Brownsville Independent School District

Garden Park Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 2, 2021
Public Presentation Date: November 2, 2021

Mission Statement

The Mission of Garden Park Elementary is to provide instruction to all students, so they can become productive citizens in the community and society. Garden Park Elementary is committed to giving a personalized learning experience designed to meet today's demands and tomorrow's challenges in a multicultural, multilingual, and rapidly changing world.

Vision

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

Core Beliefs

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

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Comprehensive Needs Assessment

Revised/Approved: June 7, 2021

Needs Assessment Overview

Based on the 2019-2020 Texas Education Agency - School Report Card, Garden Park Elementary was Not Rated. Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

A student group that performed less than or equal to the state average is identified as a priority. The following information is from the 2019-2020 Texas Academic Performance Report.

STAAR Summary of 3rd-5th Grades Tested

	State	District	Campus
Grade 3			
Reading	76%	80%	81%
Mathematics	79%	85%	87%
Grade 4			
Reading	75%	83%	79%
Mathematics	75%	82%	89%
Writing	67%	78%	77%
Grade 5			
Reading	86%	91%	90%
Mathematics	90%	96%	96%
Science	75%	84%	88%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	Two + Races	Special Ed	ELL
All Subjects	86%	85%	100%	85%	*	51%	81%
Reading	83%	83%	100%	83%	*	50%	80%
Mathematics	91%	90%	100%	90%	*	59%	88%
Writing	77%	75%	*	74%	*	31%	60%
Science	88%	88%	*	87%	*	54%	86%

Demographics

Demographics Summary

The total enrollment for Garden Park Elementary is 541 students for Pre-Kindergarten through Grade 5. The Garden Park Elementary student population is comprised of 98.5% Hispanic, 1.3% White, and 0.2% African American ethnicity. 91.7% of the student population, or 496 students, are considered Economically Disadvantaged. 28.7% of the student population, or 155 students, are in the Bilingual program as English Learners (ELs). 78.6% of the student population, or 425 students, are considered At-Risk. Garden Park Elementary students have a 16.2% Mobility rate.

Demographics Strengths

83% of the 3rd-5th grade Economically Disadvantaged group met the Approaches Grade Level Standard on the Reading STAAR Assessment. 90% of the 3rd-5th grade Economically Disadvantaged group met the Approaches Grade Level Standard on the Math STAAR Assessment. 74% of the 4th grade Economically Disadvantaged group met the Approaches Grade Level Standard on the Writing STAAR Assessment. 87% of the 5th grade Economically Disadvantaged group met the Approaches Grade Level Standard on the Science STAAR Assessment.

80% of the 3rd-5th grade Bilingual/ELL group met the Approaches Grade Level Standard on the Reading STAAR Assessment. 88% of the 3rd-5th grade Bilingual/ELL group met the Approaches Grade Level Standard on the Math STAAR Assessment. 86% of the 5th grade Bilingual/ELL group met the Approaches Grade Level Standard on the Science STAAR Assessment.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): There is a need to increase special education student performance via instructional and assessment planning for special education students. Demographics CNA Strategies: 1.1.10 **Data Analysis/Root Cause:** The Special Education group at Garden Park Elementary scored 51% at the Approaches Grade Level for all grades and all subjects, a decrease of 13% from the previous year.

Need Statement 2 (Prioritized): There is a need to increase student attendance and learning goals promoted by campus incentive plans. Demographics CNA Strategies: 9.1.2 **Data Analysis/Root Cause:** The Attendance Rate for Garden Park Elementary is 95.9%, a slight increase of 0.6% from the previous year.

Need Statement 3 (Prioritized): There is a need to increase student performance, particularly at-risk students, via accelerated instruction during the extended day foundational curriculum. Demographics CNA Strategies: 1.1.19, 9.2.1 **Data Analysis/Root Cause:** Garden Park Elementary has an 78.6% At-Risk population, a decrease of 3.1% from the previous year.

Need Statement 4 (Prioritized): There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Demographics CNA Strategies: 1.1.7, 1.4.1, 1.4.6, 1.4.7, 1.4.9, 1.4.10 **Data Analysis/Root Cause:** Garden Park Elementary has a 15.2% Gifted & Talented Education population, a slight decrease of 0.1% from the previous year.

Student Learning

Student Learning Summary

Based on the 2019-2020 Texas Education Agency - School Report Card, Garden Park Elementary was Not Rated. Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Student Learning Strengths

Garden Park Elementary strengths in performance areas are reflected in the 2019-2020 TEA Texas Academic Performance Report. The percent of all students passing all subjects improved from 85% in 2018 to 86% in 2019.

The percentage of all Economically Disadvantaged students passing all subjects remained consistent at 85% in 2018 and 2019. In Reading, the Economically Disadvantaged group improved 4 percentage points from 79% in 2018 to 83% in 2019. In Math, the Economically Disadvantaged group remained consistent at 90% in 2018 and 2019.

The percentage of all ELL students passing all subjects remained consistent at 81% in 2018 and 2019. In Reading, the ELL group improved 6 percentage points from 74% in 2018 to 80% in 2019. In Math, the ELL group remained consistent at 88% in 2018 and 2019.

Based on the 2020 MOY CPALLS Assessment, in PK3 the student learning strengths are the Phonological Awareness Screener at 100% and Science Assessment at 100%. In PK4 the strengths are the Phonological Awareness Screener at 96%, Rapid Letter Naming at 96%, Math Screener at 94%, and Science Assessment at 100%.

Based on the 2020 MOY TPRI Assessment, in Kindergarten the student learning strength is Phonics at 94%. In 1st Grade, the strength is Phonics at 75%.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): There is a need to increase student academic achievement and motivation, particularly special education, via instructional supplies, incentives, planning, assessments, and professional development training for teachers in the core content areas. Student Learning CNA Strategies: 1.1.10, 1.1.19, 1.1.25, 7.1.1, 7.1.3, 9.1.2 **Data Analysis/Root Cause:** The Special Education group at Garden Park Elementary scored 51% at the Approaches Grade Level for all grades and all subjects, a decrease of 13% from the previous year.

Need Statement 2 (Prioritized): There is a need to increase student refinement and reinforcement via accelerated instruction during extended day and research-based interventions in the foundation curriculum. Student Learning CNA: 9.2.1 **Data Analysis/Root Cause:** Garden Park Elementary has an 78.6% At-Risk population, a decrease of 3.1% from the previous year.

Need Statement 3 (Prioritized): There is a need to increase targeted core instruction and monitor student progress via standardized, campus, and district assessments, and technology software programs to meet state standards. Student Learning CNA Strategies: 1.1.26, 8.1.2, 8.7.1 **Data Analysis/Root Cause:** Garden Park Elementary scored 86% at the Approaches Grade Level and scored 53% at the at the Meets Grade Level for all grades and all subjects.

Need Statement 4 (Prioritized): There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Student Learning CNA Strategies: 1.1.7 **Data Analysis/Root Cause:** Garden Park Elementary has a 15.2% Gifted and Talented Education population, a slight decrease of 0.1% from the

previous year.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

At Garden Park Elementary, the professional staff is comprised of 32 teachers, 4 professional support personnel, 3 campus administrators, and 14 educational aides. The majority of teachers (13 ct) have between 11-20 years experience and/or over 20 years of teaching experience (11 ct) with Bachelors Degrees as the highest degree held.

Curriculum, Instruction, and Assessment Strengths Summary

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

School Context and Organization Summary

Garden Park Elementary implements a plan to enroll new Prekindergarten students by interviewing parents, so students will be placed in the correct academic setting. Continuous campus planning across grade levels is sustained through the use of data analysis meetings to support student performance in the classroom and improve campus, district, and state assessments (e.g., CPALLS, TPRI/Tejas LEE, TELPAS, STAAR, etc.).

Technology Summary

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

Students in Prekindergarten through second grade attend the computer labs weekly to work on Imagine Language & Literacy, Imagine Math, Accelerated Reader (1st-2nd), Living with Science (1st-2nd), and Studies Weekly (2nd) software programs. Students in third through fifth grade attend the computer lab weekly and have classroom Computer-carts on Wheels (COWs) to work in the Accelerated Reader, Imagine Language & Literacy, ReadWorks, and EPIC software programs to improve reading comprehension. Students utilize the Imagine Math software program to improve math computation and problem solving skills. Kindergarten through fifth grade teachers incorporate technology in their daily lessons by using classroom (COWs), projectors, and document cameras to project their instructional materials on the board to work with classroom whole group and small group activities. Students read and test via the Accelerated Reader software program to earn points toward their reading goals in both the library and in the classroom. Additionally, students can access all software programs from home on any device to practice their reading, math, science, and social studies skills.

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

All teachers at Garden Park Elementary are SBEC certified and meet highly qualified criteria (e.g., GT, Bilingual, SIOP, Technology). Teachers assist students by working in the after school tutorial and extended day program. Teachers volunteer their time by working with students in extracurricular activities such as Chess, Destination Imagination, Science Fair, Brainsville, UIL, Volleyball, Basketball, Track, Charro Days, and other Fine Arts activities. Modified due to COVID-19.

Curriculum, Instruction, and Assessment Strengths

In Grades PK-K, teachers utilize Imagine Language & Literacy, Imagine Math, Seesaw, OWL, and Pearson for instruction and assessment.

In Grades 1-2, teachers utilize Accelerated Reader, Imagine Language & Literacy, Imagine Math, Living with Science, Studies Weekly, Seesaw and Pearson to refine and reinforce instruction in reading, math, science, and social studies.

In Grades 3-5, teachers utilize Accelerated Reader, EPIC, ReadWorks, Imagine Language & Literacy, Imagine Math, Living with Science, Studies Weekly, and Pearson to support and reinforce classroom instruction. Teachers receive professional development support for Depth of Knowledge and MetaCognitive strategies to help students master TEKS objectives within the BISD Curriculum Frameworks.

School Context and Organization Strengths

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

Technology Strengths

Technology strengths include student and teacher use of educational software programs such as Imagine Language & Literacy and Imagine Math for PK-2nd Grade. Students in 3rd-5th Grade utilize Imagine Language & Literacy, Accelerated Reader, EPIC, ReadWorks, and Pearson Online to refine and reinforce reading fluency and comprehension. Imagine Math and Pearson Envision Online are utilized for math computation and problem solving skills. Students in 1st-5th Grade use the software programs Living with Science and EduSmart to practice targeted Science TEKS in the classroom, computer lab, and at home. Studies Weekly is utilized in 2nd-5th Grade to support students with a standards-based curriculum that integrates primary sources into the BISD ELAR curriculum. Additionally, students in 4th-5th Grade participate in the Coding Club to create computer programs through coding activities. Coding students have the opportunity to showcase their knowledge during the Club Coding Summits throughout the school year. Modified due to COVID-19.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): There is a need to increase the explicit delivery of core content area instruction for teachers via assessment data analysis planning, vertical alignment planning, and research-based professional development training. SQRR CNA Strategies: 1.1.20, 7.1.1, 7.1.2 **Data Analysis/Root Cause:** Garden Park Elementary has an 78.6% At-Risk population to sustain for school processes and programs, a decrease of 3.1% from the previous year.

Need Statement 2 (Prioritized): There is a need to improve and sustain quality campus leadership via current and relevant leadership professional development training to support campus teachers. SQRR CNA Strategies: 1.1.21, 7.1.3 **Data Analysis/Root Cause:** Garden Park Elementary has a 28.7% EL population and 78.6% At-Risk population to sustain for school processes and programs, a decrease of 2.8% and 3.1% from the previous year.

Need Statement 3 (Prioritized): There is a need to improve targeted language and literacy instruction via increased literacy software usage, assessment analysis, and professional development training. CIA CNA Strategies: 1.1.26, 7.1.1, 8.7.1 **Data Analysis/Root Cause:** The Special Education group at Garden Park Elementary scored 50% at the Approaches Grade Level for All Grades ELA/Reading, a decrease of 10% from the previous year.

Need Statement 4 (Prioritized): There is a need to increase students' reading skill refinement and reinforcement via accelerated instruction in the reading foundation curriculum during extended day and tutorial programs. CIA CNA Strategies: 9.2.1 **Data Analysis/Root Cause:** Garden Park Elementary scored 83% at the Approaches Grade Level and scored 47% at the Meets Grade Level for All Grades ELA/Reading.

Need Statement 5 (Prioritized): There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 **Data Analysis/Root Cause:** Garden Park Elementary has a student population that is 91.7% Economically Disadvantaged, 78.6% At-Risk, with 42 students having Intellectual Disabilities and 24 students having Physical Disabilities.

Need Statement 6 (Prioritized): There is a need to accommodate, differentiate, analyze, and improve the delivery of targeted instruction for students across all content areas, particularly reading via technology equipment, instructional software programs, and online assessments. Tech CNA: 8.1.1, 8.1.2, 8.3.1, 8.7.1 **Data Analysis/Root Cause:** Garden Park Elementary has an 78.6% At-Risk population to sustain for school processes and programs, a decrease of 3.1% from the previous year.

Perceptions

Perceptions Summary

School Culture and Climate Summary

Garden Park Administration, Faculty, and Staff strive to provide all students a positive atmosphere where students are made to feel safe, comfortable, and able to learn. Students are able to participate in various extracurricular activities including Chess, Brainsville, Ballroom, Science Fair, Coding, Destination Imagination, Volleyball, Basketball, Track, Choir, and Estudiantina among other campus activities and events. All activities were postponed in 2020-2021 due to COVID-19.

Family and Community Involvement Comprehensive Summary

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

Garden Park Elementary is proud of having parents who are well informed and actively involved in their children's education. The weekly Parent Meetings were a great success with parents attending every week. There was a high attendance rate of parents who came to speak with their child's teacher at the Fall Open House on campus. Modified due to COVID-19.

Garden Park conducts Student Awards Assemblies every six weeks for parents to view their children being recognized for their academic accomplishments. Garden Park also hosted a successful Spring Elementary Open House on March 20, 2018, whereby parents visited their child's teacher and had the opportunity to complete the Parent Campus Needs Assessment Survey for feedback. Modified due to COVID-19.

Perceptions Strengths

School Culture and Climate Strengths

Students at Garden Park Elementary participate in various extracurricular activities and events throughout the school year. Garden Park maintains a high parent turnout for the Fall and Spring Open House events. Teachers work together to provide a safe learning environment in the classroom across all grade levels. Students at Garden Park Elementary participate in cultural awareness experiences such as El Día de los Muertos, Charro Days, Black History Month, and Cinco de Mayo. Additionally, ELL students receive sheltered instruction and weekly interventions reflecting academic and linguistic support from their classroom teachers. Modified due to COVID-19.

Family and Community Involvement Strengths

Garden Park Elementary hosts weekly parent meetings to support campus parental involvement. During the Spring Elementary Open House, Garden Park provides parents the opportunity to participate in the online Campus Needs Assessment Survey for campus feedback. A sizable group of parent volunteers is sustained to assist with campus needs for faculty, staff, and students. Additionally, parents regularly attend the Students Six Weeks Awards Assemblies to support their children being recognized for their academic and extracurricular accomplishments. Modified due to COVID-19.

Garden Park Elementary hosts a Campus Career Day, in which community members present their jobs and careers to promote college career readiness for students. Modified due

to COVID-19.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): There is a need to maintain a safe and sanitized school environment via sustained maintenance materials and supplies. SCC CNA Strategies: 5.3.6 **Data Analysis/Root Cause:** The Attendance Rate for Garden Park Elementary is 95.9%, a slight decrease of 0.6% from the previous year.

Need Statement 2 (Prioritized): There is a need to increase student motivation via incentives and campus recognition activities throughout the school year. SCC CNA Strategies: 9.1.7 **Data Analysis/Root Cause:** Garden Park Elementary has a 78.6% At-Risk student population to sustain , a decrease of 3.1% from the previous year.

Need Statement 3 (Prioritized): There is a need to improve and sustain campus employee morale to support productivity via team building activities. SCC CNA Strategies: 3.2.1 **Data Analysis/Root Cause:** Teachers with 11-20 years of experience account for 40.9% of the teachers at Garden Park Elementary.

Need Statement 4 (Prioritized): There is a need to increase and sustain parent participation in campus activities, programs, and services to support student learning. FCI CNA Strategies: 6.1.7 **Data Analysis/Root Cause:** On the Parent Campus Needs Assessment Survey, less than 75% of parents "Strongly Agree" with the statement: "I know about the different programs and services provided by this school."

Need Statement 5 (Prioritized): There is a need to sustain college career readiness for students via career awareness community activities and events. FCI CNA Strategies: 9.1.5 **Data Analysis/Root Cause:** Garden Park Elementary earned an A for exemplary performance by serving most students well and preparing most students for eventual success in college, a career, or the military in 2018-2019. Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability rating.

Priority Need Statements

Need Statement 1: There is a need to increase special education student performance via instructional and assessment planning for special education students. Demographics CNA Strategies: 1.1.10

Data Analysis/Root Cause 1: The Special Education group at Garden Park Elementary scored 51% at the Approaches Grade Level for all grades and all subjects, a decrease of 13% from the previous year.

Need Statement 1 Areas: Demographics

Need Statement 2: There is a need to increase student attendance and learning goals promoted by campus incentive plans. Demographics CNA Strategies: 9.1.2

Data Analysis/Root Cause 2: The Attendance Rate for Garden Park Elementary is 95.9%, a slight increase of 0.6% from the previous year.

Need Statement 2 Areas: Demographics

Need Statement 3: There is a need to increase student performance, particularly at-risk students, via accelerated instruction during the extended day foundational curriculum. Demographics CNA Strategies: 1.1.19, 9.2.1

Data Analysis/Root Cause 3: Garden Park Elementary has an 78.6% At-Risk population, a decrease of 3.1% from the previous year.

Need Statement 3 Areas: Demographics

Need Statement 4: There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Demographics CNA Strategies: 1.1.7, 1.4.1, 1.4.6, 1.4.7, 1.4.9, 1.4.10

Data Analysis/Root Cause 4: Garden Park Elementary has a 15.2% Gifted & Talented Education population, a slight decrease of 0.1% from the previous year.

Need Statement 4 Areas: Demographics

Need Statement 5: There is a need to increase student academic achievement and motivation, particularly special education, via instructional supplies, incentives, planning, assessments, and professional development training for teachers in the core content areas. Student Learning CNA Strategies: 1.1.10, 1.1.19, 1.1.25, 7.1.1, 7.1.3, 9.1.2

Data Analysis/Root Cause 5: The Special Education group at Garden Park Elementary scored 51% at the Approaches Grade Level for all grades and all subjects, a decrease of 13% from the previous year.

Need Statement 5 Areas: Student Learning

Need Statement 6: There is a need to increase student refinement and reinforcement via accelerated instruction during extended day and research-based interventions in the foundation curriculum. Student Learning CNA: 9.2.1

Data Analysis/Root Cause 6: Garden Park Elementary has an 78.6% At-Risk population, a decrease of 3.1% from the previous year.

Need Statement 6 Areas: Student Learning

Need Statement 7: There is a need to increase targeted core instruction and monitor student progress via standardized, campus, and district assessments, and technology software

programs to meet state standards. Student Learning CNA Strategies: 1.1.26, 8.1.2, 8.7.1

Data Analysis/Root Cause 7: Garden Park Elementary scored 86% at the Approaches Grade Level and scored 53% at the at the Meets Grade Level for all grades and all subjects.

Need Statement 7 Areas: Student Learning

Need Statement 8: There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Student Learning CNA Strategies: 1.1.7

Data Analysis/Root Cause 8: Garden Park Elementary has a 15.2% Gifted and Talented Education population, a slight decrease of 0.1% from the previous year.

