	*	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	92%	-	93%	*	-	-	-	-	87%	92%	90%
Not Included in Accountability													
Mobile	4%	2%	7%	-	7%	*	-	-	-	-	11%	7%	8%
Other Exclusions	1%	2%	1%	-	1%	*	-	-	-	-	1%	1%	2%
Not Tested	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	*	-	-	-	-	97%	100%	100%
Included in Accountability	94%	95%	91%	-	91%	*	-	-	-	-	81%	90%	87%
Not Included in Accountability													
Mobile	4%	3%	8%	-	8%	*	-	-	-	-	14%	8%	10%
Other Exclusions	1%	2%	1%	-	1%	*	-	-	-	-	2%	1%	3%
Not Tested	1%	0%	0%	-	0%	*	-	-	-	-	3%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	3%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	96.6%	-	96.6%	*	-	-	-	-	95.6%	96.7%	96.6%
2016-17	95.7%	95.8%	96.1%	-	96.1%	*	-	-	-	-	95.3%	96.1%	96.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: PALM GROVE EL
Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 408
Grade Span: PK - 06
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	408	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	60	14.7%	8.0%	4.4%
Kindergarten	42	10.3%	5.9%	6.9%
Grade 1	57	14.0%	6.8%	7.1%
Grade 2	58	14.2%	6.6%	7.2%
Grade 3	55	13.5%	6.5%	7.3%
Grade 4	45	11.0%	6.9%	7.6%
Grade 5	69	16.9%	7.3%	7.7%
Grade 6	22	5.4%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	383	93.9%	98.3%	52.6%
White	24	5.9%	1.4%	27.4%
American Indian	1	0.2%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	383	93.9%	88.5%	60.6%
Non-Educationally Disadvantaged	25	6.1%	11.5%	39.4%
Section 504 Students	35	8.6%	8.7%	6.5%
English Learners (EL)	238	58.3%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	17	4.2%	5.4%	3.6%
At-Risk	339	83.1%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	38			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	47.4%	55.3%	42.4%
Students with Physical Disabilities	10	26.3%	11.5%	21.9%
Students with Autism	*	*	12.2%	13.7%
Students with Behavioral Disabilities	**	**	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	78	20.2%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: PALM GROVE EL
Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 408
Grade Span: PK - 06
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	76	19.7%		
White	2	0.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	9.4%	10.7%	3.1%	33.3%	16.2%	5.5%
Grade 2	5.1%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	7.5%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	1.6%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.5%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	19.2	18.9
Grade 1	15.8	17.8	18.8
Grade 2	16.4	17.8	18.7
Grade 3	13.0	19.2	18.9
Grade 4	20.5	21.6	19.2
Grade 5	33.0	21.1	21.2
Grade 6	9.9	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: PALM GROVE EL
Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 408
Grade Span: PK - 06
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	39.0	100.0%	100.0%	100.0%
Professional Staff:	32.0	82.0%	56.5%	64.1%
Teachers	25.8	66.3%	44.0%	49.8%
Professional Support	4.1	10.6%	9.5%	10.1%
Campus Administration (School Leadership)	2.0	5.1%	2.9%	3.0%
Educational Aides:	7.0	18.0%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	36.6	94.0%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	24.5	94.9%	90.3%	27.7%
White	1.3	5.1%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.8	18.4%	32.0%	23.8%
Females	21.1	81.6%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	21.4	83.0%	79.4%	73.6%
Masters	4.4	17.0%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	1.0	3.9%	14.3%	28.9%
6-10 Years Experience	1.0	3.9%	17.6%	19.0%
11-20 Years Experience	17.0	65.8%	39.3%	29.3%
Over 20 Years Experience	6.8	26.5%	26.0%	15.7%
Number of Students per Teacher	15.8	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.8	6.3
Average Years Experience of Principals with District	4.0	8.4	5.4
Average Years Experience of Assistant Principals	5.0	8.4	5.3
Average Years Experience of Assistant Principals with District	5.0	8.2	4.7
Average Years Experience of Teachers:	20.0	15.1	11.1
Average Years Experience of Teachers with District:	19.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$45,291	\$49,170	\$50,408
6-10 Years Experience	\$47,935	\$50,423	\$52,786
11-20 Years Experience	\$53,887	\$55,575	\$56,041
Over 20 Years Experience	\$61,157	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,247	\$55,810	\$54,122
Professional Support	\$63,880	\$67,073	\$64,069
Campus Administration (School Leadership)	\$78,791	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: PALM GROVE EL
 Campus Number: 031901122

