Brownsville Independent School District

El Jardin Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Public Presentation Date: September 30, 2021

Mission Statement

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

Vision

Academic Excellence for all Students

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2021

Needs Assessment Overview

El Jardín Elementary School first opened its doors in 1926 originally operating as a one-building country school serving all grade levels. At one point, the original structure had been renovated and remodeled however; the original hardwood floors were preserved. In 1997, a beautiful fourth and fifth grade wing was built to reduce the number of portables. In addition to this, a new mini-gym and canopy were built for the physical education department to assist students during inclement weather. Numerous much-needed renovations have occurred at El Jardín Elementary to enhance its original design. Currently, El Jardín Elementary is one of the thirty-four elementary schools in the Brownsville Independent School District serving approximately 350 students from the three-year-old program through fifth grade.

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

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

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

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

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

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

2021-2022 CASAIP Objectives

El Jardín Longhorns – Charge into Learning

- Ninety percent of all students at El Jardín Elementary in grades 3rd – 5th will pass the Reading portion of the STAAR test.

- Ninety percent of all students at El Jardín Elementary in grades 3rd – 5th will pass the

Math portion of the STAAR test.

- Ninety percent of all students at El Jardín Elementary in 5th grade will pass the Science portion of the STAAR test.

- All Pre-K through 5th grade students will receive intensive instruction in the areas of Language Arts, Mathematics, and Science.

- Pre-K through 5th grade students will experience an enhanced perception of multicultural diversities as related to community, state, and multicultural relations.

- Ninety-seven point five percent daily student attendance rate will be maintained.

- Faculty & Staff attendance will increase by five percent.

- Office discipline referrals will be reduced by ten percent.

- Parent volunteers in the parent center will increase by ten percent.

Demographics

Demographics Summary

The student population at EL Jardin Elementary School is approximately 350 students in grades 3 year old program through fifth grade. According to the TAPR Data for 2019-2020 review of our campus profile, the student population includes: 98.4% Hispanic, 1.6% White, 97.1% Economically Disadvantaged, 63.6% English Language Learners (EL). Enrollment numbers for EL Jardin Elementary School have shown to be steady for the last two years. The mobility rate for the campus last year was 22.8%. A total of 383 students are identified as at-risk with the highest number of at-risk students being identified under the LEP indicator. Additionally, the retention rate is as follows: First grade 12.1%, Second grade 11.0%, Third grade 6.3%. Fourth grade 3.2% and Fifth grade 1.5%. The Attendance Rates for the 2018-2019 school year was 96.0% for all students.

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

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

- 2019-2020 TAPR
- PEIMS Demographic Reports
- Student SAR's
- LPAC Special Programs Folders
- Student IEPs
- eSchools

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

Demographics Strengths

1. El Jardin Elementary is primarily Hispanic
2. Student extended day/tutorial attendance is high
3. Enrollment has been steady
4. Have being able to keep the Student-Teacher Ratio
5. Less students testing in Spanish, more students testing in English
6. Reports readily available
7. Availability State Compensatory Funds for At-Risk Students
8. Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to support school attendance by students and teachers. **Data Analysis/Root Cause:** Campus enrollment decrease by 95 students and the

attendance rate dropped from 96.8 % to 96.0%.

Need Statement 2 (Prioritized): Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause:** Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Need Statement 3 (Prioritized): Need to support teacher retention and improve school climate among staff members **Data Analysis/Root Cause:** 2020-2021 CNA shows a 56% of staff members agree that there is an atmosphere of trust in our campus

Need Statement 4 (Prioritized): Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause:** 20-21 CNA results showed that 53% of our teachers would like additional professional development

Student Learning

Student Learning Summary

El Jardin Elementary student achievement profile

	2019 STAAR Scores				2021 STAAR Preliminary Scores			
	Math	Reading	Writing	Science	Math	Reading	Writing	Science
3rd grade	77	77			38	52		
4th grade	58	72	77		37	57	40	
5th grade	96	89		84	49	73		27

Critical to the academic success of El Jardin Elementary is the desegregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvements such as meeting the state's student expectations and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on a RTI plan, TPRI/Tejas Lee BOY, MOY and EOY, benchmarks, and practice state assessment exams. Administrators and teachers look at students' scores in all subjects and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. Teachers also plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students who are considered at-risk. The SBDM meets to disaggregate assessment data and discuss campus needs. Administration and teachers evaluate student achievement history by generating state testing history results in Eduphoria-Aware program and Tango Trends Program. Administration analyzes trends in student achievement by evaluating test history by special population groups. Teachers disaggregate their student data to identify the strengths and weaknesses of their students and also to determine which objectives could have been taught differently or more in-depth to produce better results.