Need Statement 8 Areas: Student Learning

Need Statement 9: There is a need to increase the explicit delivery of core content area instruction for teachers via assessment data analysis planning, vertical alignment planning, and research-based professional development training. SQRR CNA Strategies: 1.1.20, 7.1.1, 7.1.2

Data Analysis/Root Cause 9: Garden Park Elementary has an 78.6% At-Risk population to sustain for school processes and programs, a decrease of 3.1% from the previous year.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: There is a need to improve and sustain quality campus leadership via current and relevant leadership professional development training to support campus teachers. SQRR CNA Strategies: 1.1.21, 7.1.3

Data Analysis/Root Cause 10: Garden Park Elementary has a 28.7% EL population and 78.6% At-Risk population to sustain for school processes and programs, a decrease of 2.8% and 3.1% from the previous year.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: There is a need to improve targeted language and literacy instruction via increased literacy software usage, assessment analysis, and professional development training. CIA CNA Strategies: 1.1.26, 7.1.1, 8.7.1

Data Analysis/Root Cause 11: The Special Education group at Garden Park Elementary scored 50% at the Approaches Grade Level for All Grades ELA/Reading, a decrease of 10% from the previous year.

Need Statement 11 Areas: School Processes & Programs

Need Statement 12: There is a need to increase students' reading skill refinement and reinforcement via accelerated instruction in the reading foundation curriculum during extended day and tutorial programs. CIA CNA Strategies: 9.2.1

Data Analysis/Root Cause 12: Garden Park Elementary scored 83% at the Approaches Grade Level and scored 47% at the Meets Grade Level for All Grades ELA/Reading.

Need Statement 12 Areas: School Processes & Programs

Need Statement 13: There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4

Data Analysis/Root Cause 13: Garden Park Elementary has a student population that is 91.7% Economically Disadvantaged, 78.6% At-Risk, with 42 students having Intellectual Disabilities and 24 students having Physical Disabilities.

Need Statement 13 Areas: School Processes & Programs

Need Statement 14: There is a need to accommodate, differentiate, analyze, and improve the delivery of targeted instruction for students across all content areas, particularly reading via technology equipment, instructional software programs, and online assessments. Tech CNA: 8.1.1, 8.1.2, 8.3.1, 8.7.1

Data Analysis/Root Cause 14: Garden Park Elementary has an 78.6% At-Risk population to sustain for school processes and programs, a decrease of 3.1% from the previous year.

Need Statement 14 Areas: School Processes & Programs

Need Statement 15: There is a need to maintain a safe and sanitized school environment via sustained maintenance materials and supplies. SCC CNA Strategies: 5.3.6

Data Analysis/Root Cause 15: The Attendance Rate for Garden Park Elementary is 95.9%, a slight decrease of 0.6% from the previous year.

Need Statement 15 Areas: Perceptions

Need Statement 16: There is a need to increase student motivation via incentives and campus recognition activities throughout the school year. SCC CNA Strategies: 9.1.7

Data Analysis/Root Cause 16: Garden Park Elementary has a 78.6% At-Risk student population to sustain , a decrease of 3.1% from the previous year.

Need Statement 16 Areas: Perceptions

Need Statement 17: There is a need to improve and sustain campus employee morale to support productivity via team building activities. SCC CNA Strategies: 3.2.1

Data Analysis/Root Cause 17: Teachers with 11-20 years of experience account for 40.9% of the teachers at Garden Park Elementary.

Need Statement 17 Areas: Perceptions

Need Statement 18: There is a need to increase and sustain parent participation in campus activities, programs, and services to support student learning. FCI CNA Strategies: 6.1.7

Data Analysis/Root Cause 18: On the Parent Campus Needs Assessment Survey, less than 75% of parents "Strongly Agree" with the statement: "I know about the different programs and services provided by this school."

Need Statement 18 Areas: Perceptions

Need Statement 19: There is a need to sustain college career readiness for students via career awareness community activities and events. FCI CNA Strategies: 9.1.5

Data Analysis/Root Cause 19: Garden Park Elementary earned an A for exemplary performance by serving most students well and preparing most students for eventual success in college, a career, or the military in 2018-2019. Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability rating.

Need Statement 19 Areas: Perceptions

Goals

Revised/Approved: May 26, 2021

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

Performance Objective 1: Garden Park Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in Reading, Writing, Mathematics, Science and Social Studies by 3 percentage points, due to COVID-19.

El rendimiento del estudiante de Garden Park Elementary para todos los estudiantes, todos los grados, todas las asignaturas superaran el porcentaje de 2019 STAAR Meets Grade Level y el rendimiento de STAAR Masters Grade Level en lectura, escritura, matematicas, ciencias y estudios sociales en 3 puntos porcentuales, debido a COVID-19.

Evaluation Data Sources: STAAR Performance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful. Proporcionar apoyo educativo al personal del campus que ancla los Marcos de Distrito del BISD en estrategias basadas en la investigacion y mejores practicas presentadas y/o abordadas a traves de actividades de desarrollo profesional y retroalimentacion de T-TESS, para que todos los estudiantes de cada grupo demografico tengan exito academico. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs indicate the application of skills acquired during professional development Summative: Increase campus fluency tracker goals. Increase developed level on TPRI and Tejas LEE. **Staff Responsible for Monitoring:** Administration Dean of Instruction **Comprehensive Support Strategy** - **Population:** All Students, AT-Risk, ELL, SPED, MIG, DYS, GT - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 12, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will use Sheltered Instruction strategies to help ELL students master Language, Literacy, and TEKS objectives. Los maestros utilizaran estrategias de Instruccion Protegida para ayudar a los estudiantes ELL a dominar el lenguaje, la alfabetizacion y los objetivos de TEKS. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Campus Benchmark Assessments Summative: Increase EOY TELPAS, STAAR Results **Staff Responsible for Monitoring:** Administration Dean of instruction **Comprehensive Support Strategy - Population:** All ELL Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and six weeks. Fluency testing will be conducted to measure reading accuracy and comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks. Un pasaje de fluidez por semana por estudiante se llevara a cabo en clase durante el bloque de lectura de 90 minutos. Se supervisara la fluidez cada tres semanas y seis semanas. Se realizaran pruebas de fluidez para medir la precision de la lectura y las habilidades de comprension. Se desarrollara una rubrica para combinar fluidez y comprension para un examen formal cada seis semanas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase performance on Campus Fluency Trackers, Campus Benchmark Assessments Summative: Increase STAAR Results EOY TPRI/Tejas LEE **Staff Responsible for Monitoring:** Administration Dean of Instruction **Comprehensive Support Strategy - Population:** All Students, SPED, GT, At-Risk, MIG, DYS, ELL - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: PK-5th grade students will attend the computer lab to work on math skills via Imagine Math. PK-5th grade students will practice reading skills via Imagine Language & Literacy, Accelerated Reader, EPIC, and ReadWorks. Students will take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for campus, district, and STAAR assessments. Additionally, students will use the classroom COWs to work on targeted math and reading skills. Los estudiantes de PK-5o grado asistiran al laboratorio de computacion para trabajar en habilidades matematicas a traves de Imagine Math.. Los estudiantes de PK-5o grado practicaran habilidades de lectura a traves de Imagine Language & Literacy, Accelerated Reader, EPIC y ReadWorks.. Los estudiantes tomaran evaluaciones de diagnostico para identificar fortalezas y debilidades en cada area para orientar la instruccion que ayudara a todos estudiantes para prepararse para las evaluaciones del campus, distrito y STAAR. Ademas, los estudiantes usaran los companeros de clase para trabajar en matematicas especificas y habilidades de lectura. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Progress Monitoring, Campus Benchmark Assessment performance Summative: Increase STAAR Results, EOY CPALLS, TPRI, Tejas LEE **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Comprehensive Support Strategy** - **Population:** All Students, GT, ELL, At-Risk, SPED, DYS, MIG - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: All 3rd-5th grade students will complete Science Projects. The top Science Projects from each science reporting category will be selected to participate in the District Science Fair. Todos los estudiantes de 3o-5o grado completaran Proyectos Cientificos.. Los principales proyectos cientificos de cada categoria de informes cientificos seran seleccionados para participar en la Feria de Ciencia del Distrito. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Science Weekly Tests, Science BM Summative: STAAR Science Results; Place at the District Science Fair **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** All Students 3rd-5th, At-Risk, ELL, SPED, GT, DYS, MIG - **Start Date:** August 9, 2021 - **End Date:** December 17, 2021 - **Revision Date:** May 13, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Selected 3rd-5th grade students from each classroom Spelling Bee will participate in a campus Spelling Bee in November to prepare for the District Spelling Bee in February. Los estudiantes seleccionados de 3o a 5o grado de cada Concurso de Ortografia del aula participaran en un Concurso de Ortografia del campus en noviembre para prepararse para el Concurso de Ortografia del Distrito en febrero. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Class Spelling Bee participation Summative: Place in Top 10 at the District Spelling Bee **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** All Students 3rd-5th, ELL, DYS, SPED, At-Risk, MIG, GT - **Start Date:** August 9, 2021 - **End Date:** March 11, 2022 - **Revision Date:** May 13, 2021				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Garden Park students will practice for and participate in the District UIL Competition for 3rd-5th grade. Funds will be allotted for general UIL supplies to support students. Transportation, breakfast, and lunch will be provided for students and sponsors. CNA: Demo #4, SL #4 Los estudiantes de Garden Park practicaran y participaran en el Concurso del Distrito UIL para 3o-5o grado. Se asignaran fondos para suministros generales del UIL para apoyar a los estudiantes. Se proporcionara transporte, desayuno y almuerzo para estudiantes y patrocinadores. CNA: Demo #4, SL #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase extracurricular student participation Summative: Sustain 1st place in District UIL Competition **Staff Responsible for Monitoring:** Administration UIL Coordinator **Population:** All Students 3rd-5th, GT, ELL, SPED, At-Risk, MIG, DYS - **Start Date:** August 9, 2021 - **End Date:** December 17, 2021 - **Revision Date:** May 13, 2021 **Funding Sources:** Travel & Subsistence-Student UIL/Field Trips - 199 Local funds - 199-11-6412-00-106-Y11-000-Y - $6,200, General Supplies-UIL - 199 Local funds - 199-36-6399-00-106-Y99-000-Y - $800				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: All Kinder through 5th grade teachers will perform math drills focusing on targeted multiplication tables, so all students are able to solve multiplication problems. Kinder: 0's, 1's 1st: 2's, 3's and 4's 2nd: 5's, 6's and 7's 3rd: 8's, 9's and 10's 4th and 5th: 2's-12's Todos los profesores de Kinder hasta el quinto grado realizaran ejercicios de matematicas centrados en tablas de multiplicacion especificas, por lo que todos los estudiantes son capaces de resolver problemas de multiplicacion.. Kinder: 0's, 1's. 1o: 2's, 3's y 4's. 2o: 5's, 6's y 7's. 3o: 8's, 9's y 10's. 4o y 5o: 2's-12's **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase performance on District & Campus BM Summative: Maintain STAAR Math Results **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Students, At-Risk, ELL, GT, MIG, DYS, SPED - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: All teachers will display a Word Wall focusing on Academic Vocabulary from the core areas to enhance learning and increase vocabulary development to help achieve the goal for all students to pass their campus, district, and STAAR assessments and for ELL students to strive for Advance High scores in all areas of the TELPAS assessment. Todos los profesores mostraran un Muro de Palabras enfocado en el Vocabulario Academico desde las areas centrales para mejorar el aprendizaje y aumentar el desarrollo del vocabulario para ayudar a lograr el objetivo de que todos los estudiantes aprueben su campus, evaluaciones de distrito y STAAR y para que los estudiantes ELL se esfuercen por obtener puntuaciones Advance High en todas las areas de la evaluacion TELPAS. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Reading Weekly Tests, Campus & District BM Results Summative: Increase TELPAS & STAAR Results **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** All Students, At-Risk, SPED, ELL, GT, MIG, DYS - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEPs) for ARD meetings and other deadlines as needed. CNA: Demo #1, SL #1 Las reuniones de ARD se llevaran a cabo anualmente y segun sea necesario para revisar el progreso de los estudiantes con necesidades especiales y planificar sus opciones de instruccion y evaluacion. Se comprara toner para imprimir, monitorear y ajustar los informes de datos de los estudiantes (es decir, IEP) para las reuniones de ARD y otras fechas limite segun sea necesario. CNA: Demo #1, SL #1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase monitoring & application of accessibilities on Campus & District BM Summative: Increase STAAR, TELPAS, EOY TPRI/Tejas LEE **Staff Responsible for Monitoring:** Administration Special Ed. Teachers Diagnostician **Comprehensive Support Strategy** - **Population:** All SPED Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021 **Funding Sources:** Toner-ARD Data - 166 State Special Ed. - 166-11-6399-62-106-Y23-000-Y - $2,800				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: Kindergarten through 5th grade students will keep a journal to improve their organizational skills with graphic organizers, annotations, and timelines so students can pass the STAAR assessments in grades 3rd-5th and ELL students can score Advance High in all areas of the TELPAS in all content areas of Math, Science, Social Studies, and Language Arts. Los estudiantes de kindergarten a 5o grado llevaran un diario para mejorar sus habilidades organizativas con organizadores graficos, anotaciones y cronogramas para que los estudiantes puedan aprobar las evaluaciones de STAAR en los grados 3o-3oLos estudiantes de 5o y ELL pueden calificar Advance High en todas las areas del TELPAS en todas las areas de contenido de Matematicas, Ciencias, Estudios Sociales y Artes del Lenguaje. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase performance on weekly tests Summative: Increase performance on EOY TELPAS, STAAR Results **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Students, At-Risk, ELL, GT, MIG, DYS, SPED - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: All 3rd-5th grade students will utilize Edusmart and Living With Science to improve Science skills. Funds will be allotted to purchase the Living with Science online program to support mastery of Science TEKS. Todos los estudiantes de 3o-5o grado utilizaran Edusmart y Living With Science para mejorar las habilidades cientificas.. Se asignaran fondos para comprar el programa en linea Living with Science para apoyar el dominio de Science TEKS. **Milestone's/Strategy's Expected Results/Impact:** Formative: Improve District & Campus BM Summative: Sustain STAAR Results **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Students 3rd-5th, ELL, DYS, GT, SPED, MIG, At-Risk - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 13 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13: All teachers in all grade levels will participate in data analyze meetings of students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes to prepare students for STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL Assessments. The data analysis meetings will be in compliance with the BISD 2020-2021 Curriculum Frameworks. Todos los maestros de todos los grados participaran en reuniones de analisis de datos de los resultados de las evaluaciones de los estudiantes a traves de Aware, Tango Central, Tango Trends y Ellevation para planificar la instruccion y recomendar a los estudiantes para clases de tutoria para preparar a los estudiantes para STAAR, TELPAS, TPRI / Tejas LEE , Evaluaciones CPALLS y OWL. Las reuniones de analisis de datos cumpliran con los marcos curriculares de BISD 2020-2021. **Milestone's/Strategy's Expected Results/Impact:** Formative: Improve progress on Campus & District BM Summative: Improve STAAR, TELPAS, EOY TPRI, Tejas LEE, CPALLS, OWL Results **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.6 - **Comprehensive Support Strategy** - **Population:** All Teachers for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 14 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14: The SBDM Committee will meet as needed to review and discuss the campus plan, curriculum issues, and budgets to guide the vision of Garden Park Elementary for all students. El Comite de SBDM se reunira segun sea necesario para revisar y discutir el plan del campus, temas curriculares y presupuestos para guiar la vision de la escuela primaria Garden Park para todos los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Agenda, Sign-In Sheets Summative: EOY Agenda, Sign-In Sheets **Staff Responsible for Monitoring:** Administration SBDM Committee **Population:** SBDM Members for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 15 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15: All students in grades Pre-K through 2nd grade will work through teacher led Science projects/activities to expose students to the Scientific Method/Processes. Students will also utilize Observation/Investigation Journals for Science. Todos los estudiantes de Pre-K a 2do grado trabajaran a traves de proyectos / actividades de ciencia dirigidos por maestros para exponer a los estudiantes al Metodo / Procesos Cientificos. Los estudiantes tambien utilizaran diarios de observacion / investigacion para la ciencia. **Milestone's/Strategy's Expected Results/Impact:** Formative: Improve Weekly Tests Summative: Sustain EOY CPALLS, Weekly Tests **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Students PK-2nd, At-Risk, ELL, GT, MIG, DYS, SPED - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 16 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16: To promote and ensure physical fitness, students in grades PK-5th grade will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes per week. Funds will be allotted for general P.E. supplies to perform physical fitness goals and activities. CNA: SPP-SCO #5 Para promover y asegurar la aptitud fisica, los estudiantes de los grados PK-5o recibiran actividad fisica moderada a vigorosa todos los dias a traves de la educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana.. Se asignaran fondos para suministros generales de P.E. para realizar metas y actividades de acondicionamiento fisico. CNA: SPP-SCO #5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain School Health Index Physical Fitness Assessment Summative: Sustain EOY School Health Index Physical Fitness Assessment **Staff Responsible for Monitoring:** Administration PE Teachers **Population:** All Students, GT, ELL, DYS, MIG, SPED, At-Risk - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021 **Funding Sources:** General Supplies-P.E. Equipment - 199 Local funds - 199-11-6399-51-106-Y11-000-Y - $2,000				

Strategy 17 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 17: Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530. Evaluar la aptitud de los estudiantes anualmente en los grados 3o a 5o para mejorar la salud y el bienestar de todos los estudiantes y cumplir con los requisitos de la SB 530. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain School Health Index Physical Fitness Assessment Summative: Sustain EOY School Health Index Physical Fitness Assessment **Staff Responsible for Monitoring:** Administration PE Teachers **Population:** All Students 3rd-5th, ELL, DYS, MIG, SPED, GT, At-Risk - **Start Date:** January 5, 2022 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 18 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 18: Garden Park will sustain the CATCH Team to implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, and successful methods to ensure students are reaching required moderate to vigorous physical activity goals. Garden Park apoyara al Equipo CATCH para implementar el Programa Coordinado de Salud Escolar mediante el desarrollo de metas y objetivos basados en datos de evaluacion del estado fisico, rendimiento academico, tasas de asistencia, desventajas academicas, y metodos exitosos para asegurar que los estudiantes estan alcanzando los objetivos de actividad fisica requeridos de moderado a vigoroso. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain School Health Index, CATCH Activities Binder Summative: Sustain EOY School Health Index, CATCH Activities Binder **Staff Responsible for Monitoring:** Administration CATCH Team **Population:** All Students, MIG, DYS, SPED, At-Risk, ELL, GT - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 19 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 19: In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers to support students in PK3 through 5th grade, including Special Education. Supplies will include paper, reading materials (e.g., Mentoring Minds Think Up ELAR), musical supplies, and visual supports (i.e. die-cut machines for class visuals) that are aligned with campus interventions to support literacy. Additionally, materials will also be sent to the media center to make student booklets for instruction and intervention support. Funds will be allotted for backpacks with school supplies for migrant students as well. CNA: Demo #3, SL #1

Con el fin de mejorar la instruccion en el salon de clases, se compraran utiles educativos generales para todos los maestros para apoyar a los estudiantes de PK3 a 5o grado, incluida la educacion especial. Los suministros incluiran papel, materiales de lectura (por ejemplo, Mentoring Minds Think Up ELAR), suministros musicales y apoyos visuales (es decir, maquinas troqueladas para los elementos visuales de la clase) que estan alineados con las intervenciones del campus para apoyar la alfabetizacion. Ademas, los materiales tambien se enviaran al centro de medios para hacer folletos para los estudiantes para la instruccion y el apoyo de intervencion. Tambien se asignaran fondos para mochilas con utiles escolares para estudiantes migrantes. CNA: Demo #3, SL #1

Milestone's/Strategy's Expected Results/Impact: Formative: Increase performance on weekly assessments, campus & district BM