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 408
 Grade Span: PK - 06
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	236	57.8%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	26	6.4%	12.0%	8.1%
Special Education	38	9.3%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.4	5.6%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.3	1.2%	0.5%	2.0%
Regular Education	21.7	83.9%	78.8%	71.4%
Special Education	2.4	9.3%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 1

Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 89% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	White	Economic Disadvantage	English Learner
2020	93%	82%	82%	92%	90%
2021	94%	83%	83%	93%	91%
2022	95%	84%	84%	94%	92%
2023	96%	85%	85%	95%	93%
2024	97%	86%	86%	96%	94%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1

Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 96% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
97%	98%	99%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	White	Economic Disadvantage	English Learner
2020	100%	89%	89%	100%	94%
2021	100%	90%	90%	100%	95%
2022	100%	91%	91%	100%	96%
2023	100%	92%	92%	100%	97%
2024	100%	93%	93%	100%	98%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 100% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	100%	100%	100%
2021	100%	100%	100%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 74% to 79% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
75%	76%	77%	78%	79%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	76%	75%	85%
2021	77%	76%	86%
2022	78%	77%	87%
2023	79%	78%	88%
2024	80%	79%	89%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 89% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	89%	89%	89%
2021	90%	90%	90%
2022	91%	91%	91%
2023	92%	92%	92%
2024	93%	93%	93%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 45% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	43%	42%	48%
2021	44%	43%	49%
2022	45%	44%	50%
2023	46%	45%	51%
2024	47%	46%	52%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade

Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 73% to 78% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	75%	76%	77%	78%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	71%	72%	69%
2021	72%	73%	70%
2022	73%	74%	71%
2023	74%	75%	72%
2024	75%	76%	73%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 56% to 61% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
57%	58%	59%	60%	61%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	59%	61%	61%
2021	60%	62%	62%
2022	61%	63%	63%
2023	62%	64%	64%
2024	63%	65%	65%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 19% to 24% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
20%	21%	22%	23%	24%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	16%	19%	20%
2021	17%	20%	21%
2022	18%	21%	22%
2023	19%	22%	23%
2024	20%	23%	24%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 34% to 39% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	36%	37%	38%	39%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	35%	38%	41%
2021	36%	39%	42%
2022	37%	40%	43%
2023	38%	41%	44%
2024	39%	42%	45%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 19% to 24% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
20%	21%	22%	23%	24%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	21%	19%	16%
2021	22%	20%	17%
2022	23%	21%	18%
2023	24%	22%	19%
2024	25%	23%	20%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 8% to 13% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
9%	10%	11%	12%	13%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	10%	11%	10%
2021	11%	12%	11%
2022	12%	13%	12%
2023	13%	14%	13%
2024	14%	15%	14%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PALM GROVE EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 33% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	36%	37%	38%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	34%	30%	27%	18%
2021	35%	31%	28%	19%
2022	36%	32%	29%	20%
2023	37%	33%	30%	21%
2024	38%	34%	31%	22%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 55% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	56%	53%	48%	18%
2021	57%	54%	49%	19%
2022	58%	55%	50%	20%
2023	59%	56%	51%	21%
2024	60%	57%	52%	22%

Minimum size criteria set to 10 or more students.