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

- TAPR Report
- STAAR Summary Report-Group Performance

- Eduphoria! Aware
- TELPAS and AMAOS Results
- Stanford and Aprenda Results
- Tejas Lee/TPRI - BOY/MOY/EOY Scores
- Progress Monitoring
- Promotion/Retention Rates
- Campus/District Benchmarks and assessment

Student Learning Strengths

1. Content area tutorials made available to students

2. Disaggregate Data by subgroups, grade levels and contents

3. Weekly grade level meetings to discuss student progress

4. Data Analysis by teachers and administration after any assessment

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve Reading, Math, Science and Writing skills across the curriculum by providing supplemental instructional resources including materials, technology and personnel. **Data Analysis/Root Cause:** Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 2 (Prioritized): Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause:** Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Need Statement 3 (Prioritized): Need to continue the monitoring of performance gaps between Special Education, Bilingual/ESL, and At-Risk students in all content areas at all grade levels by district and campus assessment. **Data Analysis/Root Cause:** Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 4: Need to continue monitoring assessments, fluency and writing weekly by classroom teachers and campus administrators. **Data Analysis/Root Cause:** Campus data shows performance levels below the state for reading.

Need Statement 5: Need to continue with "Longhorn Planning" across the content areas to better support transfer of learning and have a full implementation of BISD curriculum and bilingual program by teachers. **Data Analysis/Root Cause:** Campus data shows performance levels below the state for all subjects.

Need Statement 6 (Prioritized): Need to support school attendance by students and teachers. **Data Analysis/Root Cause:** Campus enrollment decrease by 95 students and the attendance rate dropped from 96.8 % to 96.0%.

Need Statement 7 (Prioritized): Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause:** 20-21 CNA results showed that 53% of our teachers would like additional professional development

School Processes & Programs

School Processes & Programs Summary

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

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

English Language Arts

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Reading Initiatives

Language Arts (Lesson Plan Routine)

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

Mathematics

El Jardin Elementary implements the following:

BISD Curriculum Frameworks/Sharon Wells

Lesson Plan Routine

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

Science

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

STEMS Scope

Education Galaxy

Social Studies

El Jardin Elementary implements the following:

BISD Curriculum Frameworks

Texas Studies Weekly

School Processes & Programs Strengths

In 2020-2021, a major factor contributing to our strengths continued to be the constant data analysis and planning.

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

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

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

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

Attendance

After reviewing current PEIMS attendance data, the Pupil Services Department has identified the need for improvement in student attendance. The overall district attendance goal is set at 96.8%. E Jardin attendance rate for the school year was 96.0%. There is a need to continue providing training, monitoring and assistance to all campuses and campus personnel.El Jardin will provide incentives and awards to students meeting the district attendance goals.

Technology needs include increasing the available infrastructure to support online testing and student access including using Bring your own device (BYOD), professional development in technology integration into instruction (over 72% of teachers indicated the need for technology training on the Spring 2021 staff survey), increased Campus Technology Support staff and improved campus hardware and software.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to improve Reading, Math, Science and Writing skills across the curriculum by providing supplemental instructional resources including materials, technology and personnel. **Data Analysis/Root Cause:** Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 2 (Prioritized): Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause:** Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Need Statement 3 (Prioritized): Need to continue and support BISD incentives such as the expansion of the Pre-K 3 Program, PK4 full day, Extended Day Program and Tutorials to provide learning opportunities **Data Analysis/Root Cause:** Implementation of these programs have provided out students with learning opportunities.

Need Statement 4 (Prioritized): Need qualify certified teachers and paraprofessionals to reduce class size in an effort to improve student achievement and address the needs of low achieving students; **Data Analysis/Root Cause:** Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 5 (Prioritized): Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause:** 20-21 CNA results showed that 53% of our teachers would like additional professional development

Need Statement 6 (Prioritized): Need to offer extra curricular school activities such as Chess, Coding, UIL in order to improve science, technology, engineering and math skills. **Data Analysis/Root Cause:** 20-21 CIP results showed that 83% of our students would like to participate in after-school activities.

Need Statement 7: Need to have parental activities in an effort to increase family engagement and student academic success **Data Analysis/Root Cause:** Parental Involvement continues to be below the district percent.

Need Statement 8 (Prioritized): Need to support school attendance by students and teachers. **Data Analysis/Root Cause:** Campus enrollment decrease by 95 students and the attendance rate dropped from 96.8 % to 96.0%.

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

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

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

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

Based on the 2020-2021 Parent Survey results, El Jardin Elementary continues the need to provide more information to parents about the Special Education, Bilingual and Migrant programs. We also need to provide more opportunities and/or reasons for predominately Spanish language parents to participate with campus in parental involvement activities. Combined "strongly agree" and "agree" statements are in the 95% range but more parents need to "strongly agree" with statements to indicate stronger support of our schools and their activities. In summary, the Parental Involvement Department will strive to increase outreach efforts to parents in order to address their needs and increase student academic achievement.

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

In reviewing the beliefs of teachers about high academic expectations, 64% of the staff agree that when the students complete elementary school they go to middle school prepares with adequate knowledge and skills to succeed. Also 66% of the staff believed that the campus provides innovative and interesting academic instruction.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to provide an early identification of students in need of academic support (RTI). **Data Analysis/Root Cause:** Campus assessment data shows

performance levels below for the state and the gaps between special populations and all students.