Summative: Improve STAAR, TELPAS
EOY CPALLS, TPRI, Tejas LEE Results

Staff Responsible for Monitoring: Administration
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Population:** All Students, SPED, At-Risk, ELL, MIG, DYS, GT - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021

Funding Sources: General Supplies-Instruction - 163 State Bilingual - 163-11-6399-00-106 - $3,175, General Supplies-Media - 162 State Compensatory - 162-11-6399-16-106-Y30-000-Y - $4,500, Gloves - SPED - 166 State Special Ed. - 166-11-6399-00-106-Y23-0B0-Y, General Supplies - 199 Local funds - 199-11-6399-00-106-Y11-000-Y, Copy Paper - 162 State Compensatory - 162-11-6396-00-106-Y30-000-Y - $4,000, General Supplies-Classroom - 162 State Compensatory - 162-11-6399-00-106-Y30-000-Y - $5,000, Supplies-Resource - 166 State Special Ed. - 166-11-6399-00-106-Y23-0P4-Y - $400, Copy Paper - 211 Title I-A - 211-11-6396-00-106-Y30-0F2-Y, General Supplies-Instruction - 211 Title I-A - 211-11-6399-00-106-Y30-0F2-Y - $15,398, General Supplies-Printing Media - 211 Title I-A - 211-11-6399-16-106-Y30-0F2-Y - $2,000, Supplies-Life Skills - 166 State Special Ed. - 166-11-6399-00-106-Y23-0P1-Y - $500, General Supplies-Instruction - 263 Title III-A Bilingual - 263-11-6399-00-106 - $2,032

Strategy 20 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 20: Highly qualified teachers in General Education, Bilingual Education, Special Education, and Dyslexia will be sustained via ongoing planning and training sessions. Teachers will utilize research based instructional resources and targeted interventions to ensure that all students prepare to meet campus, district, and/or state assessment goals. *BISD Remote Learning *LPAC Meetings *SIOP Trainings *STAAR Trainings *Vertical Alignment Planning *District Approved Software Training: Imagine Language & Literacy, Imagine Math, Living With Science, PEG Writing Allot funds for PK3-5th grade teachers to purchase planning materials to improve their delivery of instruction. CNA: SPP-SQRR #1 Los maestros altamente calificados en educacion general, educacion bilingue, educacion especial y dislexia se mantendran a traves de sesiones continuas de planificacion y capacitacion. Los maestros utilizaran recursos instructivos basados en la investigacion e intervenciones especificas para garantizar que todos los estudiantes se preparen para alcanzar las metas de evaluacion del campus, el distrito y / o el estado. * Aprendizaje remoto de BISD * Reuniones LPAC * Entrenamientos SIOP * Entrenamientos STAAR * Planificacion de alineacion vertical * Capacitacion en software aprobada por el distrito: Imagine Language & Literacy, Imagine Math, Living With Science, PEG Writing Asignar fondos para que los maestros de PK3-5th grado compren materiales de planificacion para mejorar su ensenanza. CNA: SPP-SQRR # 1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain RTI, Improve Campus & District BM Summative: Improve STAAR, TELPAS EOY OWL, CPALLS, TPRI, Tejas LEE **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** All Teachers for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021 **Funding Sources:** Salaries or Wages - Teachers and Other Professional Personnel (Teachers PK-4) - 162 State Compensatory - 162-11-6119-00-106-Y-34-000-Y				

Strategy 21 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 21: The Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, and classroom observations to support students' preparation of STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL assessments. Dean and teachers will analyze data to target and plan for instruction. CNA: SPP-SQRR #2 La Decana de Instruccion proporcionara apoyo educativo a los maestros a traves de actividades de desarrollo profesional, reuniones de nivel de grado y observaciones en el aula para apoyar la preparacion de los estudiantes de STAAR, TELPAS, TPRI/Tejas LEE, CPALLS y evaluaciones OWL. La Decana y los maestros analizaran los datos y planificaran la instruccion. CNA: SPP-SQRR #2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Data Analysis of Campus & District BM Summative: Improve STAAR, TELPAS, OWL, CPALLS, TPRI, Tejas Lee Results **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** All Teachers for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021 **Funding Sources:** Salaries or Wages - Teachers and Other Professional Personnel (Dean) - 162 State Compensatory - 162-13-6119-00-106-Y-30-000-Y				

Strategy 22 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 22: The library aide will provide assistance to the librarian with daily operations to manage the school library. La asistente de biblioteca brinda asistencia al bibliotecario con las operaciones diarias para administrar la biblioteca de la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Time-sheets Summative: Improve EOY Evaluation **Staff Responsible for Monitoring:** Administration Librarian **Population:** Librarian, All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 23 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 23: LPAC Committee will meet throughout the year to monitor progress of ELL students in the Bilingual program and conduct End-of-Year Reviews to determine how many ELL students have met exit criteria from the Bilingual Department. Funds will be allotted for substitutes to cover LPAC Committee Members for meetings and EOY reviews. El Comite LPAC se reunira durante todo el ano para monitorear el progreso de los estudiantes ELL en el programa bilingue y conducira Revisiones de fin de ano para determinar cuantos estudiantes ELL han cumplido con los criterios de salida del Departamento Bilingue. Se asignaran fondos para los sustitutos para cubrir a los miembros del Comite de LPAC para las reuniones y revisiones de EOY. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain LPAC Agenda, Minutes, Sign-In Sheets Summative: Conduct EOY LPAC Review (Agenda, Minutes, Sign-In Sheets) **Staff Responsible for Monitoring:** Administration LPAC Committee **Population:** All ELL Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 24 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 24: To improve Writing skills and prepare students for the STAAR and TELPAS Writing assessments, teachers in grades K-2nd will focus on Narrative Writing and 3rd-4th will focus on Narrative Writing for the 1st Six Weeks. Expository Writing will be covered 2nd-6th Six Weeks with Empowering Writers. Para mejorar las habilidades de escritura y preparar a los estudiantes para las evaluaciones de escritura STAAR y TELPAS, los maestros en los grados K-2 se enfocaran en escritura narrativa y de 3 a 4 se enfocaran en escritura narrativa durante las primeras seis semanas. La escritura expositiva se cubrira de la segunda a la sexta seis semanas con Empowering Writers. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Writing Campus & District BM performance Summative: Improve TELPAS Writing & STAAR Results **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** All Students, ELL, At-Risk, GT, DYS, MIG, SPED - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

Strategy 25 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 25: Funds will be allotted to purchase general library supplies and books for the library to motivate students' reading comprehension skills. Funds will be allotted to purchase incentives to motivate students to read. CNA: SL #1 Los fondos se destinaran a la compra de utiles generales de biblioteca y libros para la biblioteca a fin de motivar las habilidades de comprension de lectura de los estudiantes. Se asignaran fondos para comprar incentivos para motivar a los estudiantes a leer. CNA: SL # 1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Monitor Six Weeks AR Reports Summative: Review EOY AR Report for students' met goals **Staff Responsible for Monitoring:** Administration School Librarian **Population:** Librarian for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021 **Funding Sources:** Reading Materials-Library - 211 Title I-A - 211-12-6329-00-106-Y30-0F2-Y - $6,000, General Supplies-Library - 199 Local funds - 199-12-6399-00-106-Y99-000-Y - $250, General Supplies-Library - 211 Title I-A - 211-12-6399-00-106-Y30-0F2-Y - $1,250				

Strategy 26 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 26: Funds will be allotted to purchase office supplies and campus materials to carry out the daily operations of maintaining and monitoring student progress, benchmarks, assessments and other campus instructional needs. This includes an administrative printer for the principal's secretary to generate campus data and monitoring reports. CNA: SL #3, SPP-CIA #3, SPP-SCO #5 Se asignaran fondos para comprar utiles de oficina y materiales del campus para llevar a cabo las operaciones diarias de mantener y monitorear el progreso de los estudiantes, los puntos de referencia, las evaluaciones y otras necesidades de instruccion del campus. Esto incluye una impresora administrativa para que la secretaria del director genere datos del campus e informes de monitoreo. CNA: SL # 3, SPP-CIA # 3, SPP-SCO # 5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Monitor Campus & District BM Data Analysis Summative: Improve CPALLS, TPRI, TELPAS & STAAR Results **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** Administration, All Students, ELL, At-Risk, GT, DYS, MIG, SPED - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021 **Funding Sources:** General Supplies-Office - 199 Local funds - 199-23-6399-00-106-Y99-000-Y - $1,000, General Supplies-Campus Leadership - 211 Title I-A - 211-23-6399-00-106-Y30-0F2-Y - $3,000, Supplies & Materials-Campus Leadership - 211 Title I-A - 211-23-6398-65-106-Y30-0F2-Y				

Strategy 27 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 27: Teachers will follow ELAR TEKS for Language Arts to promote that all students may be successful and meet CCRS standards when Garden Park Elementary students begin their college careers. Los maestros seguiran ELAR TEKS para artes del lenguaje para promover que todos los estudiantes puedan tener exito y cumplir con los estandares CCRS cuando los estudiantes de la escuela primaria Garden Park comiencen sus carreras universitarias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Improve Weekly Assessments & Campus BM Results Summative: Increase Reading STAAR, EOY TPRI Results **Staff Responsible for Monitoring:** Administration Dean of Instruction Teachers **Population:** All Students, ELL, DYS, MIG, GT, SPED, At-Risk - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 13, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Garden Park early childhood performance will increase by 3 percentage points over end-of-year 2019 results, due to COVID-19.

El rendimiento de la primera infancia de Garden Park aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano de 2019, debido a COVID-19.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALLS, and CIRCLE PM

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Prekindergarten and Kindergarten paraprofessionals will assist teachers in the implementation of instruction in all subject areas to help students become successful in taught skills to score at the Developed level on the TPRI/Tejas Lee assessments. Paraprofessional duties and responsibilities will be detailed in the campus handbook. Los paraprofesionales de prekindergarten y kindergarten ayudaran a los maestros en la implementacion de la instruccion en todas las areas tematicas para ayudar a los estudiantes a tener exito en las habilidades ensenadas para obtener puntajes en el nivel desarrollado en las evaluaciones TPRI / Tejas Lee. Los deberes y responsabilidades de los paraprofesionales se detallaran en el manual del campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain PK-K Progress Monitoring Summative: Increase EOY OWL, CPALLS, TPRI Results **Staff Responsible for Monitoring:** Administration Teachers **Population:** PK-K Teachers for All PK-K Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: As per Board Goal Number One, Garden Park will continue the PK-3 Year Old Program to address the needs of three year old students staffed by certified teachers and paraprofessionals. The PK-3 Year Old Program will follow the modified and tailored guidelines of the PK-4 Program. De acuerdo con el Objetivo Numero Uno de la Junta, Garden Park continuara con el Programa PK-3 Year Old para atender las necesidades de los estudiantes de tres anos con maestros certificados y paraprofesionales. El Programa PK-3 Year Old seguira las directrices modificadas y adaptadas del Programa PK-4. **Milestone's/Strategy's Expected Results/Impact:** Formative: Improve PK3 & PK4 Progress Monitoring Results Summative: Improve EOY OWL & CPALLS Results **Staff Responsible for Monitoring:** Administration Dean of Instruction **Population:** All PK3 Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

80% de los estudiantes estara en el nivel de grado dentro de 2 anos y 70% estara en el nivel de grado de Aproximaciones para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All Garden Park Elementary migrant students will be provided with school and hygienic supplies as needed for classroom learning and hygienic self care. Todos los estudiantes migrantes de Garden Park Elementary recibiran suministros escolares e higienicos segun sea necesario para el aprendizaje en el aula y el cuidado personal higienico. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Monthly PFS Migrant Monitoring Tool Summative: Sustain EOY PFS Migrant Monitoring Tool **Staff Responsible for Monitoring:** Administration Counselors **Population:** PFS Migrant Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park Elementary PFS migrant students will receive supplemental support services to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Los estudiantes migrantes de la escuela primaria Garden Park PFS recibiran servicios de apoyo suplementarios para asegurar que se aborden los requisitos delineados por la Seccion 1304 (d) del NCLB. **Milestone's/Strategy's Expected Results/Impact:** PFS Migrant Monthly Monitoring Tool Fewer PFS migrant students identified due to increased performance Formative: NGS Campus Reports, Delivery Page w/ signature Summative: Completed PFS Migrant Monitoring Tool **Staff Responsible for Monitoring:** Administration **Population:** PFS Migrant Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Garden Park Elementary parents of PK-2nd grade migrant students will be provided with awareness sessions in order to illustrate how to academically support their children at home more effectively. Los padres de la Primaria Garden Park de estudiantes migrantes de PK a 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos en casa de manera mas efectiva. **Milestone's/Strategy's Expected Results/Impact:** Agendas, Minutes, Sign-In Sheets Increase academic success for all PK-2nd grade students, EOY, Promotion Rate Formative: Maintain Visitation Logs, Parent Meeting Evaluations Summative: Increase Session Evaluations, Participation Surveys **Staff Responsible for Monitoring:** Administration Parent Liaison **Population:** Parents of PFS Migrant Students PK-2nd - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Garden Park Elementary migrant students will have an equal opportunity to attend BISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Migrant students will be provided with additional supplemental support by the respective campus in order to address academic attendance needs and promote positive social engagement. Los estudiantes migrantes de Garden Park Elementary tendran la misma oportunidad de asistir a los programas de la escuela de verano de BISD para asegurar la promocion si es necesario o para participar en el programa de enriquecimiento para migrantes de verano. Los estudiantes migrantes recibiran apoyo suplementario adicional por parte del campus respectivo para abordar las necesidades de asistencia academica y promover una participacion social positiva. **Milestone's/Strategy's Expected Results/Impact:** SS Enrollment Roster Increase promotion rate and test performance Formative: Maintain Eligibility Lists, Attendance Sheets, Progress Reports Summative: Improve SS Promotion Report, Teacher & Student Surveys **Staff Responsible for Monitoring:** Administration Teachers **Population:** PFS Migrant Students PK-5th - **Start Date:** May 2, 2022 - **End Date:** June 30, 2022 - **Revision Date:** May 17, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Extended day tutorial sessions will occur at Garden Park Elementary for migrant students with a documented need for supplemental academic support in core subject areas to ensure the same academic opportunities as non-migrant students. Las sesiones de tutoria de dia extendido se llevaran a cabo en la escuela primaria Garden Park para estudiantes migrantes con una necesidad documentada de apoyo academico suplementario en areas de materias basicas para garantizar las mismas oportunidades academicas que los estudiantes no migrantes. **Milestone's/Strategy's Expected Results/Impact:** Supplemental Duty Paid Time Sheets, Attendance Roster Formative: Improve Benchmark Results, Progress Reports Summative: Improve Migrant Student Promotion Rate, EOY Assessment Results **Staff Responsible for Monitoring:** Administration Teachers **Population:** PFS Migrant Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** Survey Results Formative: Increase Parent Meeting Evaluations, Student Session Evaluations Summative: Increase Survey Results, Implementation of Survey Suggestions **Staff Responsible for Monitoring:** Administration Teachers **Population:** PFS Migrant Students - **Start Date:** April 1, 2022 - **End Date:** April 29, 2022 - **Revision Date:** May 17, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2019-2020 participation, due to COVID-19.

Aumentar el numero de estudiantes en programas co-curriculares y extracurriculares de Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes y CTE en un 3% sobre la participacion de 2019-2020, debido a COVID-19.