Campus Information							
District Name	Brownsville ISD	Campus Name	Palm Grove Elementary	Superintendent	Dr. Rene Gutierrez	Principal	Patricia Chacon
District Number	031901	Campus Number	031901122	District Coordinator of School Improvement (DCSI)	Roni Louise Rentfro, Ed. D.	ESC Support	Region One Cycle 3 submitted by P. Chacon 5/11/2020
Assurances							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Dr. Roni Rentfro	
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Sandra Lopez	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Patricia Chacon	
Board Approval Date							
Needs Assessment							
Data Analysis Questions		What accountability goals for each Domain has your campus set for the year?	Domain 1 = 78 Domain 2 Progress = 88 Domain 3 = 70				
		What changes in student group and subject performance are included in these goals?	Students will demonstrate a 10 percentage point increase in each STAAR tested subject area and grade level.				
		If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A				
Self-Assessment Results							
(To be completed if the campus HAS NOT had an ESF Diagnostic)							
Use the completed Self-Assessment Tool to complete this section							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				4			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3			
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.				3			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				3			
5.1 Objective-driven daily lesson plans with formative assessments.				2			
5.3 Data-driven instruction.				3			
Prioritized Focus Area #1			Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		5.1 Objective-driven daily lesson plans with formative assessments.		5.3 Data-driven instruction.		

Rationale	Curriculum and assessments are aligned to TEKS. However, administration will check that teachers are testing targeted skills.	Teachers need feedback on lesson plans.	Teachers attend grade level meetings to discuss walkthrough feedback and benchmark data. Teachers need structured time to plan effective reteach from the data analysis.
Desired Annual Outcome	Teachers use ongoing data analysis from benchmarks, formative assessments, walkthrough feedback, to Respond to Intervention, regroup students and retest.	Administration reviews lesson plans and makes sure teachers are working collaboratively during planning/conference time to help improve lesson plans and formative assessments.	Grade level meetings are held to discuss progress monitoring/ benchmark analysis and are led by administration. Common assessments include retests on reteach items.
Barriers to Address During the Year	Teachers need structured planning time. Administration needs to ensure substitutes are in place.	Administration needs to structure time to provide feedback on lesson plans	Administration and teachers need time to meet ongoing for data reviews and lesson plan updates.
District Commitment Theory of Action:		If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data

[illegible]

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Teachers use ongoing data analysis from benchmarks, formative assessments, walkthrough feedback, to Respond to Intervention, regroup students and retest.	Administration reviews lesson plans and makes sure teachers are working collaboratively during planning/conference time to help improve lesson plans and formative assessments.	Grade level meetings are held to discuss progress monitoring/ benchmark analysis and are led by administration. Common assessments include retests on reteach items.
Desired 90-day Outcome	Administration and teachers work together to lead grade level meetings, or one-to-one meetings to discuss/review curriculum frameworks and timelines.	Administration gives teachers feedback on focused lesson plans and assessments.	Administration leads weekly/biweekly grade level meetings to discuss progress monitoring: benchmark data, RTI, reteach, retest opportunities.
Barriers to Address During this Cycle	Teachers comfort with leading discussions/meetings over their own students' data.	Buy in for structured meeting protocols and administration's practice on lesson plan feedback.	Knowledge of effective reteach, RTI lessons. Grade level meeting agendas have to be focused on data analysis.
District Actions for this Cycle	Principal supervisor attends grade level meeting to review curriculum frameworks.	Principal supervisor supports assessment reviews.	Principal supervisor reviews benchmark data.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establishment of weekly grade level meetings	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/>	Sept. 9, 2019	Agenda	Dean, Principal	Meeting agenda	Weekly Agendas	Some Progress	Meet on Tuesdays
Finalization of Data Tracking Tool for teachers and administration	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/>	Sept. 9, 2019	Data Tracking Tool	Dean, Assistant Principal, Principal	Data Tracking Tool	29-Nov-19	Some Progress	Data Tracking Tool is in place. Every teacher created their own.
Every 3rd Grade Level Meeting will be focused on data reviews and best practices such as SIOP strategies.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Sept. 9, 2019	Agenda and feedback	Dean, Principal	Agendas, Sign-in Sheets, Minutes	29-Nov-19	Some Progress	Grade level Meetings include data reviews SIOP module 1 on Oct. 29, 19 module 2 on Nov. 19, 19
Vertical Alignment planning sessions	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Sept. 9, 2019	Agenda, Principal	Dean, Principal	Agendas, Sign-in Sheets, Minutes	29-Nov-19	Some Progress	Teachers met for vertical alignment planning the week of Oct. 24 - Nov. 1st.
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Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?			Yes. Weekly Grade Level Meetings were ongoing every Tuesday. Teachers created their tracking data sheets. Our Dean of Instruction presented SIOP module 1 and 2. Vertical alignment schedule was rolled out starting week of Oct. 24-Nov. 1st, 2020.					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			4th and 5th grade students did reach the goals in the area of Math. Students did not reach the goals in 3rd - 5th Reading, 4th Writing, 5th Science. Tutorials need to be more focused and targeted to students that are not reaching Meets Goals.					
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones		
			Weekly meetings will continue to monitor academic data as well as teacher data tracking tools will be continued to be discussed and reviewed.					