Need Statement 2 (Prioritized): Need to support teacher retention and improve school climate among staff members **Data Analysis/Root Cause:** 2020-2021 CNA shows a 56% of staff members agree that there is an atmosphere of trust in our campus

Need Statement 3 (Prioritized): Parental Involvement (Parent Liaison) needs to increase outreach efforts to parents and provide more opportunities for predominately Spanish language parents in order to address the needs and increase student academic achievement. A Parent Center will be open and will provide supplies, materials, technology and refreshments needed to increase parental involvement. Parent Liaison will monitor attendance daily by printing reports and communicating with parents. **Data Analysis/Root Cause:** Based on the 20-21 Parent Survey results, the campus continues to have low parental involvement.

Need Statement 4: Based on the 20-21 Parent Survey results, the campus continues the need to provide more information to parents/community about: Special Education, Bilingual and Migrant programs. School programs, activities Students recognition **Data Analysis/Root Cause:** CNA 20-21 Parent Survey results, the campus continues the need to provide more information to parents/community

Need Statement 5 (Prioritized): Need to support school attendance by students and teachers. **Data Analysis/Root Cause:** Campus enrollment decrease by 95 students and the attendance rate dropped from 96.8 % to 96.0%.

Need Statement 6 (Prioritized): Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause:** 20-21 CNA results showed that 53% of our teachers would like additional professional development

Priority Need Statements

Need Statement 2: Need to support school attendance by students and teachers.

Data Analysis/Root Cause 2: Campus enrollment decrease by 95 students and the attendance rate dropped from 96.8 % to 96.0%.

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

Need Statement 1: Need to improve Reading, Math, Science and Writing skills across the curriculum by providing supplemental instructional resources including materials, technology and personnel.

Data Analysis/Root Cause 1: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

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

Need Statement 5: Need to provide an early identification of students in need of academic support (RTI).

Data Analysis/Root Cause 5: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students.

Need Statement 5 Areas: Perceptions

Need Statement 3: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas.

Data Analysis/Root Cause 3: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

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

Need Statement 10: Need to support teacher retention and improve school climate among staff members

Data Analysis/Root Cause 10: 2020-2021 CNA shows a 56% of staff members agree that there is an atmosphere of trust in our campus

Need Statement 10 Areas: Demographics - Perceptions

Need Statement 4: Need to continue the monitoring of performance gaps between Special Education, Bilingual/ESL, and At-Risk students in all content areas at all grade levels by district and campus assessment.

Data Analysis/Root Cause 4: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 4 Areas: Student Learning

Need Statement 7: Need to continue and support BISD incentives such as the expansion of the Pre-K 3 Program, PK4 full day, Extended Day Program and Tutorials to provide learning opportunities

Data Analysis/Root Cause 7: Implementation of these programs have provided out students with learning opportunities.

Need Statement 7 Areas: School Processes & Programs

Need Statement 11: Parental Involvement (Parent Liaison) needs to increase outreach efforts to parents and provide more opportunities for predominately Spanish language parents in order to address the needs and increase student academic achievement. A Parent Center will be open and will provide supplies, materials, technology and refreshments needed to increase parental involvement. Parent Liaison will monitor attendance daily by printing reports and communicating with parents.

Data Analysis/Root Cause 11: Based on the 20-21 Parent Survey results, the campus continues to have low parental involvement.

Need Statement 11 Areas: Perceptions

Need Statement 6: Need to continue with professional development opportunities for teachers and staff through out the year

Data Analysis/Root Cause 6: 20-21 CNA results showed that 53% of our teachers would like additional professional development

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

Need Statement 8: Need qualify certified teachers and paraprofessionals to reduce class size in an effort to improve student achievement and address the needs of low achieving students;

Data Analysis/Root Cause 8: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 8 Areas: School Processes & Programs

Need Statement 9: Need to offer extra curricular school activities such as Chess, Coding, UIL in order to improve science, technology, engineering and math skills.

Data Analysis/Root Cause 9: 20-21 CIP results showed that 83% of our students would like to participate in after-school activities.

Need Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Other additional data

Goals

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

Performance Objective 1: El Jardin's performance for all students will exceed the 2019 STAAR percent on Approaches, Meets, and Masters on the STAAR test grade-level performance in reading, mathematics, and science by 2 percentage points.

El desempeno de la escuela El Jardin para todos los estudiantes, superara el 2019 STAAR por ciento en Enfoques, Encuentros y Maestrias en el desempeno del nivel de grado de la prueba STAAR en lectura, matematicas y ciencias por puntos porcentuales.