Evaluation Data Sources: Regional and state competition participation results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park Elementary students from all demographic groups will develop critical thinking, multi-tasking skills, creativity, teamwork, and character building by participating in Fine Arts UIL and non-UIL competitions, exhibitions, district/community events, and public performances. Funds will be allotted for travel and subsistence of students for fine arts events, competitions, and performances. CNA: Demo #4 Los estudiantes de Garden Park de todos los grupos demograficos desarrollaran pensamiento critico, habilidades multitarea, creatividad, trabajo en equipo y desarrollo del caracter al participar en competencias, exhibiciones, eventos del distrito / comunidad y presentaciones publicas de Bellas Artes UIL y no UIL. Los fondos se asignaran para viajes y subsistencia de los estudiantes para eventos de bellas artes, concursos y presentaciones. CNA: Demo #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sustain fine arts competitions and performances via Choir, Estudiantina, & UIL Music Memory. Summative: Sustain high UIL ranking and student participation in fine arts extracurricular activities. **Staff Responsible for Monitoring:** Administration Fine Arts Teacher **Population:** All Students, ELL, MIG, DYS, At-Risk, SPED, GT - **Start Date:** September 1, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021 **Funding Sources:** Travel & Subsistence-Fine Arts - 199 Local funds - 199-11-6412-00-106-Y11-000-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park Elementary teachers will provide Theater Arts lessons integrated with their daily instruction. Los maestros de Garden Park ofreceran lecciones de Artes del Teatro integradas con su instruccion diaria. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Daily Class Schedule Summative: Sustain Daily Class Schedule **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Students, DYS, MIG, ELL, At-Risk, SPED, GT - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Garden Park Elementary students will practice for and compete in UIL Music Memory district competition. Los estudiantes de la escuela primaria Garden Park practicaran y competiran en la competencia del distrito UIL Music Memory. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase student participation. Summative: Sustain high UIL placement results. **Staff Responsible for Monitoring:** Administration Fine Arts Teacher **Population:** All Students, GT, At-Risk, ELL, DYS, MIG, SPED - **Start Date:** September 1, 2021 - **End Date:** December 31, 2021 - **Revision Date:** May 17, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The Garden Park Elementary Choir and Estudiantina will practice and perform Christmas Carols in December, and Mother's Day songs in May for nursing homes and other designated community areas. El Coro de la Primaria Garden Park y Estudiantina practicaran e interpretaran villancicos en diciembre, y canciones del Dia de la Madre en mayo para hogares de ancianos y otras areas comunitarias designadas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase student participation & weekly practices for performances. Summative: Sustain student attendance for fine arts performances. **Staff Responsible for Monitoring:** Administration Fine Arts Teacher **Population:** All Students, ELL, MIG, DYS, At-Risk, SPED, GT - **Start Date:** December 1, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Garden Park Elementary will implement the Galaxy Gifted & Talented (GT) Program. Students will be nominated and identified for the GT program. La escuela primaria Garden Park implementara el Programa Galaxy Gifted & Talented (GT). Los estudiantes seran nominados e identificados para el programa GT. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase student nominations for the GT program. Summative: Complete GT testing of students for GT identification. Maintain GT requirements for Advanced Academics. **Staff Responsible for Monitoring:** Administration Counselor Teachers **Population:** All Students Eligible for GT - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Garden Park GT students will prepare for and participate in the annual BISD Brainsville competition. CNA: Demo #4 Los estudiantes GT de Garden Park se prepararan y participaran en la competencia anual de BISD Brainsville. CNA: Demo #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sustain student participation in Brainsville competition. Summative: Improve Brainsville district competition results. **Staff Responsible for Monitoring:** Administration Dean of Instruction GT Teachers **Population:** All Students 3rd-5th, GT - **Start Date:** November 29, 2021 - **End Date:** February 18, 2022 - **Revision Date:** May 17, 2021 **Funding Sources:** Travel & Subsistence-Brainsville - 199 Local funds - 199-11-6412-00-106-Y11-000-Y				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Garden Park GT students will prepare for and participate in the Destination Imagination (DI) Regional Competition. Funds will be allotted for general supplies to support students with DI projects and presentations for the South Border Bridge DI Competition. CNA: Demo #4 Los estudiantes GT de Garden Park se prepararan y participaran en la Competencia Regional de Imaginacion de Destino (DI). Se asignaran fondos para suministros generales para apoyar a los estudiantes con proyectos de DI y presentaciones para la Competencia de DI del Puente de la Frontera Sur. CNA: Demo #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sustain student participation in DI competition. Summative: Improve regional competition results to advance to state tournament. **Staff Responsible for Monitoring:** Administration DI Coaches **Population:** All Students 3rd-5th, GT - **Start Date:** September 1, 2021 - **End Date:** February 28, 2022 - **Revision Date:** May 17, 2021 **Funding Sources:** Travel & Subsistence-DI - 199 Local funds - 199-11-6412-00-106-Y11-000-Y				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: To enhance classroom instruction, GT teachers will be given funds to purchase instructional materials to target GT students' needs. Para mejorar la instruccion en el aula, los maestros de GT recibiran fondos para comprar materiales de instruccion para satisfacer las necesidades de los estudiantes de GT. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase student performance on portions of GT-TPSP projects. Summative: Ensure timely completion of annual GT-TPSP projects. **Staff Responsible for Monitoring:** Administration Dean of Instruction GT Teachers **Population:** GT Teachers for All GT Students - **Start Date:** October 1, 2021 - **End Date:** December 17, 2021 - **Revision Date:** May 17, 2021				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Garden Park will maintain a Chess team that will participate in local, regional, state, and national chess tournaments. Campus funds will be allotted to pay for Chess consultants to support the sustainability of the Chess program. CNA: Demo #4 Garden Park mantendra un equipo de ajedrez que participara en torneos de ajedrez locales, regionales, estatales y nacionales. Los fondos del campus seran asignados para pagar consultores de ajedrez para apoyar la sustentabilidad del programa de ajedrez. CNA: Demo n. deg 4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase student participation of chess team members. Summative: Improve placement in local, regional, state, and national chess tournaments. **Staff Responsible for Monitoring:** Administration Chess Sponsors **Population:** All Students, GT, ELL, SPED, At-Risk, MIG, DYS - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021 **Funding Sources:** Consulting Services-Chess - 199 Local funds - 199-36-6291-00-106-Y99-000-Y				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: In order to motivate and encourage students to participate in extracurricular activities (i.e. Science Fair, DI, UIL, Brainsville, Chess), general supplies, travel, meals, and awards will be purchased to maintain the needs and motivation incentives for extracurricular clubs and teams. Additionally, funds will be allotted for Charro Days consultants to support the school dance team. CNA: Demo #4 Con el fin de motivar y alentar a los estudiantes a participar en actividades extracurriculares (es decir, Feria de Ciencias, DI, UIL, Brainsville, Ajedrez), se compraran suministros generales, viajes, comidas y premios para mantener las necesidades y los incentivos de motivacion para clubes y equipos extracurriculares. . Ademas, se asignaran fondos para que los consultores de Charro Days apoyen al equipo de baile de la escuela. CNA: Demo #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase student participation in extracurricular activities. Summative: Increase District UIL, Chess, Science Fair, DI & Brainsville Results. **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Students, ELL, DYS, MIG, GT, SPED - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 17, 2021 **Funding Sources:** Travel & Subsistence-Students Extracurricular - 199 Local funds - 199-36-6412-00-106-Y99-000-Y - $3,500, Travel & Subsistence-Student Meals - 199 Local funds - 199-11-6412-00-106-Y11-000-Y				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-Year Facilities Renovation Plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park Elementary will purposely promote energy savings activities on campus to support the implementation of the district's energy savings plan. Need: Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Administration Teachers Office Staff **Population:** Administration, Office Staff, Teachers - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create and implement a systematic approach to the renovation/upgrade/improvement of facilities. This will include prioritizing energy savings based on campus needs and safety. Need: Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Campus Needs Assessment (CNA) Survey results will indicate prioritization of the renovation plan. Formative: Improve CNA Survey results. Summative: Review CNA Survey data for CIP revisions. **Staff Responsible for Monitoring:** Administration Teachers Office Staff **Population:** Administration, Office Staff, Teachers - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park Elementary will support programs in the efficient and effective use of 100% of available budgeted funds based on students' needs. Need: Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Funding Reports will indicate all funds expended based on prioritized needs. Formative: Maintain Monthly Expenditure Reports Summative: Sustain End-of-Year Expenditure Reports **Staff Responsible for Monitoring:** Administration SBDM Committee **Population:** All Stakeholders for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Funds will be allotted to pay for highly qualified substitute teachers for students when teachers are absent from duty, as well as for vertical alignment planning. CNA: SPP-SCO #5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain highly qualified substitutes. Decrease student incident reports during teachers' absence from duty. Summative: Sustain highly qualified substitutes (EOY Substitute Reports). **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Teachers for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Salary & Wages for Substitute Teachers - 211 Title I-A - 211-13-6112-00-106-Y30-AYP-Y - $3,500, Sal/Wages for Substitute Teachers-DI & Chess - 199 Local funds - 199-36-6112-EC-106-Y99-000-Y - $800, Salaries or Wages for Substitute Teachers of Other Professionals - 162 State Compensatory - 162-11-6112-18-106-Y30-000-Y - $2,500				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park Elementary will allot funds to improve and sustain campus employee morale via team building activities during Teacher Appreciation Week, as well as throughout the school year. CNA: Perc.-SCC #3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase team building morale activities. Summative: Increase positive Elementary Staff CNA Survey responses. **Staff Responsible for Monitoring:** Administration Office Staff **Population:** All Teachers Servicing All Students - **Start Date:** January 5, 2022 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Miscellaneous Operating Costs-Team Building - 199 Local funds - 199-23-6499-53-106-Y99-000-Y - $1,000, Misc. Contracted Services-Team Building - 211 Title I-A - 211-23-6299-65-106-Y30-0F2-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park Elementary will give priority to teachers to participate in the Master of Education Cohorts, establish Master Teacher Leaders, and explore financial incentives for teachers pursuing higher education. Need: Equity Plan need and Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Formative: Compensation plan will reflect incentives available for teachers. Summative: Improve staff quality and retention rates. **Staff Responsible for Monitoring:** Administration Master Teachers **Population:** Master Teachers Servicing All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Media Records with Public Information Office, Enrollment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park Elementary will promote current accomplishments regularly through the campus website, media venues, and the Public Information Officer. Need: Decreasing enrollment/Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Weekly Newsletter will indicate campus highlights; Regular Recognition of Campus Highlights and Accomplishments. Formative: Maintain Weekly Newsletter. Summative: Sustain listing of campus highlights presented in Weekly Newsletter. **Staff Responsible for Monitoring:** Administration Campus Media Specialist **Population:** All Staff, All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park Elementary will designate a Public Information Officer (PIO) contact to provide feature articles, current and prior student/parent/staff recognition events, co/extracurricular activities, and parent/community events. Need: Decreasing enrollment/Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Increase regular features in media showcasing current accomplishments of faculty, staff, students, alumni and major events. Formative: Increase submissions of information for campus articles and showcases. Summative: Sustain annual compilation of campus articles, presentations, and showcases **Staff Responsible for Monitoring:** Administration Campus Media Specialist **Population:** All Students, Parents, Staff - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Garden Park Elementary will update the campus website monthly including showcasing student and community activities. Need: Decreasing enrollment/Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Campus website will be up-to-date on a monthly basis with all compliance postings and showcase campus/program activities and successes. Formative: Sustain campus website indicating current showcases. Summative: Complete End-of-Year report showing monthly checklist results. **Staff Responsible for Monitoring:** Administration Campus Media Specialist **Population:** All Students, Parents, Staff - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

Evaluation Data Sources: School calendar showing earlier start date

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park will communicate the updated school calendar showing the earlier start date by posting it on our school website and utilizing the school messenger and marquee sign. Need: Decreasing enrollment/Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Campus website will be up-to-date on a monthly basis with all compliance postings. Formative: Sustain campus website indicating calendar dates and events Summative: Complete End-of-Year report showing monthly checklist results **Staff Responsible for Monitoring:** Administration Campus Media Specialist **Population:** All Students, Parents, Staff - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 3%, due to Covid-19.

Evaluation Data Sources: BAC placement data for 2019-2020 and 2020-2021, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services, and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park Elementary staff will assist students with issues interfering with learning, such as but not limited to emotional distress, family challenges, and learning disabilities. Response to intervention strategies will be created and maintained for at-risk students. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monitor & Maintain RTI Plans Summative: Review & Submit EOY RTI Plans **Staff Responsible for Monitoring:** Administration Counselor Teachers **Population:** All Students, ELL, SPED, At-Risk, MIG, DYS - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Disciplinary placements for In School Suspension (ISS) and Out of School Suspensions (OSS) will decrease by 3% for 2020-2021, due to Covid-19 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by student populations served including ESL, Special Education, At-Risk and Economically Disadvantaged; eSchool Behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide training for teachers to effectively handle classroom discipline so that out-of-school suspensions and discretionary removals are used as a last resort. Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to learning by all students. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monitor Discipline Referral Documentation Summative: Decrease Discipline Referrals (EOY Discipline Referral Comparison) **Staff Responsible for Monitoring:** Administration Counselor Teachers **Population:** All Teachers, All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parents will be notified of any discipline referral received by their son/daughter as outlined in the Student Code of Conduct and mandated by district policy. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain parent conference documentation. Summative: Complete EOY Discipline Referral Comparison. **Staff Responsible for Monitoring:** Administration Teachers **Population:** Parents of Referred Students - **Start Date:** August 17, 2020 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide professional development training to campus staff based on need in the following areas: a) Bullying b) Violence/Conflict Resolution c) Trends in recent drug use d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention (RTI) Model for behavior-based interventions to allow staff to recognize and address the area of concern as a preventive measure. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain applicable PD Documentation Summative: Decrease Discipline Referrals (EOY Discipline Referral Comparison) **Staff Responsible for Monitoring:** Administration Counselor **Population:** All Staff for All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Reduce by 3% the yearly out-of-school suspensions (OSS) by researching and evaluating the 2020-2021 number of days students were absent due to OSS. To increase campus student attendance rates and improve student academic achievement for all students, administration will analyze OSS reports per six weeks to determine OSS comparison rates. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain OSS Reports for OSS & Attendance Comparison Summative: Decrease OSS & Increase Attendance (EOY OSS & Attendance Report Comparison) **Staff Responsible for Monitoring:** Administration PEIMS Administrator **Population:** PEIMS Administration for All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park Elementary will develop and maintain an Emergency Operations Plan. The plan will be multi-hazard in nature. The plan will be reviewed and updated annually by the campus safety and security committee. The following drills will be practiced accordingly: a) Lock-down Drills (3 times per year) b) Shelter-In-Place c) Fire Drills (once a month) d) Reverse Evacuation e) Drop & Cover f) Evacuation Drills intend to prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property, or harm to the environment. There is a need for walkie-talkie radios for campus personnel to communicate to ensure student safety on campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Emergency Drill Documentation Summative: Review & Sustain Emergency Plan Operation **Staff Responsible for Monitoring:** Administration BISD Police/Security **Population:** All Campus Staff, All Students - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park Elementary will have an identification security system. All staff will obtain and display an Identification Card as necessary on school grounds. Visitors must sign in after a temperature check and present proof of identification before obtaining a Visitors Card. Funds will be utilized to obtain the Raptor Visitor Management Safety System, whereby visitor information will be scanned to generate visitor badges for all campus visitors. CNA: SPP-SCO #5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Payroll Detail Reports & Front Office Sign-In Documentation Summative: Sustain Payroll Detail Reports & Front Office Sign-In Documentation **Staff Responsible for Monitoring:** Administration Office Staff BISD Security Officer **Population:** All Campus Staff, All Campus Visitors - **Start Date:** August 9, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Visitor Management System - 211 Title I-A - 211-23-6299-65-106-Y-30-0F2-Y				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Campus based law enforcement: Security Officer will be assigned and placed at Garden Park Elementary throughout the year. The campus officer, when possible, will address current trends with students, parents, and campus staff regarding the following: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol, and Tobacco Awareness, Emergency Operations, and Safety Procedures, as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Payroll Detail Reports & Safety Procedures Summative: Sustain Payroll Detail Reports & Safety Procedures **Staff Responsible for Monitoring:** Administration BISD Security Officer **Population:** All Students, All Staff - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Parent presentations will be made periodically at the campus: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, EOP, and Safety Procedures to educate parents to recognize the signs and symptoms related to certain offenses. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase parental awareness presentations. Summative: Sustain parent awareness of Safety Procedures. **Staff Responsible for Monitoring:** Administration Counselor Parent Liaison **Population:** All Parents for All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Garden Park Elementary will maintain a written safety plan developed by the campus safety committee. The safety committee will meet annually with parents for awareness education, provide counseling for students involved in offenses, implement enforcement of protective orders, and school based alternatives for protective orders. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Safety Plan throughout school year. Summative: Complete EOY review of Safety Plan. **Staff Responsible for Monitoring:** Administration Counselor **Population:** All Parents, All Students - **Start Date:** August 9, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Funds will be allotted to purchase custodial maintenance supplies to maintain a safe school environment. CNA: SPP-SCO #5, Perc.-SCC #1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Complete Maintenance Supply Order Summative: Sustain Clean & Safe School Environment **Staff Responsible for Monitoring:** Administration Head Custodian **Population:** All Students, All Staff - **Start Date:** August 9, 2021 - **End Date:** December 17, 2021 - **Revision Date:** May 18, 2021 **Funding Sources:** General Supplies-Custodians - 199 Local funds - 199-51-6399-00-106-Y99-000-Y, Supplies for Maint./Operations-Custodians - 199 Local funds - 199-51-6315-00-106-Y99-000-Y - $2,000, Supplies for Maint./Operations-Custodian Tools - 199 Local funds - 199-51-6319-00-106-Y99-000-Y - $750				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: There will be a 3% increase of parents involved in campus parental involvement activities from 2020-2021 to 2021-2022, due to COVID-19.