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Teachers use ongoing data analysis from benchmarks, formative assessments, walkthrough feedback, to Respond to Intervention, regroup students and retest.	Administration reviews lesson plans and makes sure teachers are working collaboratively during planning/conference time to help improve lesson plans and formative assessments.	Grade level meetings are held to discuss progress monitoring/ benchmark analysis and are led by administration. Common assessments include retests on reteach items.
Desired 90-day Outcome	Administration and teachers work together to lead grade level meetings, or one-to-one meetings to discuss/review curriculum frameworks and timelines.	Administration gives teachers feedback on focused lesson plans and assessments.	Administration leads weekly/biweekly grade level meetings to discuss progress monitoring: benchmark data, RTI, reteach, retest opportunities.
Barriers to Address During this Cycle	Teachers comfort with leading discussions/meetings over their own students' data.	Buy in for structured meeting protocols and administration's practice on lesson plan feedback.	Knowledge of effective reteach, RTI lessons. Grade level meeting agendas have to be focused on data analysis.
District Actions for this Cycle	Principal supervisor attends grade level meeting to review curriculum frameworks.	Principal supervisor supports assessment reviews.	Principal supervisor reviews benchmark data.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly meetings with Principal and administration to review academic progress and review data tracking tool.	<input checked="" type="checkbox"/> 2 3	Dec. 2, 2019	Agenda, Data Tracking Tool	Dean, Principal	Meeting agenda	Weekly Agendas	On Track	Teachers meet on Tuesdays and review data after end of 1st & 2nd Six weeks and campus/district benchmark.
Grade level meetings to analyze frameworks and benchmarks calendar	<input type="checkbox"/> <input checked="" type="checkbox"/> 3	Dec. 2, 2019	Agenda, Frameworks, Benchmark calendar	Dean, Assistant Principal, Principal	Data Tracking Tool	28-Feb-20	Significant Progress	Teachers meet on Tuesdays but do need to focus more on benchmark calendar updates.
Update student tutorial lesson plans to better address student groups based on formative data.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Dec. 2, 2019	Lesson Plans	Dean, Principal	Sample Lesson Plans	28-Feb-20	Some Progress	Lesson Plans need to be more specific and show skills targeted.
Students track their data on mastery and update regularly to show progress.	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/>	Dec. 2, 2019	Student Tracking Tool	Teachers, Dean, Assistant Principal, Principal	Student Tracking Tool	28-Feb-20	Some Progress	Teachers guide students to create their own data tracking tool.
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Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?	3rd grade showed improvement in Meets scores from Cycle 1 but did not meet goals. Students will receive an extra day of tutorial. 4th grade Meets scores went down from Cycle 1 in Reading and Math. Consideration for this is the different resources used. 5th grade did show improvement and met the goals.							
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	There was some progress in meeting Cycle 2 goals. Fourth and Fifth graders are showing improvement as compared to last year 2019 STAAR scores.							
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones					New Milestones		
	Weekly grade level meetings with administration to review student academic progress will continue.							