Evaluation Data Sources: STAAR performance reports comparing 2021 to 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives in all subject areas. Teachers will follow and implement these strategies in the classroom in order to increase the schools accountability report card and provide the students with a college bound future. Proporcionar recursos didacticos e instruccion asistida por computadora que refuerce la implementacion del curriculo bisd e iniciativas en todas las areas tematicas. Los maestros seguiran e implementaran estas estrategias en el aula con el fin de aumentar la tarjeta de informe de responsabilidad de las escuelas y proporcionar a los estudiantes un futuro vinculado a la universidad. Elementary: Language Enrichment Educational Galaxy Pearson Writing Portfolios (including digital portfolios) TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Adaptive Curriculum EduSmart CScope **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, Report Cards Summative Impact: STAAR and, TPRI/TJL , TELPAS and TERRA NOVA/Supera **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Results Driven Accountability** - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 **Funding Sources:** Copy Paper - 199 Local funds - 199-11-6396-00-105-Y-11-000 - $1,000, General Supplies - 199 Local funds - 199-11-6399-51-105-Y-11-000 - $500, General Supplies - 211 Title I-A - 211-23-6399-00-105-Y-30-OF2-Y - $419, General Supplies - 211 Title I-A - 211-11-6399-00-105-Y-30-OF2-Y - $3,775				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Supervise la implementacion del Modelo de Respuesta a la Intervencion de 3 Niveles en las aulas PK-5 para matematicas, lectura y comportamiento con capacitacion adicional proporcionada al "Campus Trainer of Trainers" sobre la documentacion requerida y las intervenciones basadas en las necesidades identificadas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, TPRI/TJL/, TELPAS, Tier 2 and 3 changes to lower tiers **Staff Responsible for Monitoring:** Principals, Assistant Principals and Deans **Title I Schoolwide Elements:** 2.6 - **Results Driven Accountability** - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will meet every six weeks to analyze students' assessment data to determine specific instructional interventions needed to address those state standards where the students demonstrated the lowest achievement levels. Teachers will plan for the following six weeks using the BISD scope and sequence. (Grade level and Vertical Alignment)-Longhorn Planning Los maestros se reunira cada seis semanas para analizar los datos de evaluacion de los estudiantes para determinar la intervencion educativa especifica necesaria para abordar los estandares estatales donde los estudiantes demostraron los niveles de logro mas bajos. Tambien los maetros planearna el material educativo para las siguientes seis semanas de acuedor al la sequencia que recomineda el distrito. (Planificacion de nivel y alineacion vertical) -Longhorn Planning **Milestone's/Strategy's Expected Results/Impact:** Formative: Training Calendars and agendas, Professional development evaluations Summative: STAAR scores, TPRI/Tejas LEE, EOY, T-TESS data, EOY CIRCLE-PM and OWL results **Staff Responsible for Monitoring:** Principals/Deans and Teachers **Additional Targeted Support Strategy** - **Population:** Teachers and Administrators - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 4 - Student Learning 3, 7 - School Processes & Programs 5 - Perceptions 6 **Funding Sources:** substitutes - 199 Local funds - 199-11-6112-18-105-Y-99-000 - $1,600, Substitutes - 162 State Compensatory - 162-11-6112-10-105-Y-30-000-Y - $10,000, Substitutes - 211 Title I-A - 211-11-6112-18-105-Y-30-AYP-Y - $9,000, Substitutes - 163 State Bilingual - 163-11-6112-00-105-Y-25-000-Y - $1,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Los maestros certificados y los paraprocurajos complementaran los puestos asignados en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan ser satisfechas a traves de la instruccion individualizada de grupos pequenos. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Personnel Requisitions, Walk-Throughs Summative impact: +T-TESS summative evaluation data **Staff Responsible for Monitoring:** School Administrator **Population:** PK3 - 5th Grade Students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers in Pre-Kinder through second grade (including special education, will implement phonemic awareness strategies in order to improve TPRI/Tejas LEE scores. Teachers will be trained in Language Enrichment and Reading Readiness in order to guide planning for student improvement. Los profesores de Preescolar a segundo grado (incluyendo educacion especial) implementaran estrategias de concienciacion fonetica con el fin de mejorar las puntuaciones de TPRI/Tejas LEE. Seran capacitados en Enriquecimiento linguistico y preparacion para la lectura con el fin de guiar la planificacion para la mejora de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: BOY TPRI and Tejas LEE, Walkthrough, Lesson Plans Summative: EOY TPRI and Tejas LEE, STAAR 3rd grade PBMAS **Staff Responsible for Monitoring:** Teachers Administration **Results Driven Accountability - Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Through Fluency and Journal Writing checks, all students 3 yr. old-5th grade will be regularly assessed with valid and reliable measures of automatized decoding and passage comprehension in order to develop language usage and to improve proficiency. A traves de comprobaciones de fluidez y escritura de revistas, todos los estudiantes de 3 anos de edad de 5o grado seran evaluados regularmente con medidas validas y confiables de decodificacion automatizada y comprension de pasaje con el fin de desarrollar el uso del lenguaje y mejorar el dominio. **Milestone's/Strategy's Expected Results/Impact:** Formative: Fluency (WPM) Summative: Fluency level TPRI Tejas LEE Report Cards **Staff Responsible for Monitoring:** Administrators Teachers **Additional Targeted Support Strategy** - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Pre-K-5th Grade teachers, including special education, will implement BISD's Bilingual plan, so that all bilingual students are taught by a certified bilingual teacher in developmentally appropriate second language acquisition classroom. Students placement and progress will be monitor by the LPAC committee. (SIOP, ELPS). Los profesores de pre-K-5th Grade, incluida la educacion especial, implementaran el plan bilingue de BISD, para que todos los estudiantes bilingues sean ensenados por un profesor bilingue certificado en el aula de adquisicion de segundo idioma apropiada para el desarrollo. La colocacion y el progreso de los estudiantes seran monitoreados por el comite de LPAC. (SIOP, ELPS). **Milestone's/Strategy's Expected Results/Impact:** Formative: six weeks assessments Summative: TPRI, Tejas LEE, Report Card, Benchmarks and STAAR **Staff Responsible for Monitoring:** Personnel Bilingual Teachers Administrators **Results Driven Accountability** - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** May 27, 2021 - **Revision Date:** June 2, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** 263-23-6398-65-105-Y-99-000-Y - 263 Title III-A Bilingual - $1,230				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: All 1st-5th Grade students will be tested using Districts Benchmark and/or Check Point Assessments provided by district. School wide assessment will also be implemented using supplemental instructional materials that support the curriculum. This will be done in order to monitor the students progress and readiness. Todos los estudiantes de 1o a 5o grado seran evaluados usando las pruebas de