Habra un aumento del 3% de los padres involucrados en actividades de participacion de los padres del campus de 2020-2021 a 2021-2022, debido a COVID-19.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Contact Logs, eSchoolPlus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review, revise, complete and disseminate a Family Engagement Policy to delineate how parents may be actively involved at the campus level. The policy will be posted on the campus website in English and Spanish. Revisar, completar y difundir una Politica de Participacion Familiar para delinear como los padres pueden participar activamente a nivel del campus. La politica se publicara en el sitio web del campus en ingles y espanol. **Milestone's/Strategy's Expected Results/Impact:** Formative: Contact Logs, Composite Report, eSchoolPlus Summative: Increase % of Parent Participation; Increase % of Student Attendance **Staff Responsible for Monitoring:** Administration Parent Liaison **Title I Schoolwide Elements:** 3.1 - **Population:** All Parents, SBDM Members - **Start Date:** August 9, 2021 - **End Date:** November 19, 2021 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Disseminate School-Parent-Student Compact Forms to all Garden Park parents indicating each group's responsibilities to ensure student achievement. Parent meeting to review the S-P-S Compact will occur in the fall. Difundir Formularios Compactos Escuela-Padre-Estudiante a todos los padres de Garden Park indicando las responsabilidades de cada grupo para asegurar el logro del estudiante. La reunion de padres para revisar el Pacto S-P-S tendra lugar en el otono. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain SPS Compact in Student PRCs; Contact Log, Composite Report, eSchoolPlus Summative: Complete Composite End of Year Survey; Increase % Parent Participation; Increase % Student Attendance **Staff Responsible for Monitoring:** Administration Parent Liaison **Population:** Parents - **Start Date:** August 9, 2021 - **End Date:** November 19, 2021 - **Revision Date:** May 18, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Title I-A Family Engagement Policy, School-Parent-Student Compact, Campus Improvement Plan. Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y/o revision de lo siguiente para asegurar que se cumplan los requisitos del programa: Titulo I-A Politica de Compromiso Familiar, Pacto Escuela-Padres-Estudiante, Plan de Mejora del Campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Title I-A Parental Involvement Compliance Checklist Summative: Sustain Title I-A Parental Involvement Compliance Checklist **Staff Responsible for Monitoring:** Administration Parent Liaison SBDM Committee **Population:** Parents - **Start Date:** August 9, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Invite community agencies to participate and disseminate information about the public services that their agencies offer in order to continue building community partnerships. Recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success. Invitar a las agencias comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias. Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos para apoyar las metas del campus para aumentar el exito de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Parent Meeting Agendas & Sign-In Sheets; Visitor Sign-In Documentation Summative: Sustain Title I-A Parental Involvement Compliance Checklist **Staff Responsible for Monitoring:** Campus Administration Parent Liaison **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address needs and/or concerns in the following areas: -Building Capacity through training for parent and community access to resources -College Readiness -Community agencies and resources -Early Childhood Literacy Strategies -Effective parental involvement tasks for home-school connection -Health and Wellness Education -Special Education processes and services -Special Population resources and supports for Bilingual, Dyslexia, GT, At-Risk, etc. Proporcionar horarios de reunion flexibles para oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres para abordar las necesidades y / o inquietudes en las siguientes areas: -Desarrollo de capacidad mediante la capacitacion para el acceso de los padres y la comunidad a los recursos. -Preparacion para la universidad -Agencias y recursos comunitarios -Estrategias de alfabetizacion en la primera infancia -Tareas efectivas de participacion de los padres para la conexion entre el hogar y la escuela -Educacion sobre salud y bienestar -Procesos y servicios de educacion especial -Recursos y apoyos de poblacion especial para Bilingues, Dislexia, GT, En Riesgo, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Title I-A Parental Involvement Compliance Checklist; Meeting Agendas & Sign-In Sheets Summative: Sustain Title I-A Parental Involvement Compliance Checklist **Staff Responsible for Monitoring:** Administration Parent Liaison **Population:** Parents, SBDM, LPAC Members - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: The Parent Liaison will have the opportunity to participate in local, regional, and state professional development trainings and conferences to expand his/her knowledge of the latest research-based best practices to better support instruction and provide more comprehensive supplemental support to students and families. El enlace de padres tendra la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para expandir su conocimiento de las ultimas mejores practicas basadas en investigaciones para apoyar mejor la instruccion y brindar un apoyo complementario mas integral a los estudiantes y las familias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain PDS Transcripts; Contact Logs; Composite Report Summative: Complete Title I-A Parental Involvement Compliance Checklist **Staff Responsible for Monitoring:** Administration Parent Liaison **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Garden Park will continue to fund the Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. The Parent Liaison will conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus. He/She will upload and store Title I-A Compliance Requirements documentation and other parent activities in the Title I Crate. Funds will be allotted to purchase materials, supplies, and food for parent meetings. Additionally, funds will be allotted to compensate travel mileage for home visits. A die-cut machine will be purchased for teacher and parent use to create classroom visuals to support literacy in a print-rich learning environment. Examples include signs, labeled centers, pictures, word walls, bulletin boards, and reading/writing cues. CNA: Perc.-FCI #4 Garden Park continuara financiando el enlace de padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos. El enlace con los padres llevara a cabo los contactos con los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentara el historial del contacto con los padres para fines de asistencia y los contactos con los padres en eSchoolPlus. El / ella cargara y almacenara la documentacion de los requisitos de cumplimiento del Titulo I-A y otras actividades de los padres en la caja del Titulo I. Los fondos se asignaran para comprar materiales, suministros y alimentos para las reuniones de padres. Ademas, se asignaran fondos para compensar el kilometraje del viaje por las visitas domiciliarias. Se comprara una maquina troquelada para que la usen los maestros y los padres para crear imagenes en el aula para apoyar la alfabetizacion en un entorno de aprendizaje rico en material impreso. Los ejemplos incluyen letreros, centros etiquetados, imagenes, paredes de palabras, tableros de anuncios y senales de lectura / escritura. CNA: Perc.-FCI #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Complete Contact Logs, Composite Report; eSchoolPlus; Maintain Title I-A Parental Involvement Compliance Checklist Summative: Increase % of Parent Participation; Increase % of Student Attendance **Staff Responsible for Monitoring:** Administration Parent Liaison **Title I Schoolwide Elements:** 3.2 - **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 14, 2021 **Funding Sources:** General Supplies-Parent Liaison - 211 Title I-A - 211-61-6399-00-106-Y30-0F2-Y - $900, Employee Travel-Parent Liaison - 211 Title I-A - 211-61-6411-00-106-Y30-0F2-Y - $900, Equipment Under 5,000-Parent Liaison - 211 Title I-A - 211-61-6398-00-106-Y30-0F2-Y - $900				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Garden Park Elementary will conduct a Campus Needs Assessment Parent Survey during the Spring semester to encourage feedback of school's overall performance. La Primaria Garden Park llevara a cabo una Encuesta para padres de evaluacion de las necesidades del campus durante el semestre de primavera para fomentar la retroalimentacion del desempeno general de la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Parent Participation of CNA Survey. Summative: Complete Title I-A Parental Involvement Compliance Checklist. **Staff Responsible for Monitoring:** Administration Teachers Parent Liaison **Population:** Parents - **Start Date:** March 1, 2022 - **End Date:** May 27, 2022 - **Revision Date:** May 18, 2021				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: 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) workshop session attendance and evaluation reports, Feedback/Walk-through report data, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will attend live and remote professional development workshops to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.). CNA: SL #1, SPP-SQRR #1, SPP-CIA #3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Performance of Weekly Reading Tests & Campus/District Benchmarks Summative: Increase TPRI, Tejas LEE, TELPAS & STAAR Reading Results **Staff Responsible for Monitoring:** Administration Dean of Instruction **Comprehensive Support Strategy** - **Population:** All Teachers for All Students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Miscellaneous Operating Costs-Staff Development - 199 Local funds - 199-13-6499-53-106-Y99-000-Y - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Vertical and horizontal planning between grade levels will occur in the fall and spring semesters to plan instruction for all content areas. CNA: SPP-SQRR #1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Create and maintain Campus Vertical Alignment Plan. Summative: Conduct and complete all vertical alignment planning days. **Staff Responsible for Monitoring:** Administration Dean of Instruction **Population:** Teachers - **Start Date:** September 1, 2021 - **End Date:** December 17, 2021 - **Revision Date:** May 18, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: There is a need for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training. Funds will be allotted for counselor employee travel expenses for educational conferences and professional development purposes to support student interventions. Administrative travel will be included for administrators to attend current and relevant training meetings and leadership conferences to support campus personnel. CNA: SL #1, SPP-SQRR #2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase performance on Weekly Tests & Campus/District BM, RTI Plans, Classroom Presentations. Summative: Increase performance on TELPAS & STAAR Assessments, Submit EOY RTI Plans in SuccessEd. **Staff Responsible for Monitoring:** Administration Dean of Instruction Counselor **Population:** Administration & Staff for All Students - **Start Date:** August 9, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Education Service Center Services - 211 Title I-A - 211-13-6239-00-106-Y30-AYP-Y - $5,100, Employee Travel-Campus Leadership - 199 Local funds - 199-23-6411-23-106-Y99-000-Y				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers, principals, and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) CNA: SPP-SCO #5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain training records and six weeks reporting from campus staff. Summative: Generate End of Year Professional Development Reports. **Staff Responsible for Monitoring:** Counselors, Police and Security Service Officers, Campus Threat Assessment Team Leaders **Population:** All Campus Faculty & Staff - **Start Date:** November 1, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual. (Policy FFB) **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain training records and six weeks reporting from campus staff. Summative: Generate End of Year Professional Development Reports. **Staff Responsible for Monitoring:** Counselors, Police and Security Service Officers, Campus Threat Assessment Team Leaders **Population:** All Campus Staff - **Start Date:** November 1, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) CNA: SPP-SCO #5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain training records and six weeks reporting from campus staff. Summative: Generate End of Year Professional Development Reports. **Staff Responsible for Monitoring:** Counselors, Police and Security Service Officers, Campus Threat Assessment Team Leaders **Population:** All Campus Faculty & Staff - **Start Date:** November 1, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Software Usage Reports, Walkthroughs, Benchmark & State Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize instructional technology by modeling within the context of core curriculum areas using a variety of technology equipment (i.e. computer labs, projectors, document cameras, tablets, scanners, hardware, and software) in order to differentiate instruction and meet accommodations for all students. This includes the purchase of Cleartouch Display Panels and associated products (i.e. Mobile Stands, PC Modules, Web Cameras) for remote and face to face instruction. Campus will allot funds to purchase laptops, desktops, keyboards, and batteries for teachers and administrators to facilitate technology usage and monitoring in the classroom for Reading, Math, Writing, Science, and Social Studies instruction. Additionally, Joey Carts will be purchased to charge, secure, store, and transport campus technology devices. The new devices will replace outdated Microsoft 7 Operating System devices. CNA: SPP-T #6 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Software Usage Reports & Benchmarks Summative: Complete EOY Software Usage Reports **Staff Responsible for Monitoring:** Administration Dean of Instruction **Population:** All Students, ELL, DYS, At-Risk, GT, SPED, MIG - **Start Date:** August 9, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** General Supplies - Administration Technology - 211 Title I-A - 211-23-6399-65-106-Y30-0F2-Y - $3,600, Classroom Technology-Equipment Under $5,000 - 162 State Compensatory - 162-11-6398-62-106-Y30-000-Y, Class Tech-Equip. Under $5,000 (Replace Outdated Operating Systems) - 211 Title I-A - 211-11-6398-62-106-Y30-0F2-Y, General Supplies - Counselor Technology - 211 Title I-A - 211-31-6399-65-106-Y30-0F2-Y - $1,000, Class Technology Equipment - 211 Title I-A - 211-11-6399-00-106-Y30-0F2-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will utilize school desktops, laptops, and COWs to access the Accelerated Reader, Imagine Math, Imagine Language & Literacy, Living w/ Science, STEMscopes, HATCH, and EduSmart software programs. Students will complete targeted pathways, activities, and assessments via these programs. Funds will be allotted to purchase the aforementioned software programs, as well as iPads, Carts on Wheels, and outlet surge protectors to charge iPads and laptops for instructional use. CNA: SL #3, SPP-Tech #6 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Instructional Software Usage Summative: Increase EOY Campus & State Assessments **Staff Responsible for Monitoring:** Administration Campus TST **Population:** All Students, ELL, DYS, SPED, MIG, At-Risk, GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** General Supplies-Technology Maintenance Support - 162 State Compensatory - 162-11-6399-62-106-Y30-000-Y - $4,000, General Supplies-Technology Instructional Software - 211 Title I-A - 211-11-6249-62-106-Y-30-0F2-Y				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.
Future Ready Use of Space and Time

Evaluation Data Sources: Walkthroughs, Classroom Assignments, Progress Monitoring Reports, State Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park ELL students will attend the computer lab and navigate through online practice tests to prepare for the online administration of the Spring TELPAS Reading assessments by inputting weekly test answers into Etazo to obtain test results. Additionally, 2nd-5th grade ELL students will complete FlipGrid recordings every six weeks for TELPAS Speaking practice. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase online TELPAS practice test results. Summative: Increase Spring TELPAS assessment results. **Staff Responsible for Monitoring:** Administration Dean of Instruction **Population:** All ELL Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park will provide students in classrooms the opportunity to take a device home to extend learning beyond the classroom. **Milestone's/Strategy's Expected Results/Impact:** Formative: Response to Instructional Observations, Progress Monitoring Reports Summative: Close the gap on benchmarks and state assessments **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Students - **Start Date:** August 17, 2022 - **End Date:** June 2, 2022 - **Revision Date:** May 19, 2021				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, WIFI Speed Tests, Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and counselors will integrate technology in the classroom to improve instruction and student learning through the use of desktop computers, projectors, laptops, iPads, printers and ink cartridges for printers and other equipment. Funds will be allotted to purchase batteries for laptop use of instructional software programs and assessments. Additional funds will be allotted for the purchase of classroom projectors, fusers, and light-bulbs to replace outdated equipment used for classroom instruction. CNA: SPP-Tech #6 **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-Through Observations; Increase Instructional Software Usage Summative: Complete EOY Software Usage Comparison **Staff Responsible for Monitoring:** Administration Dean of Instruction **Population:** All Students, ELL, GT, DYS, MIG, At-Risk, SPED - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Classroom Technology - 211 Title I-A - 211-11-6398-62-106-Y30-0F2-Y, Classroom Technology (Replace Outdated Equipment) - 211 Title I-A - 211-11-6399-62-106-Y-30-OF2-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In order to ensure appropriate WIFI connectivity for campus stakeholders, speed tests will be conducted in the beginning, middle, and end of the year. **Milestone's/Strategy's Expected Results/Impact:** Formative: Improved results of speed tests for appropriate connectivity of wired and wireless networks Summative: Sustain improved results of speed tests for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** Administration Campus TST **Population:** All Campus Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 19, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Review, update, and implement policies that guide students, staff, parents, and community members to ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Evaluation Data Sources: Updated Policies & Guideline Revisions, Security Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park will identify current data sources, review the campus improvement plan, and determine places where the targeted use of data can help support existing and future campus goals. **Milestone's/Strategy's Expected Results/Impact:** Formative: Review updated policies & guideline revisions Summative: Review of updated policies & guideline revisions indicate progress **Staff Responsible for Monitoring:** Administration Campus TST **Population:** All Students & Programs - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 19, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park will review and update campus internet security procedures to guide students, staff, parents, and community members to ensure safety, privacy, and security. **Milestone's/Strategy's Expected Results/Impact:** Formative: Review proposed policies, guideline revisions, and security reports Summative: Implementation of updated campus internet security procedures **Staff Responsible for Monitoring:** Administration Campus TST **Population:** All Students & Programs - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 19, 2021				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park will increase community partnerships, focusing on classroom level partnerships that will facilitate educational technology for students. **Milestone's/Strategy's Expected Results/Impact:** Formative: Review list of partners for educational technology and access Summative: Increase/Sustain list of partners for educational technology and access **Staff Responsible for Monitoring:** Administration **Population:** Campus Stakeholders - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 21, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park will support parents on the use of classroom management systems to monitor the use of instructional software and student devices. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Software Usage Reports Summative: Cumulative Software Usage Reports **Staff Responsible for Monitoring:** Administration Campus TST **Population:** Campus Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 21, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and campus leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Professional Development Session Reports Summative: Cumulative Professional Development Reports for Staff PD Hours Completed **Staff Responsible for Monitoring:** Campus Administration **Population:** All Certified Campus Staff - **Start Date:** June 1, 2021 - **End Date:** June 1, 2022 - **Revision Date:** June 7, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park will allow the Media Specialists, Dean, Technology Administrators, and Technology Support Teacher (TST) adequate time to support the campus in the integration of technology into instruction. **Milestone's/Strategy's Expected Results/Impact:** Formative: Complete Staff Survey Summative: Complete EOY Survey Report **Staff Responsible for Monitoring:** Campus Administration TST **Population:** Campus Technology Integration Support Staff - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 7, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To help PK-5th grade students master phonics, reading, and math skills with the goal of becoming fluent and accurate readers, Imagine Language & Literacy and Imagine Math software programs will be purchased for classroom and computer lab usage. Additionally, Accelerated Reader (AR) licenses will be purchased to support students' reading comprehension skills. CNA: SL #3, SPP-CIA #3, SPP-Tech #6 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase CPALLS, OWL, TPRI results, Six Weeks AR Goals Summative: Increase EOY CPALLS, OWL, TPRI results, Six Weeks AR Goals **Staff Responsible for Monitoring:** Administration Dean of Instruction Librarian **Population:** All Students, ELL, SPED, DYS, MIG, GT, At-Risk - **Start Date:** August 17, 2021 - **End Date:** December 17, 2021 - **Revision Date:** May 18, 2021 **Funding Sources:** Misc. Contracted Services-Software - 162 State Compensatory - 162-11-6299-62-106-Y30-000-Y - $15,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park will sustain the accessibility for all students in technology based instruction across all subject areas by providing software and platforms including Microsoft, Google, and hardware on campus for computer/technology enhanced instruction. Garden Park will utilize CLEVER to analyze student usage, academic impact, student performance, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Software Usage & Monitoring Reports Summative: Complete Cumulative Software Usage & Monitoring Reports **Staff Responsible for Monitoring:** Campus Administration TST **Population:** All Students - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 7, 2021				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Garden Park will use technology surveys to prepare for the campus technology needs assessments, setting new technology goals, and developing the strategies for technology in 2021-2022. **Milestone's/Strategy's Expected Results/Impact:** Formative: Complete SOY/BOY Technology Surveys Summative: Complete EOY Technology Surveys **Staff Responsible for Monitoring:** Campus Administration TST **Population:** Certified Campus Staff - **Start Date:** June 7, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 7, 2021				
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Increase the overall attendance rate target of 97.5% for Garden Park Elementary and improve At-Risk Student Attendance Rate by 5% over prior year attendance, due to COVID-19.

Aumentar el objetivo de la tasa de asistencia total del 97.5% para Garden Park y mejorar la tasa de asistencia de estudiantes en riesgo en un 5% sobre la asistencia del ano anterior, debido a COVID-19.

Evaluation Data Sources: District and Campus Attendance Rates, At-Risk Student Attendance, Student Progress Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement campus attendance goals that address procedures, roles, responsibilities, and a formal written plan for monitoring and management in the Campus Improvement Plan (CIP). Ensure that student attendance strives to meet district and state rates, so that students may meet their full educational potential. Implementar metas de asistencia al campus que aborden los procedimientos, roles, responsabilidades y un plan formal por escrito para el monitoreo y la gestion en el Plan de mejora del campus (CIP). Asegurese de que la asistencia de los estudiantes se esfuerce por cumplir con las tasas del distrito y del estado, para que los estudiantes puedan alcanzar su maximo potencial educativo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Weekly Attendance Percentage Reports by Grade Level Summative: Complete EOY Attendance Report **Staff Responsible for Monitoring:** Administration Campus PEIMS Supervisor Data Entry Clerk **Population:** All Students, ELL, DYS, MIG, SPED, GT, At-Risk - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recognize and provide awards/incentives to all students with perfect attendance and A/B & A Honor Roll every six weeks and at the end of the year. Campus staff awards students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals. In response to COVID-19, funds will also be allotted to purchase water bottles with color school logos for student incentives as well. CNA: Demo #2, SL #1, SPP-SCO #5, Perc.-SCC #2 Reconocer y proporcionar premios/ incentivos a todos los estudiantes con asistencia perfecta y A/B & A Lista de Honor cada seis semanas y al final del ano. El personal del campus premia a los estudiantes por Asistencia Perfecta y Logro Academico para reconocer las metas de asistencia y aprendizaje. En respuesta a COVID-19, tambien se asignaran fondos para comprar botellas de agua con logotipos escolares de color para incentivos estudiantiles. CNA: Demo #2, SL #1, SPP-SCO #5, Perc.-SCC #2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Performance on Six Weeks Report Cards, Six Weeks Awards Ceremonies Summative: Increase EOY Six Weeks Report Cards, Six Weeks Awards Ceremonies **Staff Responsible for Monitoring:** Administration Counselor **Title I Schoolwide Elements:** 2.5 - **Population:** All Students, ELL, DYS, MIG, SPED, GT, At-Risk - **Start Date:** September 1, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Misc. Operating Costs-Awards - 199 Local funds - 199-23-6498-00-106-Y99-000-Y - $1,000, Misc. Operating Costs-Awards/Incentives - 162 State Compensatory - 162-11-6498-00-106-Y30-000-Y - $5,000, Awards-Life Skills Incentives - 166 State Special Ed. - 166-11-6498-00-106-Y23-0P1-Y - $430, Awards-Resource Incentives - 166 State Special Ed. - 166-11-6498-00-106-Y23-0P4-Y - $430, Misc. Operating Costs-Awards - 211 Title I-A - 211-11-6498-00-106-Y30-0F2-Y - $4,500, Misc. Operating Costs-Awards Counselor - 211 Title I-A - 211-31-6498-00-106-Y30-0F2-Y - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Home visits and parent conferences will be conducted when a student is absent two days in a row to support sustained instruction for campus, local, and, state assessments. Las visitas domiciliarias y las conferencias de padres se llevaran a cabo cuando un estudiante esta ausente dos dias seguidos para apoyar la instruccion sostenida para las evaluaciones del campus, locales y estatales. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Attendance Reports; Home Visit Documentation Summative: Complete EOY Attendance Report; Home Visit Documentation **Staff Responsible for Monitoring:** Administration Parent Liaison **Population:** Parents, At-Risk Students - **Start Date:** September 1, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Parents will be encouraged and educated on the importance of their children attending school every day so students can receive a quality education and prepare for campus, district, and state assessments. Se alentara y educara a los padres sobre la importancia de que sus hijos asistan a la escuela todos los dias para que los estudiantes puedan recibir una educacion de calidad y prepararse para las evaluaciones del campus, el distrito y el estado. **Milestone's/Strategy's Expected Results/Impact:** Formative: Distribute Report Cards, Sustain Six Weeks Assembly Participation, Parent Meetings Summative: Complete EOY Report Cards, Six Weeks Assembly, Parent Communication Logs **Staff Responsible for Monitoring:** Administration Parent Liaison **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to promote that students become productive citizens and pursue a college career upon graduation. CNA: Perc.-FCI #5 Las consejeras ofreceran una Feria del Dia de la Carrera para estudiantes de quinto grado y una Presentacion de Conciencia de Carrera para todos los niveles de grado para promover que los estudiantes se conviertan en ciudadanos productivos y perseguir una carrera universitaria despues de la graduacion. CNA: Perc.-FCI #5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Coordinate community representatives for Career Day Fair. Summative: Conduct Career Day Fair Event. **Staff Responsible for Monitoring:** Administration Counselor **Population:** All Students, ELL, DYS, MIG, GT, At-Risk, SPED - **Start Date:** January 5, 2022 - **End Date:** May 27, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Miscellaneous Operating Costs-Presenters - 199 Local funds - 199-11-6499-53-106-Y11-000-Y				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: The Garden Park Elementary counselor will conduct a 5th grade orientation & take students on an informational tour of their respective future middle school to transition and motivate students to do well in their new setting. School counselor will conduct a presentation for parents and students of the Head Start program to inform them of the Prekindergarten curriculum and provide a tour of their classroom to help students transition to Prekindergarten. La consejera de la escuela primaria Garden Park conducira una orientacion de quinto grado y llevara a los estudiantes a un recorrido informativo de su respectiva futura escuela intermedia para hacer la transicion y motivar a los estudiantes a hacer bien en su nuevo entorno. La consejera escolar llevara a cabo una presentacion para los padres y los estudiantes del programa Head Start para informarles sobre el plan de estudios de Prekindergarten y ofrecer un recorrido por su salon de clases para ayudar a los estudiantes en la transicion al Prekindergarten. **Milestone's/Strategy's Expected Results/Impact:** Formative: Distribute & Collect Middle School Field Trip Forms, PK Round Up Documentation Summative: Conduct Middle School Field Trip & PK Round Up Presentation **Staff Responsible for Monitoring:** Administration Counselor **Population:** All Prekindergarten & 5th Grade Students - **Start Date:** August 9, 2021 - **End Date:** May 27, 2022 - **Revision Date:** May 18, 2021				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year. CNA: SPP-SCO #5, Perc.-SCC #2				

Para motivar a los estudiantes a alcanzar sus metas academicas y de asistencia, los estudiantes haran una excursion al final del ano para recompensar sus esfuerzos diarios de asistencia y rendimiento academico durante el ano escolar.
CNA: SPP-SCO # 5, Perc.-SCC # 2

Milestone's/Strategy's Expected Results/Impact: Formative: Review Six Weeks Attendance Reports & Report Cards

Summative: Utilize EOY Attendance Reports & Report Card Criteria for Field Trips

Staff Responsible for Monitoring: Administration
Teachers

Population: All Students, ELL, DYS, MIG, GT, SPED, At-Risk - **Start Date:** January 5, 2022 - **End Date:** May 27, 2022 - **Revision Date:** May 18, 2021

Funding Sources: Reclassified Transportation Exp - Regular Travel - 199 Local funds - 199-36-6494-00-106-Y99-000-Y - $2,200, Reclassified Transportation Exp - EOY Field Trip Buses - 199 Local funds - 199-11-6494-00-106-Y11-000-Y - $2,800

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Garden Park Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5% due to COVID-19.