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Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?			4th grade Writing, 5th Grade Reading & Math Meets scores improved from Cycle 2 and the Cycle 3 goals were met and surpassed as well. Students participated in focused RTI and afterschool tutorials. 3rd Grade Reading & Math, 4th Reading and Math and 5th grade Science were not tested due to Covid 19. However, the desired 90-day outcomes were on track up to March 13th.					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			Desired 90-day outcome was on track up to March 13th. However, due to Covid 19, the outcome is undetermined.					
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones		
			Lesson Plan Professional development					
END OF YEAR REFLECTION								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action								
Desired Annual Outcome	Teachers use ongoing data analysis from benchmarks, formative assessments, walkthrough feedback, to Respond to Intervention, regroup students and retest.		Administration reviews lesson plans and makes sure teachers are working collaboratively during planning/conference time to help improve lesson plans and formative assessments.			Grade level meetings are held to discuss progress monitoring/ benchmark analysis and are led by administration. Common assessments include retests on reteach items.		
Did the campus achieve the desired outcome? Why or why not?	There was progress in setting up benchmark data analysis to regroup students and continue RTI.		There was progress in organizing focused data reviews during teachers participation in vertical alignment planning and continued student academic monitoring.			Undetermined due to Covid 19.		

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Administration and teachers work together to lead grade level meetings, or one-to-one meetings to discuss/review curriculum frameworks and timelines.	Administration gives teachers feedback on focused lesson plans and assessments.	Administration leads weekly/biweekly grade level meetings to discuss progress monitoring: benchmark data, RTI, reteach, retest opportunities.
Rationale	Administration and teachers will review curriculum framework and plan targeted resources.	Providing teachers feedback gives them an opportunity to reflect on application of different teaching strategies.	A review of students' individual academic data will allow teachers to more effectively plan targeted monitoring.
How will you communicate these priorities to your stakeholders? How will you invest them?	Teachers will continue to communicate with administration throughout the summer to ensure participation of professional development opportunities.	Teachers will continue to communicate with administration throughout the summer to ensure participation of professional development opportunities.	Teachers will continue to communicate with administration throughout the summer to ensure participation of professional development opportunities.
Desired 90-Day Outcome	Teachers will participate in focused professional development.	Teachers will learn a variety of meaningful instructional strategies .	Administration and teachers will focus on setting up meaningful RTI opportunities from the start of the school year.
Who will help the campus build capacity in this area?	Dean of Instruction, C&I curriculum specialists	Dean of Instruction, C&I curriculum specialists	Dean of Instruction, C&I Specialists
Barriers to Address	Summer schedule	Summer Schedule	Summer Schedule
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
Administration and teachers will review curriculum framework and plan targeted resources.	<input checked="" type="checkbox"/> 2 3	June - August	2020-2021 Curriculum Framework	Dean, C&I Specialist	Lesson Plans	August		
Teachers will continue to communicate with administration throughout the summer to ensure participation of professional development opportunities.	<input checked="" type="checkbox"/> 2 3	June - August	BISD, Region One, Hoonuit, Professional Development workshops	Dean, C&I Specialist	Transcripts	August		
A review of students' individual academic data will allow teachers to more effectively plan targeted monitoring.	<input checked="" type="checkbox"/> 2 3	June - August	Student academic data - Eduphoria	Dean, C&I Specialist	Student action plans	August		
Participate in District's new Lesson Plan Professional development	<input checked="" type="checkbox"/> 2 3	June - August	Access to Lesson Plans on Eduphoria	Dean, C&I, Assessment Specialists	Lesson Plans on Eduphoria	August		
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Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones				New Milestones		