Referencia de Distritos y/o Puntos de Revicion proporcionadas por el distrito. La evaluacion en toda la escuela tambien se implementara utilizando materiales didacticos suplementarios que apoyan el plan de estudios. Esto se hara con el fin de monitorear el progreso y la preparacion de los estudiantes **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmark Results Walk throughs Summative: STAAR Results, Benchmark, Report Cards PBMAS **Staff Responsible for Monitoring:** Administrator Teachers **Targeted Support Strategy** - **Results Driven Accountability** - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Special Education teachers for Inclusion, Resource and Life Skills will received professional development and information needed to provide services for all students as per students IEP. Resources and materials to accomplish these goals will be provided. Teachers will monitor IEP and student's schedule to make sure they are in compliance. Los profesores de Educacion Especial para la Inclusion, Recursos y Habilidades para la Vida recibiran el desarrollo profesional y la informacion necesaria para proporcionar servicios para todos los estudiantes segun el IEP de los estudiantes. Se proporcionaran recursos y materiales para lograr estos objetivos. Los maestros supervisaran el IEP y el horario de los estudiantes para asegurarse de que cumplen. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Lesson Plans Summative: STAAR Results, EOY **Staff Responsible for Monitoring:** Inclusion Teacher Reg. Ed. Teacher Administration **Title I Schoolwide Elements:** 2.6 - **Population:** Special population students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 4 - Student Learning 7 - School Processes & Programs 5 - Perceptions 6 **Funding Sources:** General Supplies - 166 State Special Ed. - 166-11-6399-00-105-Y-23-OP4-Y - $718, General Supplies - 166 State Special Ed. - 166-11-6399-00-105-Y-23-000-Y - $400, General supplies - 166 State Special Ed. - 166-11-6399=62-105-Y-23-000-Y - $57				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Pre-K -5th-grade teachers, including Special Education and special programs, will be trained on CATCH program in order to be in compliance with the requirements of Senate Bill 530 effective 9/1/07. Los maestros de pre-K -5o grado, incluyendo educacion especial y programas especiales, seran capacitados en el programa CATCH con el fin de cumplir con los requisitos del Proyecto de Ley 530 del Senado efectivo 9/1/07. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly meeting updates Summative: Monthly activities from CATCH Program **Staff Responsible for Monitoring:** CATCH committee chair person **Population:** Teachers - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Puberty curriculum will be introduced for students in 4th and 5th Grade in order to maintain a healthy lifestyle and to promote health and wellness. Se introducira un curriculo de pubertad para los estudiantes de 4o y 5o grado con el fin de mantener un estilo de vida saludable y promover la salud y el bienestar. **Milestone's/Strategy's Expected Results/Impact:** Formative: Curriculum Activities Summative: Student learning Progress **Staff Responsible for Monitoring:** Nurse Parents Teachers **Population:** 4th and 5th grade students - **Start Date:** March 1, 2022 - **End Date:** June 1, 2022				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: PE coaches will attend monthly meetings in order to integrate PE TEKS with curriculum and assess the Fitness Gram. All students will participate in Physical Education classes. Student will be encourage to participate in before and after school fitness activities such as Volley Ball, Soccer, Basket Ball, Cross County and Track. Los entrenadores de PE asistiran a reuniones mensuales con el fin de integrar PE TEKS con el curriculo y evaluar el Fitness Gram. Todos los estudiantes participaran en las clases de Educacion Fisica. Se alentara al estudiante a participar en actividades de fitness antes y despues de la escuela, como Volley Ball, Futbol, Basket Ball, Cross County y Track. **Milestone's/Strategy's Expected Results/Impact:** Formative: Observations Summative: Gym Activities Results of Fitness Gram **Staff Responsible for Monitoring:** Coaches Administration **Population:** Coaches - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: All students that are independent readers will participate in the Accelerated Reading Program in order to increase reading comprehension. Students who reach their goals will be receiving incentives during the school year. The Librarian, teachers and administration would be monitoring the implementation of the AR Program. Todos los estudiantes que sean lectores independientes participaran en el Programa de Lectura Acelerada con el fin de aumentar la comprension lectora. Los estudiantes que alcancen sus metas recibiran incentivos durante el ano escolar. El Bibliotecario, los maestros y la administracion estarian monitoreando la implementacion del Programa de Realidad Aumentada. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: AR report SUMMATIVE: STAAR & AR Report **Staff Responsible for Monitoring:** Teachers Librarian **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Reading Materials - 199 Local funds - 199-12-6329-00-105-Y-99-000 - $500, General supplies - 199 Local funds - 199-12-6399-00-105-Y-99-000 - $1,000, General Supplies - library - 211 Title I-A - 211-12-6399-00-105-Y-30-0F2-Y - $300				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: El Jardin Elementary will provide Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. Head Start Transitioning Activities/Summer Bridge Programs. 5th-grade students will be assisted with the transition to Middle School by coordinating a school visit. El Jardin proporcionara a las agencias de Head Start aplicables la informacion requerida para pasar a los estudiantes de Head Start al Programa ED. Las actividades de transicion de Head Start/los programas de puente de verano los estudiantes de quinto grado seran asistidos con la transicion a la Escuela Media mediante la coordinacion de una visita a la escuela. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Walk-throughs, Campus Visits SUMMATIVE: CLI engage. 3yr. old program enrollment **Staff Responsible for Monitoring:** Administration Counselor **Population:** PK3 students - **Start Date:** May 2, 2022 - **End Date:** June 2, 2022				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: The CIP will be posted on the Plan4Learning website and will include SBDM Committee members, the ten components of the schoolwide Program Plan, a CNA, and budgets and FTE's. El CIP se publicara en el sitio web de Plan4Learning e incluira a los miembros del Comite de SBDM, los diez componentes del Plan programa en toda la escuela, un CNA, y presupuestos y FTE. **Milestone's/Strategy's Expected Results/Impact:** Formative: CIP Summative: Assessment reports **Staff Responsible for Monitoring:** Administration **Population:** Administration - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: El Jardin elementary will make sure that spending targets are met according to guidelines. La primaria El Jardin se asegurara de que las metas de gasto se cumplan de acuerdo con las directrices. **Milestone's/Strategy's Expected Results/Impact:** Formative: BISD Audits End of Year Clearance Summative: BOY/MOY/MOY/ TELPAS/ PBMAS/ STAAR **Staff Responsible for Monitoring:** Administration Secretary Finance Department **Population:** Administration - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.
Need Statement 4: Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause**: 20-21 CNA results showed that 53% of our teachers would like additional professional development