La Primaria Garden Park desarrollara estrategias de prevencion y intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 5% debido a COVID-19.

Evaluation Data Sources: Student Benchmark Reports, STAAR Reports disaggregated for At-Risk Students; Student RTI Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during the after school extended day program. Tutorial classes will occur for 1st-5th grade students, as well as the Student Success Initiative (SSI) for 5th grade to improve at-risk student achievement on campus, district, and state assessments. The extended day program & tutorial classes will provide enrichment, refinement, and reinforcement activities in content areas for PK-5th grade. Extra Duty Pay/Overtime is included. CNA: Demo #3, SL #2, SPP-CIA #4 Se proporcionara instruccion acelerada en el plan de estudios basico durante el programa de dia extendido despues de la escuela. Se impartiran clases de tutoria para los estudiantes de 1o a 5o grado, asi como la Iniciativa de Exito Estudiantil (SSI) para el 5o grado para mejorar el rendimiento de los estudiantes en riesgo en las evaluaciones del campus, el distrito y el estado. El programa de dia extendido y las clases de tutoria proporcionaran actividades de enriquecimiento, refinamiento y refuerzo en las areas de contenido para PK-5 deg grado. Pago de derechos adicionales / horas extraordinarias esta incluido. CNA: Demo #3, SL #2, SPP-CIA #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Tutorial Schedule, Tutorial Lesson Plans, Student Progress Reports, RTI Plans Summative: Increase STAAR Results, Student Retention Rates, Sustain EOY RTI Plans **Staff Responsible for Monitoring:** Administration Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** - **Population:** All Students, At-Risk, SPED, MIG, ELL, DYS, GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** Extra Duty Pay/Overtime-Supplemental PE - 199 Local funds - 199-23-6121-08-106-Y99-000-Y - $50, Extra Duty Pay/Overtime-Supplemental PE - 199 Local funds - 199-51-6121-47-106-Y99-000-Y - $50, Professional Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-106-Y24-SSI-Y - $5,698, Professional Extra Duty Pay-Extended Day - 162 State Compensatory - 162-11-6118-00-106-Y30-000-Y - $65,820, Prof. Extra Duty Pay-Extended Day - 211 Title I-A - 211-11-6118-00-106-Y30-ASP-Y - $53,799, Extra Duty Pay/Overtime-Supplemental PE - 199 Local funds - 199-11-6121-51-106-Y11-000-Y - $50, Extra Duty Pay/Overtime Supplemental - 211 Title I-A - 211-11-6121-06-106-Y30-0K6-Y, Social Security/Medicare - 211 Title I-A - 211-11-6141-00-106-Y30-ASP-Y - $871, Teacher Retirement/TRS Care - 211 Title I-A - 211-11-6146-00-106-Y30-ASP-Y - $5,289, Employee Benefits-Locally Def - 211 Title I-A - 211-11-6148-00-106-Y30-ASP-Y - $140, Employee Benefits - 211 Title I-A - 211-11-6149-00-106-Y30-ASP-Y - $1, General Supplies - WTF - 162 State Compensatory - 162-61-6399-00-106-Y-30-WTF-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Garden Park Elementary will ensure that a process is in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. La Primaria Garden Park se asegurara de que exista un proceso para identificar a los estudiantes sin hogar a fin de recibir las protecciones completas de la Ley McKinney-Vento, incluida la ayuda que necesitan para inscribirse, asistir y tener exito en la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Review and maintain eSchoolPLUS Rosters & Student Progress Reports Summative: Increase Student Attendance Rates, STAAR Results & EOY Student Report Cards **Staff Responsible for Monitoring:** Administration Homeless Youth Project Admin. **Population:** Students Identified as Homeless - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will use Sheltered Instruction strategies to help ELL students and At-Risk students master targeted content areas. Los maestros usaran estrategias de instruccion protegida para ayudar a los estudiantes ELL y estudiantes en riesgo a dominar las areas de contenido especificas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: Increase STAAR, TELPAS, EOY TPRI/Tejas LEE Results **Staff Responsible for Monitoring:** Administration Dean of Instruction **Population:** ELL Students, At-Risk - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Assist students with issues interfering with learning, such as but not limited to emotional distress and family problems. Intervention strategies will be created for At-Risk students through Response to Intervention (RTI) instruction. Ayudar a los estudiantes con problemas que interfieran con el aprendizaje, como, entre otros, angustia emocional y problemas familiares. Se crearan estrategias de intervencion para los estudiantes en riesgo a traves de la instruccion de Respuesta a la Intervencion (RTI). **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, RTI Plans Summative: Sustain EOY RTI Plans, EOY Student Report Cards **Staff Responsible for Monitoring:** Administration Dean of Instruction Counselor **Population:** All Students At-Risk - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: The dean of instruction will facilitate campus grade level meetings/workshop sessions to support and promote highly qualified personnel that will positively impact at-risk student achievement. La decana de instruccion facilitara las reuniones de nivel de grado del campus/sesiones de taller para apoyar y promover personal altamente calificado que impactara positivamente el rendimiento de los estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain PDS Workshop Attendance Report, PDS Workshop Participation Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, RTI Plans Summative: Increase Benchmark & STAAR Results, Student Retention Rates, EOY Student Report Cards, Sustain EOY RTI Plans **Staff Responsible for Monitoring:** Administration Dean of Instruction **Population:** Teachers Servicing MIG, ELL, At-Risk Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Garden Park Elementary will supplement the Prekindergarten program teachers to provide foundation learning experiences in order to help prepare all students academically, particularly at-risk students. La Primaria Garden Park complementara a los maestros del programa de Prekindergarten para brindar experiencias de aprendizaje basicas para ayudar a preparar a todos los estudiantes academicamente, en particular a los estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Teacher Lesson Plans, Classroom Observations, Student Progress Reports, BOY/MOY CPALLS, Initial RTI Plans Summative: Increase EOY CPALLS, OWL Results, Sustain EOY RTI Plans **Staff Responsible for Monitoring:** Administration Administrator for State Compensatory Education **Population:** All Prekindergarten Students, At-Risk - **Start Date:** August 9, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Garden Park Elementary will supplement the dyslexia program teacher to provide language and literacy interventions to improve student achievement. La Primaria Garden Park complementara la maestra del programa de dislexia para proveer intervenciones de lenguaje y alfabetizacion para mejorar el rendimiento de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Teacher Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, MOY Dyslexia Screeners Summative: Increase STAAR, EOY TPRI/Tejas LEE Results, EOY Student Report Cards, Complete EOY Dyslexia Screeners **Staff Responsible for Monitoring:** Administration Administrator for State Compensatory Education **Population:** Students Identified as Dyslexic, At-Risk - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

Implementar un sistema de salud escolar sostenible y coordinado que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia y el exito de todos los estudiantes.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The School Nurse will monitor and maintain students' health, needs, and records as needed. La enfermera de la escuela supervisara y mantendra la salud, las necesidades y los registros de los estudiantes segun sea necesario. **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Student Health Logs Summative: Complete End of Year Health Services Reports **Staff Responsible for Monitoring:** Administration School Nurse **Population:** All Students, ELL, At-Risk, GT, DYS, MIG, SPED - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022 - **Revision Date:** May 18, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Funds will be budgeted for the school nurse to purchase supplies for the school infirmary for students' health needs. CNA: SPP-SCO #5 Se presupuestaran fondos para que la enfermera de la escuela compre suministros para la enfermeria de la escuela para las necesidades de salud de los estudiantes. CNA: SPP-SCO # 5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Health Services Reports Summative: Complete EOY Health Services Reports **Staff Responsible for Monitoring:** Administration School Nurse **Population:** All Students, DYS, MIG, GT, ELL, SPED, At-Risk - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** General Supplies-Nurse - 199 Local funds - 199-33-6399-00-106-Y99-000-Y - $770, General Supplies-Nurse - 211 Title I-A - 211-33-6399-00-106-Y30-BDG-Y - $1,000, Supplies for Maint./Operating Cost-Nurse - 211 Title I-A - 211-33-6315-00-106-Y30-BDG-Y - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Wellness supplies will be maintained at Garden Park Elementary to provide identified at-risk, homeless, and unaccompanied youth with hygiene products, school supplies, and clothing items as needed to improve at-risk student achievement, attendance, graduation rate, and decrease the failure retention and dropout rate. Los suministros de bienestar se mantendran en la primaria Garden Park para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados productos de higiene, utiles escolares y prendas de vestir segun sea necesario para mejorar el rendimiento, la asistencia y la tasa de graduacion de los estudiantes en riesgo, y disminuir la tasa de fallos de retencion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Six Weeks Attendance Reports, Student Progress Reports, Maintain RTI Plans Summative: Increase EOY Attendance Rate Reports, EOY Student Report Cards, Sustain EOY RTI Plans **Staff Responsible for Monitoring:** Administration Counselor School Nurse **Population:** All Students At-Risk, Students Identified as Homeless - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** May 18, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: There is a need for general supplies, operating costs, and awards incentives for the counselor to assist with the counseling, guidance, and motivation of students' emotional, developmental, and physical well-being (e.g., six weeks awards assemblies, mind-body awareness yoga). CNA: SPP-SCO #5 Existe la necesidad de suministros generales, costos operativos e incentivos de premios para que la consejera ayude con el asesoramiento, la orientacion y la motivacion del bienestar emocional, de desarrollo y fisico de los estudiantes (p. Ej., Asambleas de premios de seis semanas, yoga de conciencia). CNA: SPP-SCO # 5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain Counselor Student Logs, RTI Plans, Six Weeks Awards Assemblies Summative: Complete EOY Student Records, EOY RTI Plans in SuccessEd & eSchoolPlus, EOY Six Weeks Awards Assembly **Staff Responsible for Monitoring:** Administration Counselor **Population:** All Students, At-Risk, ELL, SPED, DYS, MIG, GT - **Start Date:** August 17, 2021 - **End Date:** May 27, 2022 - **Revision Date:** May 18, 2021 **Funding Sources:** General Supplies-Counselor - 199 Local funds - 199-31-6399-00-106-Y99-000-Y - $600 , General Supplies-Counselor - 211 Title I-A - 211-31-6399-65-106-Y30-0F2-Y, General Supplies-Counselor - 211 Title I-A - 211-31-6399-00-106-Y30-0F2-Y - $1,000, Misc. Operating Costs-Counselor - 211 Title I-A - 211-31-6498-00-106-Y30-0F2-Y				

No Progress

Accomplished

Continue/Modify

Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful. Proporcionar apoyo educativo al personal del campus que ancla los Marcos de Distrito del BISD en estrategias basadas en la investigacion y mejores practicas presentadas y/o abordadas a traves de actividades de desarrollo profesional y retroalimentacion de T-TESS, para que todos los estudiantes de cada grupo demografico tengan exito academico.
1	1	2	Teachers will use Sheltered Instruction strategies to help ELL students master Language, Literacy, and TEKS objectives. Los maestros utilizaran estrategias de Instruccion Protegida para ayudar a los estudiantes ELL a dominar el lenguaje, la alfabetizacion y los objetivos de TEKS.
1	1	3	One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and six weeks. Fluency testing will be conducted to measure reading accuracy and comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks. Un pasaje de fluidez por semana por estudiante se llevara a cabo en clase durante el bloque de lectura de 90 minutos. Se supervisara la fluidez cada tres semanas y seis semanas. Se realizaran pruebas de fluidez para medir la precision de la lectura y las habilidades de comprension. Se desarrollara una rubrica para combinar fluidez y comprension para un examen formal cada seis semanas.
1	1	4	PK-5th grade students will attend the computer lab to work on math skills via Imagine Math. PK-5th grade students will practice reading skills via Imagine Language & Literacy, Accelerated Reader, EPIC, and ReadWorks. Students will take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for campus, district, and STAAR assessments. Additionally, students will use the classroom COWs to work on targeted math and reading skills. Los estudiantes de PK-5o grado asistiran al laboratorio de computacion para trabajar en habilidades matematicas a traves de Imagine Math.. Los estudiantes de PK-5o grado practicaran habilidades de lectura a traves de Imagine Language & Literacy, Accelerated Reader, EPIC y ReadWorks.. Los estudiantes tomaran evaluaciones de diagnostico para identificar fortalezas y debilidades en cada area para orientar la instruccion que ayudara a todos estudiantes para prepararse para las evaluaciones del campus, distrito y STAAR. Ademas, los estudiantes usaran los companeros de clase para trabajar en matematicas especificas y habilidades de lectura.
1	1	10	ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEPs) for ARD meetings and other deadlines as needed. CNA: Demo #1, SL #1 Las reuniones de ARD se llevaran a cabo anualmente y segun sea necesario para revisar el progreso de los estudiantes con necesidades especiales y planificar sus opciones de instruccion y evaluacion. Se comprara toner para imprimir, monitorear y ajustar los informes de datos de los estudiantes (es decir, IEP) para las reuniones de ARD y otras fechas limite segun sea necesario. CNA: Demo #1, SL #1

Goal	Objective	Strategy	Description
1	1	13	All teachers in all grade levels will participate in data analyze meetings of students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes to prepare students for STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL Assessments. The data analysis meetings will be in compliance with the BISD 2020-2021 Curriculum Frameworks. Todos los maestros de todos los grados participaran en reuniones de analisis de datos de los resultados de las evaluaciones de los estudiantes a traves de Aware, Tango Central, Tango Trends y Ellevation para planificar la instruccion y recomendar a los estudiantes para clases de tutoria para preparar a los estudiantes para STAAR, TELPAS, TPRI / Tejas LEE , Evaluaciones CPALLS y OWL. Las reuniones de analisis de datos cumpliran con los marcos curriculares de BISD 2020-2021.
7	1	1	Teachers will attend live and remote professional development workshops to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.). CNA: SL #1, SPP-SQRR #1, SPP-CIA #3
9	2	1	Accelerated instruction in the foundation curriculum will be provided during the after school extended day program. Tutorial classes will occur for 1st-5th grade students, as well as the Student Success Initiative (SSI) for 5th grade to improve at-risk student achievement on campus, district, and state assessments. The extended day program & tutorial classes will provide enrichment, refinement, and reinforcement activities in content areas for PK-5th grade. Extra Duty Pay/Overtime is included. CNA: Demo #3, SL #2, SPP-CIA #4 Se proporcionara instruccion acelerada en el plan de estudios basico durante el programa de dia extendido despues de la escuela. Se impartiran clases de tutoria para los estudiantes de 1o a 5o grado, asi como la Iniciativa de Exito Estudiantil (SSI) para el 5o grado para mejorar el rendimiento de los estudiantes en riesgo en las evaluaciones del campus, el distrito y el estado. El programa de dia extendido y las clases de tutoria proporcionaran actividades de enriquecimiento, refinamiento y refuerzo en las areas de contenido para PK-5 deg grado. Pago de derechos adicionales / horas extraordinarias esta incluido. CNA: Demo #3, SL #2, SPP-CIA #4

State Compensatory

Personnel for Garden Park Elementary

Name	Position	Program	FTE
Dyslexia	Teacher	State Compensatory	1.0
Facilitator	Dean of Instruction	State Compensatory	1.0
PK-4	Teacher	State Compensatory	.50
PK-4	Teacher	State Compensatory	.50
PK-4	Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

The Title I Schoolwide Element's Strategy: 6.1.9. Garden Park Elementary conducts a Campus Needs Assessment Survey during the Spring Elementary School Open House in the computer lab to encourage feedback of the school's overall performance. SBDM members review the feedback from parents, staff, and students, and revise the CIP as needed in the spring. Populations: Parents, Staff, Students, SBDM Members (Modified due to COVID-19)

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Jimmy Haynes - Administrator
- Lucina Carrejo - Meeting Facilitator
- Nancy Balboa - Non-classroom Professional
- Bertha Robles - Classroom Teacher
- Alma Hernandez - Classroom Teacher
- Leticia Olivarez - Classroom Teacher
- Aleida Esparza - Classroom Teacher
- Nancy Bernal - Community Representative

- Alexia Resendiz - Community Representative
- Leticia Leandro - Business Representative
- Juan Martinez - Parent
- Cecilia Munoz - Parent

The Title I Schoolwide Element's Strategy: 6.1.3. Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Title I-A Family Engagement Policy, School-Parent-Student Compact, and Campus Improvement Plan. Populations: SBDM Members

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

2.2: Regular monitoring and revision

The Campus Improvement plan remains in effect for the duration of Garden Park Elementary's campus decision making processes. Its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the State academic standards.

- Jimmy Haynes - Administrator
- Lucina Carrejo - Meeting Facilitator
- Nancy Balboa - Non-classroom Professional
- Bertha Robles - Classroom Teacher
- Alma Hernandez - Classroom Teacher
- Leticia Olivarez - Classroom Teacher
- Aleida Esparza - Classroom Teacher
- Nancy Bernal - Community Representative
- Alexia Resendiz - Community Representative
- Leticia Leandro - Business Representative
- Juan Martinez - Parent
- Cecilia Munoz - Parent

The Title I Schoolwide Element's Strategy: 6.1.3. Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Title I-A Family Engagement Policy, School-Parent-Student Compact, Campus Improvement Plan. Populations: SBDM Members

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

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

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

The Campus Improvement Plan is made available on campus, at parent meetings, and on the school website. The CIP is provided in English and in Spanish upon request by parents.

The Title I Schoolwide Element's Strategy: 6.1.7. The Parent Liaison will conduct parent meetings weekly to keep parents abreast of campus and district initiatives, conduct home visits when necessary, and perform other responsibilities. Populations: Parents, SBDM Members

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

2.4: Opportunities for all children to meet State standards

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

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

The Title I Schoolwide Element's Strategy: 1.1.19. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers to support students in PK3 through 5th grade, including Special Education. Supplies will include paper, reading materials, musical supplies, and visual supports that are aligned with campus interventions to support literacy. Additionally, materials will also be sent to the media center to make student booklets for instruction and intervention support. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS, GT

The Title I Schoolwide Element's Strategy: 9.2.1. Accelerated instruction in the foundation curriculum will be provided during the after school extended day program. Tutorial classes will occur for 1st-5th grade students, as well as the Student Success Initiative (SSI) program for 5th grade to improve at-risk student achievement on campus, district, and state assessments. The extended day program & tutorial classes will provide enrichment, refinement, and reinforcement activities in content areas for PK-5th grade. Extra Duty Pay/Overtime is included. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS, GT

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

2.5: Increased learning time and well-rounded education

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

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

The Title I Schoolwide Element's Strategy: 1.1.19. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers to support students in PK3 through 5th grade, including Special Education. Supplies will include paper, reading materials, musical supplies, and visual supports that are aligned with campus interventions to support literacy. Additionally, materials will also be sent to the media center to make student booklets for instruction and intervention support. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS, GT

The Title I Schoolwide Element's Strategy: 9.1.2. Recognize and provide awards/incentives to all students with perfect attendance and A/B & A Honor Roll every six weeks and at the end of the year. Campus staff awards students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS, GT (Modified due to COVID-19)

The Title I Schoolwide Element's Strategy: 9.2.1. Accelerated instruction in the foundation curriculum will be provided during the after school extended day program. Tutorial classes will occur for 1st-5th grade students, as well as the Student Success Initiative (SSI) program for 5th grade to improve at-risk student achievement on campus, district, and state assessments. The extended day program & tutorial classes will provide enrichment, refinement, and reinforcement activities in content areas for PK-5th grade. Extra Duty Pay/Overtime is included. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS, GT (Modified due to COVID-19)

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

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

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

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

The Title I Schoolwide Element's Strategy: 1.1.13. All teachers in all grade levels will participate in data analyze meetings of students' assessment results through Aware, Tango-Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes to prepare students for STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL Assessments. The data analysis meetings will be in compliance with the BISD 2020-2021 Curriculum Frameworks. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS, GT (Modified due to COVID-19)

The Title I Schoolwide Element's Strategy: 1.1.19. In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers to support students in PK3 through 5th grade, including Special Education. Supplies will include paper, reading materials, musical supplies, and visual supports that are aligned with campus interventions to support literacy. Additionally, materials will also be sent to the media center to make student booklets for instruction and intervention support. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS, GT

The Title I Schoolwide Element's Strategy: 9.2.1. Accelerated instruction in the foundation curriculum will be provided during the after school extended day program. Tutorial classes will occur for 1st-5th grade students, as well as the Student Success Initiative (SSI) program for 5th grade to improve at-risk student achievement on campus, district, and state assessments. The extended day program & tutorial classes will provide enrichment, refinement, and reinforcement activities in content areas for PK-5th grade. Extra Duty Pay/Overtime is included. Populations: All Students, SPED, At-Risk, ELL, MIG, DYS (Modified due to COVID-19)

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Requirement 1. The list of individuals and their roles who assisted in the development of the Parent and Family Engagement Policy include:

- Jimmy Haynes - Administrator
- Lucina Carrejo - Meeting Facilitator
- Nancy Balboa - Non-classroom Professional
- Bertha Robles - Classroom Teacher
- Alma Hernandez - Classroom Teacher
- Leticia Olivarez - Classroom Teacher
- Aleida Esparza - Classroom Teacher
- Alexia Resendiz - Community Representative
- Juan Martinez - Parent
- Susan Leal - Parent Liaison

Requirement 2. The Parent and Family Engagement Policy was prepared, reviewed and revised in May 26, 2021. It will be distributed on campus and via social distancing parent meetings in Fall 2021, due to COVID-19.

Requirement 3. The Parent and Family Engagement Policy is prepared and provided to parents in English and Spanish.

Requirement 4. Please refer to the following for Element Validations documentation: All Title I documentation (i.e. agendas, sign-in sheets, handouts, etc.) will be kept in the Parental Involvement Title I Binder and monitored by the Parent Liaison in the parent center on campus.

The Title I Schoolwide Element's Strategy: 6.1.1 Review, revise, complete, and disseminate a Family Engagement Policy to delineate how parents will be actively involved at the campus level with the intention of increasing participation via parent meetings. Populations: Parents, SBDM Members (Modified due to COVID-19)

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

3.2: Offer flexible number of parent involvement meetings

Garden Park Elementary shall offer a flexible number of meetings, such as meetings in the morning or evening (i.e. via Zoom, ClassDojo), and may provide, with funds by Title I, Part A, transportation, or home visits, as such services relate to parental involvement. (Modified due to COVID-19)

Requirement 1. Days and Times: Parent and Family Engagement meetings will be held weekly at 9 AM in the parent center on campus during the school day. The preferable day is Wednesday. School day and time subject to change based on parental needs. (Modified due to COVID-19) (i.e. via Zoom, ClassDojo)

Requirement 2. Flexible Options - Additional parent meetings will be offered monthly after school in the parent center or in the cafeteria on Thursdays at 5 PM, and/or as requested by the majority of parents. Campus and district information covered during the regular weekly parent meetings will be addressed at the additional monthly meetings. (Modified due to COVID-19) (i.e. via Zoom, ClassDojo)

Requirement 3. Please refer to the following for Element Validations documentation: All Title I documentation (i.e. agendas, sign-in sheets, handouts, etc.) will be kept in the Parental Involvement Title I Binder and monitored by the Parent Liaison in the parent center on campus.

The Title I Schoolwide Element's Strategy: 6.1.7. The Parent Liaison will conduct parent meetings on campus to keep parents abreast of campus and district initiatives, conduct home visits when necessary, and perform other responsibilities. Funds will be allotted for the Parent Liaison to purchase materials, supplies, and food for parent meetings to be conducted on campus. Populations: Parents, SBDM Members (Modified due to COVID-19) (i.e. via Zoom, ClassDojo)

The CNA was reviewed and revised by SBDM members on April 16 and May 26, 2021.

Title I Personnel

Name	Position	Program	FTE
Ana Virgen	Pre-Kinder 3 Teacher	Title I-A	1.0
Catalina Loya	School Nurse	Title I-A	40%
Hermelinda Belleville	Title I-A Teacher Aide	Title I-A	1.0
Maria Torres	Title I-A Pre-Kinder Aide	Title I-A	1.0
Maribel Guerrero	3 Year Old Teacher Aide	Title I-A	1.0
Noemi Strong	Library Aide	Title I-A	1.0
Susana Leal	Parent Liaison	Title I-A	1.0
Yolanda Rios	TLI Pre-K Aide	Title I-A	1.0

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Travel & Subsistence-Student UIL/Field Trips	199-11-6412-00-106-Y11-000-Y	$6,200.00
1	1	7	General Supplies-UIL	199-36-6399-00-106-Y99-000-Y	$800.00
1	1	16	General Supplies-P.E. Equipment	199-11-6399-51-106-Y11-000-Y	$2,000.00
1	1	19	General Supplies	199-11-6399-00-106-Y11-000-Y	$0.00
1	1	25	General Supplies-Library	199-12-6399-00-106-Y99-000-Y	$250.00
1	1	26	General Supplies-Office	199-23-6399-00-106-Y99-000-Y	$1,000.00
1	4	1	Travel & Subsistence-Fine Arts	199-11-6412-00-106-Y11-000-Y	$0.00
1	4	6	Travel & Subsistence-Brainsville	199-11-6412-00-106-Y11-000-Y	$0.00
1	4	7	Travel & Subsistence-DI	199-11-6412-00-106-Y11-000-Y	$0.00
1	4	9	Consulting Services-Chess	199-36-6291-00-106-Y99-000-Y	$0.00
1	4	10	Travel & Subsistence-Students Extracurricular	199-36-6412-00-106-Y99-000-Y	$3,500.00
1	4	10	Travel & Subsistence-Student Meals	199-11-6412-00-106-Y11-000-Y	$0.00
3	1	2	Sal/Wages for Substitute Teachers-DI & Chess	199-36-6112-EC-106-Y99-000-Y	$800.00
3	2	1	Miscellaneous Operating Costs-Team Building	199-23-6499-53-106-Y99-000-Y	$1,000.00
5	3	6	General Supplies-Custodians	199-51-6399-00-106-Y99-000-Y	$0.00
5	3	6	Supplies for Maint./Operations-Custodians	199-51-6315-00-106-Y99-000-Y	$2,000.00
5	3	6	Supplies for Maint./Operations-Custodian Tools	199-51-6319-00-106-Y99-000-Y	$750.00
7	1	1	Miscellaneous Operating Costs-Staff Development	199-13-6499-53-106-Y99-000-Y	$1,000.00
7	1	3	Employee Travel-Campus Leadership	199-23-6411-23-106-Y99-000-Y	$0.00
9	1	2	Misc. Operating Costs-Awards	199-23-6498-00-106-Y99-000-Y	$1,000.00
9	1	5	Miscellaneous Operating Costs-Presenters	199-11-6499-53-106-Y11-000-Y	$0.00
9	1	7	Reclassified Transportation Exp - Regular Travel	199-36-6494-00-106-Y99-000-Y	$2,200.00
9	1	7	Reclassified Transportation Exp - EOY Field Trip Buses	199-11-6494-00-106-Y11-000-Y	$2,800.00
9	2	1	Extra Duty Pay/Overtime-Supplemental PE	199-23-6121-08-106-Y99-000-Y	$50.00
9	2	1	Extra Duty Pay/Overtime-Supplemental PE	199-51-6121-47-106-Y99-000-Y	$50.00
9	2	1	Extra Duty Pay/Overtime-Supplemental PE	199-11-6121-51-106-Y11-000-Y	$50.00
9	3	2	General Supplies-Nurse	199-33-6399-00-106-Y99-000-Y	$770.00

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	3	4	General Supplies-Counselor	199-31-6399-00-106-Y99-000-Y	$600.00
				Sub-Total	$26,820.00
				Budgeted Fund Source Amount	$26,820.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	19	General Supplies-Media	162-11-6399-16-106-Y30-000-Y	$4,500.00
1	1	19	Copy Paper	162-11-6396-00-106-Y30-000-Y	$4,000.00
1	1	19	General Supplies-Classroom	162-11-6399-00-106-Y30-000-Y	$5,000.00
1	1	20	Salaries or Wages - Teachers and Other Professional Personnel (Teachers PK-4)	162-11-6119-00-106-Y-34-000-Y	$0.00
1	1	21	Salaries or Wages - Teachers and Other Professional Personnel (Dean)	162-13-6119-00-106-Y-30-000-Y	$0.00
3	1	2	Salaries or Wages for Substitute Teachers of Other Professionals	162-11-6112-18-106-Y30-000-Y	$2,500.00
8	1	1	Classroom Technology-Equipment Under $5,000	162-11-6398-62-106-Y30-000-Y	$0.00
8	1	2	General Supplies-Technology Maintenance Support	162-11-6399-62-106-Y30-000-Y	$4,000.00
8	7	1	Misc. Contracted Services-Software	162-11-6299-62-106-Y30-000-Y	$15,000.00
9	1	2	Misc. Operating Costs-Awards/Incentives	162-11-6498-00-106-Y30-000-Y	$5,000.00
9	2	1	Professional Extra Duty Pay-SSI	162-11-6118-00-106-Y24-SSI-Y	$5,698.00
9	2	1	Professional Extra Duty Pay-Extended Day	162-11-6118-00-106-Y30-000-Y	$65,820.00
9	2	1	General Supplies - WTF	162-61-6399-00-106-Y-30-WTF-Y	$0.00
				Sub-Total	$111,518.00
				Budgeted Fund Source Amount	$111,518.00
				+/- Difference	$0.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	19	General Supplies-Instruction	163-11-6399-00-106	$3,175.00
				Sub-Total	$3,175.00
				Budgeted Fund Source Amount	$3,175.00
				+/- Difference	$0.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Toner-ARD Data	166-11-6399-62-106-Y23-000-Y	$2,800.00
1	1	19	Gloves - SPED	166-11-6399-00-106-Y23-0B0-Y	$0.00
1	1	19	Supplies-Resource	166-11-6399-00-106-Y23-0P4-Y	$400.00
1	1	19	Supplies-Life Skills	166-11-6399-00-106-Y23-0P1-Y	$500.00
9	1	2	Awards-Life Skills Incentives	166-11-6498-00-106-Y23-0P1-Y	$430.00
9	1	2	Awards-Resource Incentives	166-11-6498-00-106-Y23-0P4-Y	$430.00
				Sub-Total	$4,560.00
				Budgeted Fund Source Amount	$4,560.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	19	Copy Paper	211-11-6396-00-106-Y30-0F2-Y	$0.00
1	1	19	General Supplies-Instruction	211-11-6399-00-106-Y30-0F2-Y	$15,398.00
1	1	19	General Supplies-Printing Media	211-11-6399-16-106-Y30-0F2-Y	$2,000.00
1	1	25	Reading Materials-Library	211-12-6329-00-106-Y30-0F2-Y	$6,000.00
1	1	25	General Supplies-Library	211-12-6399-00-106-Y30-0F2-Y	$1,250.00
1	1	26	General Supplies-Campus Leadership	211-23-6399-00-106-Y30-0F2-Y	$3,000.00
1	1	26	Supplies & Materials-Campus Leadership	211-23-6398-65-106-Y30-0F2-Y	$0.00
3	1	2	Salary & Wages for Substitute Teachers	211-13-6112-00-106-Y30-AYP-Y	$3,500.00
3	2	1	Misc. Contracted Services-Team Building	211-23-6299-65-106-Y30-0F2-Y	$0.00
5	3	2	Visitor Management System	211-23-6299-65-106-Y-30-0F2-Y	$0.00
6	1	7	General Supplies-Parent Liaison	211-61-6399-00-106-Y30-0F2-Y	$900.00
6	1	7	Employee Travel-Parent Liaison	211-61-6411-00-106-Y30-0F2-Y	$900.00
6	1	7	Equipment Under 5,000-Parent Liaison	211-61-6398-00-106-Y30-0F2-Y	$900.00
7	1	3	Education Service Center Services	211-13-6239-00-106-Y30-AYP-Y	$5,100.00
8	1	1	General Supplies - Administration Technology	211-23-6399-65-106-Y30-0F2-Y	$3,600.00
8	1	1	Class Tech-Equip. Under $5,000 (Replace Outdated Operating Systems)	211-11-6398-62-106-Y30-0F2-Y	$0.00
8	1	1	General Supplies - Counselor Technology	211-31-6399-65-106-Y30-0F2-Y	$1,000.00
8	1	1	Class Technology Equipment	211-11-6399-00-106-Y30-0F2-Y	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	2	General Supplies-Technology Instructional Software	211-11-6249-62-106-Y-30-0F2-Y	$0.00
8	3	1	Classroom Technology	211-11-6398-62-106-Y30-0F2-Y	$0.00
8	3	1	Classroom Technology (Replace Outdated Equipment)	211-11-6399-62-106-Y-30-OF2-Y	$0.00
9	1	2	Misc. Operating Costs-Awards	211-11-6498-00-106-Y30-0F2-Y	$4,500.00
9	1	2	Misc. Operating Costs-Awards Counselor	211-31-6498-00-106-Y30-0F2-Y	$3,000.00
9	2	1	Prof. Extra Duty Pay-Extended Day	211-11-6118-00-106-Y30-ASP-Y	$53,799.00
9	2	1	Extra Duty Pay/Overtime Supplemental	211-11-6121-06-106-Y30-0K6-Y	$0.00
9	2	1	Social Security/Medicare	211-11-6141-00-106-Y30-ASP-Y	$871.00
9	2	1	Teacher Retirement/TRS Care	211-11-6146-00-106-Y30-ASP-Y	$5,289.00
9	2	1	Employee Benefits-Locally Def	211-11-6148-00-106-Y30-ASP-Y	$140.00
9	2	1	Employee Benefits	211-11-6149-00-106-Y30-ASP-Y	$1.00
9	3	2	General Supplies-Nurse	211-33-6399-00-106-Y30-BDG-Y	$1,000.00
9	3	2	Supplies for Maint./Operating Cost-Nurse	211-33-6315-00-106-Y30-BDG-Y	$1,000.00
9	3	4	General Supplies-Counselor	211-31-6399-65-106-Y30-0F2-Y	$0.00
9	3	4	General Supplies-Counselor	211-31-6399-00-106-Y30-0F2-Y	$1,000.00
9	3	4	Misc. Operating Costs-Counselor	211-31-6498-00-106-Y30-0F2-Y	$0.00
				Sub-Total	$114,148.00
				Budgeted Fund Source Amount	$114,148.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	19	General Supplies-Instruction	263-11-6399-00-106	$2,032.00
				Sub-Total	$2,032.00
				Budgeted Fund Source Amount	$2,032.00
				+/- Difference	$0.00
				Grand Total	$262,253.00

Addendums

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK 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 90% to 95% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
91%	92%	93%	94%	95%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	91%	91%	84%	72%
2021	92%	92%	85%	73%
2022	93%	93%	86%	74%
2023	94%	94%	87%	75%
2024	95%	95%	88%	76%

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	Economic Disadvantage	English Learner	Special Education
2020	98%	98%	99%	80%
2021	99%	99%	100%	81%
2022	100%	100%	100%	82%
2023	100%	100%	100%	83%
2024	100%	100%	100%	84%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK 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 94% to 99% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
95%	96%	97%	98%	99%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	95%	94%	94%
2021	96%	95%	95%
2022	97%	96%	96%
2023	98%	97%	97%
2024	99%	98%	98%

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 92% to 97% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
93%	94%	95%	96%	97%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	93%	92%	94%
2021	94%	93%	95%
2022	95%	94%	96%
2023	96%	95%	97%
2024	97%	96%	98%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK 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 88% to 93% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
89%	90%	91%	92%	93%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	92%	94%	82%
2021	93%	95%	83%
2022	94%	96%	84%
2023	95%	97%	85%
2024	96%	98%	86%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK 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 43% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	45%	46%	49%	9%
2021	46%	47%	50%	10%
2022	47%	48%	51%	11%
2023	48%	49%	52%	12%
2024	49%	50%	53%	13%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK 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 24% to 29% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	26%	27%	28%	29%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	21%	21%	22%
2021	22%	22%	23%
2022	23%	23%	24%
2023	24%	24%	25%
2024	25%	25%	26%

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 17% to 22% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
18%	19%	20%	21%	22%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	14%	10%	14%
2021	15%	11%	15%
2022	16%	12%	16%
2023	17%	13%	17%
2024	18%	14%	18%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK 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 46% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	47%	45%	41%	39%
2021	48%	46%	42%	40%
2022	49%	47%	43%	41%
2023	50%	48%	44%	42%
2024	51%	49%	45%	43%

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 47% to 52% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48%	49%	50%	51%	52%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	48%	46%	50%	39%
2021	49%	47%	51%	40%
2022	50%	48%	52%	41%
2023	51%	49%	53%	42%
2024	52%	50%	54%	43%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **GARDEN PARK EL**

Campus Number: **031901106**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**81%**	-	81%	-	-	-	-	-	50%	-	79%	100%	81%	77%
	2018	77%	80%	**74%**	-	74%	-	-	-	-	-	56%	-	73%	*	74%	69%
At Meets Grade Level or Above	2019	45%	46%	**46%**	-	46%	-	-	-	-	-	38%	-	46%	40%	44%	40%
	2018	43%	42%	**27%**	-	27%	-	-	-	-	-	44%	-	26%	*	27%	19%
At Masters Grade Level	2019	27%	26%	**34%**	-	34%	-	-	-	-	-	13%	-	35%	20%	33%	26%
	2018	25%	22%	**14%**	-	14%	-	-	-	-	-	22%	-	12%	*	14%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**87%**	-	87%	-	-	-	-	-	50%	-	86%	100%	86%	86%
	2018	78%	86%	**84%**	-	84%	-	-	-	-	-	56%	-	84%	*	84%	81%
At Meets Grade Level or Above	2019	49%	56%	**47%**	-	47%	-	-	-	-	-	38%	-	49%	20%	45%	49%
	2018	47%	54%	**51%**	-	51%	-	-	-	-	-	44%	-	51%	*	51%	42%
At Masters Grade Level	2019	25%	27%	**24%**	-	24%	-	-	-	-	-	13%	-	25%	0%	20%	26%
	2018	23%	27%	**21%**	-	21%	-	-	-	-	-	33%	-	21%	*	21%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**79%**	-	78%	*	-	-	-	-	38%	-	77%	100%	77%	77%
	2018	73%	79%	**73%**	-	72%	*	-	-	-	-	62%	*	74%	69%	72%	66%
At Meets Grade Level or Above	2019	44%	51%	**48%**	-	47%	*	-	-	-	-	31%	-	50%	29%	45%	34%
	2018	46%	49%	**43%**	-	42%	*	-	-	-	-	54%	*	41%	50%	43%	26%
At Masters Grade Level	2019	22%	23%	**19%**	-	18%	*	-	-	-	-	15%	-	19%	14%	19%	14%
	2018	24%	23%	**22%**	-	21%	*	-	-	-	-	46%	*	21%	25%	22%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**89%**	-	88%	*	-	-	-	-	46%	-	88%	100%	88%	80%
	2018	78%	86%	**88%**	-	88%	*	-	-	-	-	69%	*	89%	88%	88%	84%
At Meets Grade Level or Above	2019	48%	53%	**63%**	-	62%	*	-	-	-	-	23%	-	62%	71%	61%	54%
	2018	49%	56%	**58%**	-	59%	*	-	-	-	-	46%	*	61%	50%	58%	45%
At Masters Grade Level	2019	28%	30%	**28%**	-	27%	*	-	-	-	-	23%	-	30%	14%	27%	31%
	2018	27%	30%	**26%**	-	26%	*	-	-	-	-	31%	*	26%	25%	26%	16%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**77%**	-	75%	*	-	-	-	-	31%	-	76%	86%	74%	60%
	2018	63%	74%	**75%**	-	75%	*	-	-	-	-	62%	*	80%	56%	76%	68%
At Meets Grade Level or Above	2019	35%	44%	**44%**	-	42%	*	-	-	-	-	31%	-	45%	43%	39%	29%
	2018	39%	48%	**39%**	-	38%	*	-	-	-	-	54%	*	43%	25%	39%	29%
At Masters Grade Level	2019	11%	14%	**17%**	-	18%	*	-	-	-	-	23%	-	16%	29%	16%	11%
	2018	11%	14%	**13%**	-	13%	*	-	-	-	-	38%	*	15%	6%	13%	13%