Student Learning
Need Statement 1: Need to improve Reading, Math, Science and Writing skills across the curriculum by providing supplemental instructional resources including materials, technology and personnel. **Data Analysis/Root Cause**: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Student Learning

Need Statement 3: Need to continue the monitoring of performance gaps between Special Education, Bilingual/ESL, and At-Risk students in all content areas at all grade levels by district and campus assessment. **Data Analysis/Root Cause**: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 7: Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause**: 20-21 CNA results showed that 53% of our teachers would like additional professional development

School Processes & Programs

Need Statement 1: Need to improve Reading, Math, Science and Writing skills across the curriculum by providing supplemental instructional resources including materials, technology and personnel. **Data Analysis/Root Cause**: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Need Statement 5: Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause**: 20-21 CNA results showed that 53% of our teachers would like additional professional development

Perceptions

Need Statement 6: Need to continue with professional development opportunities for teachers and staff through out the year **Data Analysis/Root Cause**: 20-21 CNA results showed that 53% of our teachers would like additional professional development

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

Performance Objective 2: El Jardin early childhood performance will increase by 2 percentage points over end-of-year 2022 results.

El desempeno de El Jardin en la primera infancia aumentara en 2 puntos porcentuales con respecto a los resultados de finales de ano 2022

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 and 4 year old programs will be in place: Title I Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria La Primaria El Jardin apoyara la Educacion de la Primera Infancia con el fin de aumentar la alfabetizacion temprana y la preparacion de la escuela estudiantil las siguientes opciones para programas de alta calidad de 3 y 4 anos de edad estaran en su lugar: Sesiones de dia completo del Titulo I para los estudiantes que califican bajo bajo los criterios bajos de bajos recursoz BISD / NINOS Head Start Collaborative para los estudiantes que califican bajo los criterios federales de Almuerzo Libre CNA SPP #1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, Head Start Campus Visits, Summative: T-TESS, Job description and Evaluations, PBMAS **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** - **Population:** PK 3 students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 3 year old - 5th grade teachers will have a master classroom schedule and lesson plans in order to implement and have an effective lesson delivery of all subjects. Implementation of the BISD curriculum and initiatives including (but not limited to) Bilingual/SIOP Language Enrichment (Niehaus) TLI Cognitive Routines/Strategies Los maestros de PK3 a 5o grado tendran un horario de aula magistral y planes de lecciones con el fin de implementar y tener una entrega efectiva de la leccion de todas las materias. Implementacion del plan de estudios BISD e iniciativas que incluyen (pero no limitado a) enriquecimiento linguistico bilingue /SIOP (Niehaus) TLI Cognitive Routines/Strategies **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District Benchmark BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, T-TES Session Evaluations Summative Impact: STAAR, TPRI/TJL/CPALLS Data, TELPAS **Staff Responsible for Monitoring:** Principals, Assistant Principal and Deans **Targeted Support Strategy** - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: El Jardin Elem. will provide locally funded Pre-kindergarten Full Day sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) El Jardin Elem. proporcionara sesiones de Dia Completo de Pre-kindergarten financiadas localmente para TODOS los estudiantes para los que no se aplican otros criterios. (apoya el objetivo de la Junta #1 prioridad) **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments Summative: T-TESS, Job description and Evaluations, EOY CPALLS and OWL reports **Staff Responsible for Monitoring:** Administration **Results Driven Accountability** - **Population:** PK4 students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Title I-A personnel and student support services, supplies/ equipment for El Jardin Elementary will be funded. Se financiara personal del Titulo I-A y servicios de apoyo estudiantil, suministros/equipo para la Primaria El Jardin **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, Head Start Campus Visits Summative: T-TESS, Job description and Evaluations, EOY CPALLSP and OWL reports **Staff Responsible for Monitoring:** School Administrators **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Population:** Title 1 personnel - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: El Jardin Elem. will support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. El Jardin Elem. apoyara la Educacion de la Primera Infancia con el fin de aumentar la alfabetizacion temprana y la preparacion de la escuela estudiantil con una relacion de 22:1 estudiantes: maestros con una paraprofesional para las aulas PK3-4 con maestros de apoyo para la instruccion de grupos pequenos segun sea necesario. Complemente el Programa Pre-K para proporcionar experiencias de aprendizaje de la fundacion con el fin de preparar mejor a los estudiantes en riesgo academicamente. **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments Summative: T-TESS, Job description and EOY C-PM and OWL results **Staff Responsible for Monitoring:** School Administrators **Results Driven Accountability - Population:** PK3 and PK4 students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

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 migrant students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

El 80% de los estudiantes migrantes estaran en nivel de grado dentro de 2 anos y el 70% estaran en el nivel de grado de reuniones para todas las evaluaciones del STAAR.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All migrant students will receive grade-appropriate school supplies and /or clothes and miscellaneous items (blanket) on an as-needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental support services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skills during the summer months. Todos los estudiantes migrantes recibiran utiles escolares apropiados para el grado y /o ropa y articulos varios (manta) segun sea necesario con el fin de proporcionarles las herramientas necesarias para completar sus tareas en el aula y las tareas; extendiendoles asi la misma oportunidad para hacer frente a los desafios academicos de todos los estudiantes. Todos los estudiantes migrantes de PFS recibiran servicios complementarios de apoyo ante otros estudiantes migrantes. tendra la oportunidad de asistir a una Academia de Aprendizaje de PFS. Todos los estudiantes migrantes recibiran un paquete de lectura de verano para que puedan seguir agudizando su habilidad de lectura durante los meses de verano. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: Migrant students **Staff Responsible for Monitoring:** District Migrant Coordinator Migrant Funded: Teachers Migrant Counselor Recruiters **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

 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, and Fine Arts by 5% over 2019-2020 participation. 21st Century grant will be in place at El Jardin Elementary.

Aumentar el numero de estudiantes en co-curricular y extracurricular avanzando en Matematicas, Ciencias, Estudios Sociales , ELA y Bellas Artes en un 5% con respecto a la participacion 2019-2020. El programa de 21st Centruy sera ofrecido en la escuela.

Evaluation Data Sources: Student Participation at the different extra-curricular events for elementary schools

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin students will participate in extra curriculum activities such as but not limited to Brainsville, Science Fair, Inventions, Chess, Ballroom and UIL. Student's problem solving, critical thinking, multi-tasking skills, originality, teamwork and creativity will be encouraged through their participation in contests and public performances. (especially G/T identified students) Los estudiantes de El Jardin participaran en actividades adicionales del plan de estudios como pero no limitado a Brainsville, Feria de ciencias, Invenciones, Ajedrez, Salon de Baile y UIL. Se fomentara la resolucion de problemas, el pensamiento critico, las habilidades multitarea, la originalidad, el trabajo en equipo y la creatividad del estudiante a traves de su participacion en concursos y actuaciones publicas. (especialmente estudiantes identificados por G/T) **Milestone's/Strategy's Expected Results/Impact:** Formative Results: flyers, invitations Summative Impacts: Participation lists **Staff Responsible for Monitoring:** Campus Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers UIL Campus Coordinator **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Transportation - 199 Local funds - 199-11-6494-00-105-Y-11-000 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementary will promote the participation in Brownsville Kids Voting activities as they learn about being an active citizen by exercising their right and privilege to vote. La Primaria El Jardin promovera la participacion en las actividades de votacion infantil de Brownsville a medida que aprendan sobre ser un ciudadano activo ejerciendo su derecho y privilegio de voto. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Student's participation report Summative Impact: Campus participation in Brownsville Kids Voting. **Staff Responsible for Monitoring:** School Administrators **Population:** 1st - 5th grade students - **Start Date:** August 11, 2021 - **End Date:** May 27, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: El Jardin Elementary will participate in after school clubs. In the Communities in Schools (CIS) - Partnership with BISD for 5 years starting 21-22 school year. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. La Primaria El Jardin participara en clubes despues de la escuela En colaboracion con CIS en una beca de 5 anos que empieza en el ano escolar 21-22. El enfoque de esta iniciativa se centrara en los beneficios duraderos de la construccion de los siguientes conjuntos de habilidades: Pensamiento logico, Resolucion de problemas, Persistencia, Colaboracion y Comunicacion. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions Summative Impact: EOY data for student competition participation and performance **Staff Responsible for Monitoring:** Technology Lead Teachers, Principals **Population:** 4th and 5th grade students - **Start Date:** August 11, 2021 - **End Date:** May 27, 2021 - **Revision Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: El Jardin will implement the GALAXY (GT) Program Defined by categories example Academic Vocational Expectations for Students behavior towards College Courses. Students will have opportunities to learn and interact all together on an educational day. El Jardin Elementary will increase by 5 percent points the number of students qualifying to GT Program by having teachers in 1st -5h grade nominate students from their classroom. El Jardin implementara el Programa GALAXY (GT) Definido por categorias como Expectativas Vocacionales Academicas para el Comportamiento de los Estudiantes hacia los Cursos Universitarios. Los estudiantes tendran oportunidades de aprender e interactuar todos juntos en un dia educativo. La Primaria El Jardin aumentara en un 5 por ciento el numero de estudiantes que califican para el Programa GT al tener maestros en 1er -5h estudiantes nominados de grado desde su salon de clases. **Milestone's/Strategy's Expected Results/Impact:** Formative Lesson Plans Summative STAAR scores **Staff Responsible for Monitoring:** Administration Counselors **Population:** K-5th grade students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn Fine Arts skills. In addition, El Jardin students in grades 3rd-5th will be able to participate in choir in order to experience music performance. Los estudiantes de pre-K-5th Grade, incluyendo educacion especial, podran asistir a clases de musica con el fin de aprender habilidades de Bellas Artes. Ademas, los alumnos de El Jardin en los grados 3o-5o podran participar en el coro con el fin de experimentar la actuacion musical. **Milestone's/Strategy's Expected Results/Impact:** Formative: participation Summative: grades, participation **Staff Responsible for Monitoring:** Teachers Administration Fine Arts Teacher **Population:** PK-5th grade students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