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**90%**	-	90%	*	-	-	-	-	62%	*	92%	78%	90%	86%
	2018	84%	90%	**90%**	-	90%	*	-	-	-	-	63%	*	90%	100%	90%	87%
At Meets Grade Level or Above	2019	54%	56%	**48%**	-	47%	*	-	-	-	-	38%	*	48%	44%	45%	46%
	2018	54%	59%	**62%**	-	61%	*	-	-	-	-	25%	*	61%	67%	62%	55%
At Masters Grade Level	2019	29%	28%	**21%**	-	21%	*	-	-	-	-	15%	*	22%	11%	19%	19%
	2018	26%	28%	**33%**	-	32%	*	-	-	-	-	25%	*	33%	33%	33%	29%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**96%**	-	96%	*	-	-	-	-	77%	*	97%	89%	96%	97%
	2018	91%	97%	**99%**	-	99%	*	-	-	-	-	88%	*	99%	100%	99%	100%
At Meets Grade Level or Above	2019	58%	70%	**67%**	-	67%	*	-	-	-	-	38%	*	67%	67%	65%	62%
	2018	58%	74%	**75%**	-	75%	*	-	-	-	-	38%	*	75%	83%	75%	76%
At Masters Grade Level	2019	36%	46%	**38%**	-	39%	*	-	-	-	-	23%	*	38%	44%	36%	32%
	2018	30%	43%	**49%**	-	50%	*	-	-	-	-	25%	*	52%	17%	49%	58%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**88%**	-	88%	*	-	-	-	-	54%	*	88%	89%	87%	86%
	2018	76%	85%	**96%**	-	96%	*	-	-	-	-	63%	*	96%	100%	96%	95%
At Meets Grade Level or Above	2019	49%	60%	**62%**	-	61%	*	-	-	-	-	46%	*	61%	67%	59%	62%
	2018	41%	51%	**62%**	-	61%	*	-	-	-	-	50%	*	63%	50%	62%	68%
At Masters Grade Level	2019	24%	28%	**27%**	-	26%	*	-	-	-	-	23%	*	25%	44%	25%	24%
	2018	17%	20%	**34%**	-	35%	*	-	-	-	-	25%	*	36%	17%	34%	39%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**86%**	-	85%	100%	-	-	-	-	51%	*	85%	91%	85%	81%
	2018	77%	78%	**85%**	-	84%	100%	-	-	-	-	64%	78%	85%	80%	85%	81%
At Meets Grade Level or Above	2019	50%	52%	**53%**	-	52%	87%	-	-	-	-	35%	*	54%	50%	50%	47%
	2018	48%	49%	**52%**	-	51%	83%	-	-	-	-	46%	11%	52%	49%	52%	45%
At Masters Grade Level	2019	24%	23%	**26%**	-	26%	27%	-	-	-	-	19%	*	26%	24%	24%	23%
	2018	22%	21%	**26%**	-	26%	33%	-	-	-	-	32%	11%	27%	22%	26%	24%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**83%**	-	83%	100%	-	-	-	-	50%	*	83%	90%	83%	80%
	2018	74%	74%	**79%**	-	79%	*	-	-	-	-	60%	*	79%	81%	79%	74%
At Meets Grade Level or Above	2019	48%	47%	**47%**	-	47%	80%	-	-	-	-	35%	*	48%	38%	44%	40%
	2018	46%	44%	**43%**	-	43%	*	-	-	-	-	43%	*	42%	54%	43%	34%
At Masters Grade Level	2019	21%	18%	**24%**	-	24%	20%	-	-	-	-	15%	*	25%	14%	23%	20%
	2018	19%	17%	**23%**	-	22%	*	-	-	-	-	33%	*	21%	31%	23%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**91%**	-	90%	100%	-	-	-	-	59%	*	90%	95%	90%	88%
	2018	81%	85%	**90%**	-	90%	*	-	-	-	-	70%	*	90%	88%	90%	88%
At Meets Grade Level or Above	2019	52%	57%	**59%**	-	59%	80%	-	-	-	-	32%	*	60%	57%	57%	55%

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
	2018	50%	55%	**61%**	-	61%	*	-	-	-	-	43%	*	61%	58%	61%	54%
At Masters Grade Level	2019	26%	31%	**30%**	-	30%	40%	-	-	-	-	21%	*	31%	24%	28%	30%
	2018	24%	28%	**32%**	-	32%	*	-	-	-	-	30%	*	33%	23%	32%	29%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**77%**	-	75%	*	-	-	-	-	31%	-	76%	86%	74%	60%
	2018	66%	71%	**75%**	-	75%	*	-	-	-	-	62%	*	80%	56%	76%	68%
At Meets Grade Level or Above	2019	38%	44%	**44%**	-	42%	*	-	-	-	-	31%	-	45%	43%	39%	29%
	2018	41%	45%	**39%**	-	38%	*	-	-	-	-	54%	*	43%	25%	39%	29%
At Masters Grade Level	2019	14%	15%	**17%**	-	18%	*	-	-	-	-	23%	-	16%	29%	16%	11%
	2018	13%	13%	**13%**	-	13%	*	-	-	-	-	38%	*	15%	6%	13%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**88%**	-	88%	*	-	-	-	-	54%	*	88%	89%	87%	86%
	2018	80%	82%	**96%**	-	96%	*	-	-	-	-	63%	*	96%	100%	96%	95%
At Meets Grade Level or Above	2019	54%	55%	**62%**	-	61%	*	-	-	-	-	46%	*	61%	67%	59%	62%
	2018	51%	51%	**62%**	-	61%	*	-	-	-	-	50%	*	63%	50%	62%	68%
At Masters Grade Level	2019	25%	21%	**27%**	-	26%	*	-	-	-	-	23%	*	25%	44%	25%	24%
	2018	23%	19%	**34%**	-	35%	*	-	-	-	-	25%	*	36%	17%	34%	39%

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**77**	-	77	*	-	-	-	-	50	-	77	83	78	71
	2018	63	65	**67**	-	66	*	-	-	-	-	88	*	65	75	66	78
Grade 4 Mathematics	2019	65	64	**74**	-	75	*	-	-	-	-	80	-	73	83	76	76
	2018	65	66	**70**	-	71	*	-	-	-	-	62	*	68	77	69	67
Grade 5 ELA/Reading	2019	81	78	**76**	-	78	*	-	-	-	-	73	*	79	57	75	81
	2018	80	81	**80**	-	80	*	-	-	-	-	100	*	81	*	80	80
Grade 5 Mathematics	2019	83	88	**90**	-	90	*	-	-	-	-	91	*	89	100	89	89
	2018	81	87	**88**	-	88	*	-	-	-	-	88	*	90	60	88	93
All Grades Both Subjects	2019	69	69	**79**	-	80	65	-	-	-	-	74	*	79	81	80	79
	2018	69	71	**76**	-	76	*	-	-	-	-	81	75	76	74	76	80
All Grades ELA/Reading	2019	68	67	**77**	-	77	60	-	-	-	-	62	*	78	69	76	76
	2018	69	69	**73**	-	73	*	-	-	-	-	92	*	73	75	73	79
All Grades Mathematics	2019	70	71	**82**	-	82	70	-	-	-	-	86	*	81	92	83	83
	2018	70	72	**79**	-	79	*	-	-	-	-	71	*	80	73	78	80

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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%	**62%**	-	61%	*	-	-	-	-	22%	61%	43%
	2018	38%	44%	**47%**	-	47%	-	-	-	-	-	*	45%	39%
Mathematics	2019	45%	57%	**71%**	-	71%	-	-	-	-	-	60%	71%	60%
	2018	47%	57%	**70%**	-	69%	*	-	-	-	-	64%	70%	73%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	**77%**	-	77%	*	-	-	-	-	45%	76%	43%
Students Requiring Accelerated Instruction	2019	22%	16%	**23%**	-	23%	*	-	-	-	-	55%	24%	57%
STAAR Cumulative Met Standard	2019	86%	91%	**90%**	-	90%	*	-	-	-	-	55%	90%	64%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	**96%**	-	96%	*	-	-	-	-	73%	96%	93%
Students Requiring Accelerated Instruction	2019	17%	8%	**4%**	-	4%	*	-	-	-	-	27%	4%	7%
STAAR Cumulative Met Standard	2019	90%	96%	**96%**	-	96%	*	-	-	-	-	73%	96%	93%

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 541
Grade Span: PK - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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%	**86%**	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	77%	78%	**85%**	62%	62%	-	-	-	-	-	-	50%	62%	62%
At Meets Grade Level or Above	2019	50%	52%	**53%**	31%	31%	-	-	-	-	-	-	-	31%	31%
	2018	48%	49%	**52%**	20%	20%	-	-	-	-	-	-	33%	20%	20%
At Masters Grade Level	2019	24%	23%	**26%**	11%	11%	-	-	-	-	-	-	-	11%	11%
	2018	22%	21%	**26%**	5%	5%	-	-	-	-	-	-	33%	5%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**83%**	71%	71%	-	-	-	-	-	-	-	71%	71%
	2018	74%	74%	**79%**	52%	52%	-	-	-	-	-	-	*	52%	50%
At Meets Grade Level or Above	2019	48%	47%	**47%**	23%	23%	-	-	-	-	-	-	-	23%	23%
	2018	46%	44%	**43%**	11%	11%	-	-	-	-	-	-	*	11%	10%
At Masters Grade Level	2019	21%	18%	**24%**	8%	8%	-	-	-	-	-	-	-	8%	8%
	2018	19%	17%	**23%**	4%	4%	-	-	-	-	-	-	*	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**91%**	87%	87%	-	-	-	-	-	-	-	87%	87%
	2018	81%	85%	**90%**	74%	74%	-	-	-	-	-	-	*	74%	75%
At Meets Grade Level or Above	2019	52%	57%	**59%**	40%	40%	-	-	-	-	-	-	-	40%	40%
	2018	50%	55%	**61%**	28%	28%	-	-	-	-	-	-	*	28%	29%
At Masters Grade Level	2019	26%	31%	**30%**	17%	17%	-	-	-	-	-	-	-	17%	17%
	2018	24%	28%	**32%**	7%	7%	-	-	-	-	-	-	*	7%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**77%**	50%	50%	-	-	-	-	-	-	-	50%	50%
	2018	66%	71%	**75%**	36%	36%	-	-	-	-	-	-	-	36%	36%
At Meets Grade Level or Above	2019	38%	44%	**44%**	17%	17%	-	-	-	-	-	-	-	17%	17%
	2018	41%	45%	**39%**	0%	0%	-	-	-	-	-	-	-	0%	0%
At Masters Grade Level	2019	14%	15%	**17%**	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	**13%**	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**88%**	79%	79%	-	-	-	-	-	-	-	79%	79%
	2018	80%	82%	**96%**	91%	91%	-	-	-	-	-	-	*	91%	85%
At Meets Grade Level or Above	2019	54%	55%	**62%**	43%	43%	-	-	-	-	-	-	-	43%	43%
	2018	51%	51%	**62%**	45%	45%	-	-	-	-	-	-	*	45%	46%
At Masters Grade Level	2019	25%	21%	**27%**	14%	14%	-	-	-	-	-	-	-	14%	14%
	2018	23%	19%	**34%**	9%	9%	-	-	-	-	-	-	*	9%	15%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**79%**	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	69%	71%	**76%**	81%	81%	-	-	-	-	-	-	*	81%	82%
All Grades ELA/Reading	2019	68%	67%	**77%**	69%	69%	-	-	-	-	-	-	-	69%	69%
	2018	69%	69%	**73%**	91%	91%	-	-	-	-	-	-	*	91%	92%
All Grades Mathematics	2019	70%	71%	**82%**	81%	81%	-	-	-	-	-	-	-	81%	81%
	2018	70%	72%	**79%**	72%	72%	-	-	-	-	-	-	*	72%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**62%**	43%	43%	-	-	-	-	-	-	-	43%	43%
	2018	38%	44%	**47%**	44%	44%	-	-	-	-	-	-	*	44%	39%
Mathematics	2019	45%	57%	**71%**	60%	60%	-	-	-	-	-	-	-	60%	60%
	2018	47%	57%	**70%**	70%	70%	-	-	-	-	-	-	*	70%	73%

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 569
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	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%	100%
Included in Accountability	94%	95%	**94%**	-	94%	100%	-	-	-	-	89%	94%	88%
Not Included in Accountability													
Mobile	4%	2%	**5%**	-	6%	0%	-	-	-	-	11%	6%	10%
Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	-	0%	0%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**92%**	-	93%	43%	-	-	-	-	92%	93%	85%
Not Included in Accountability													
Mobile	4%	3%	**6%**	-	5%	57%	-	-	-	-	3%	5%	12%
Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	-	5%	1%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Total Students: 541
Grade Span: PK - 05
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													
2018-19	95.4%	95.0%	**95.9%**	*	95.9%	98.1%	-	*	-	-	93.8%	95.8%	95.6%
2017-18	95.4%	95.4%	**96.5%**	*	96.5%	97.7%	*	*	-	-	94.2%	96.6%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
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Campus Number: 031901106

Total Students: 541
Grade Span: PK - 05
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	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

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Total Students: 541
Grade Span: PK - 05
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	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)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	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													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Total Students: 541
Grade Span: PK - 05
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													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	541	100.0%	42,989	5,479,173	542	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.2%	0.5%
Pre-Kindergarten	97	17.9%	8.3%	4.5%	97	17.9%	8.3%	4.5%
Kindergarten	64	11.8%	5.9%	7.0%	64	11.8%	5.9%	7.0%
Grade 1	75	13.9%	6.5%	7.1%	75	13.8%	6.5%	7.1%
Grade 2	63	11.6%	6.5%	7.1%	63	11.6%	6.4%	7.1%
Grade 3	80	14.8%	6.7%	7.1%	80	14.8%	6.7%	7.1%
Grade 4	76	14.0%	6.6%	7.3%	76	14.0%	6.6%	7.3%
Grade 5	86	15.9%	7.1%	7.6%	86	15.9%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	1	0.2%	0.1%	12.6%	1	0.2%	0.1%	12.6%
Hispanic	533	98.5%	98.3%	52.8%	534	98.5%	98.3%	52.8%
White	7	1.3%	1.3%	27.0%	7	1.3%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	261	48.2%	49.1%	48.8%	262	48.3%	49.1%	48.8%
Male	280	51.8%	50.9%	51.2%	280	51.7%	50.9%	51.2%
Economically Disadvantaged	496	91.7%	89.5%	60.3%	496	91.5%	89.5%	60.2%
Non-Educationally Disadvantaged	45	8.3%	10.5%	39.7%	46	8.5%	10.5%	39.8%
Section 504 Students	31	5.7%	8.6%	6.9%	31	5.7%	8.6%	6.9%
English Learners (EL)	155	28.7%	36.1%	20.3%	155	28.6%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	29	5.4%	5.9%	4.1%	29	5.4%	5.9%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	39	7.2%	3.4%	1.4%	39	7.2%	3.4%	1.4%
Immigrant	8	1.5%	1.1%	2.3%	8	1.5%	1.1%	2.3%
Migrant	8	1.5%	1.4%	0.3%	8	1.5%	1.4%	0.3%
Title I	541	100.0%	98.5%	65.1%	542	100.0%	98.5%	65.1%
Military Connected	0	0.0%	0.5%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	425	78.6%	67.8%	50.6%	425	78.4%	67.7%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	152	28.1%	35.6%	20.6%	152	28.0%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	82	15.2%	11.6%	8.1%	82	15.1%	11.6%	8.1%
Special Education	78	14.4%	13.3%	10.5%	78	14.4%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	78							
By Type of Primary Disability								
Students with Intellectual Disabilities	42	53.8%	54.6%	42.4%				
Students with Physical Disabilities	24	30.8%	11.7%	21.4%				
Students with Autism	5	6.4%	12.1%	13.8%				
Students with Behavioral Disabilities	7	9.0%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	70	16.2%	14.1%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	66	15.3%						
White	1	0.2%						
American Indian	0	0.0%						
Asian	2	0.5%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	80	16.3%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	1.7%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	3.4%	7.6%	2.9%	40.0%	15.7%	4.9%
Grade 2	4.5%	4.1%	1.6%	0.0%	4.6%	2.0%
Grade 3	3.2%	2.9%	0.9%	7.7%	2.2%	0.8%
Grade 4	0.0%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.7	19.0	19.0
Grade 1	17.2	16.9	18.9
Grade 2	21.0	17.9	18.8
Grade 3	?	22.2	19.0
Grade 4	?	23.3	19.2
Grade 5	20.2	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	53.3	100.0%	100.0%	100.0%
Professional Staff:	39.3	73.7%	56.7%	63.7%
Teachers	32.0	60.1%	44.1%	49.4%
Professional Support	4.2	8.0%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	5.6%	2.8%	3.0%
Educational Aides:	14.0	26.3%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	51.2	96.1%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	30.0	93.8%	89.8%	28.1%
White	2.0	6.2%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.2	13.2%	31.5%	23.8%
Females	27.8	86.8%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	26.3	82.1%	79.4%	73.4%
Masters	5.7	17.9%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	2.0	6.2%	13.3%	27.9%
6-10 Years Experience	5.5	17.2%	17.3%	19.4%
11-20 Years Experience	13.1	40.9%	40.1%	29.4%
Over 20 Years Experience	11.4	35.7%	27.1%	15.9%
Number of Students per Teacher	16.9	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
Campus Name: GARDEN PARK EL
Campus Number: 031901106

Total Students: 541
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	9.6	6.2
Average Years Experience of Principals with District	19.0	9.1	5.3
Average Years Experience of Assistant Principals	4.5	9.1	5.3
Average Years Experience of Assistant Principals with District	4.5	8.9	4.7
Average Years Experience of Teachers:	19.6	15.4	11.1
Average Years Experience of Teachers with District:	19.0	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,807	$49,868
1-5 Years Experience	$100,697	$51,636	$52,823
6-10 Years Experience	$69,351	$53,468	$55,756
11-20 Years Experience	$68,803	$58,689	$59,308
Over 20 Years Experience	$83,269	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$76,049	$58,957	$57,091
Professional Support	$61,620	$73,071	$67,352
Campus Administration (School Leadership)	$91,627	$95,913	$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	2.3%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.5	1.6%	0.6%	2.8%
Gifted & Talented Education	0.2	0.6%	0.4%	1.9%
Regular Education	24.3	75.9%	78.7%	70.9%
Special Education	4.9	15.3%	11.7%	9.3%
Other	1.4	4.4%	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.
'-' 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 2018-19 Financial Actual Report

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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

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.

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 — 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.

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.

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

Bullying — 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.

Discipline — 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.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	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.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	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.
Improper Conduct	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.