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

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will promote energy savings activities on the campus to support implementation of the district's energy savings plan. **Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration **Population:** EL Jardin staff - **Start Date:** August 11, 2021 - **End Date:** May 31, 2022 **Funding Sources:** Supplies for maint/operations - 199 Local funds - 199-51-6315-00-105-Y-99-000 - $5,637, Extra duty pay janitor - 199 Local funds - 199-51-6121-47-105-Y-99-000 - $100				

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Need: Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration **Population:** BISD Stakeholders - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				
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: El Jardin Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys. Due to COVID-19

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. *Perfect Attendance *Reaching Goals *Teacher Appreciation **Milestone's/Strategy's Expected Results/Impact:** Formative result: Campus CNA survey Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** Campus Administrators **Population:** Campus staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Miscellaneous operating costs - 199 Local funds - 199-23-6499-53-105-Y-99-000 - $1,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementary will celebrate Teacher's Appreciation Week and make all teachers feel appreciated. **Milestone's/Strategy's Expected Results/Impact:** Reward teacher during Teacher's Appreciation Week. Formative: Teacher's appreciation Week calendar Summative: List of activities provided **Staff Responsible for Monitoring:** School Administration **Population:** School staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The TST at El Jardin Elementary will be the PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. **Milestone's/Strategy's Expected Results/Impact:** Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases **Staff Responsible for Monitoring:** PIO, Campus Administration **Population:** BISD Stakeholder - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementary TST will update websites at least monthly including showcasing student and community activities. **Milestone's/Strategy's Expected Results/Impact:** Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results **Staff Responsible for Monitoring:** PIO, Campus Administration **Population:** El Jardin Stakeholders - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

 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: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 and will not be disproportionate for any population.

Evaluation Data Sources: eSchool reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchool discipline reports and Behavior RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** Administrator Campus Counselor **Population:** All teachers - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementary will provide training and support to classroom teachers in discipline management and safe environments. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: eSchools and discipline report **Staff Responsible for Monitoring:** Assistant Principal **Population:** All staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus Officers and Counselors will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures **Milestone's/Strategy's Expected Results/Impact:** Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Principal Counselor **Population:** Students, parents, staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Employee travel - 199 Local funds - 199-31-6411-23-105-Y-99-000 - $500, Employee travel counselor - 211 Title I-A - 211-31-6411-00-105-Y-30-30-OF2-Y - $300, General supplies - 199 Local funds - 199-31-6399-00-105-Y-99-000 - $500				

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A security officers will be assign to El Jardin Elementary to assist with the safety of the school, faculty and students. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place **Staff Responsible for Monitoring:** Security Services Department **Population:** Students, parents, staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elem. will conduct * Fire Drills *Lock Down Drills *Severe Weather *Shelter in Place *Soft Lock Down **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills. **Staff Responsible for Monitoring:** Security Services Campus Administration **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.

Habra un aumento del 5% de los padres involucrados en las actividades de participacion de los padres del campus/distrito de 2019-2020 a 2021-2022.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will continue to fund a 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. * 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. * Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance. * Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate. El Jardin Elementary continuara financiando un enlace con los padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan los problemas y las expectativas que afectaran las necesidades academicas y de asistencia de sus hijos. * * * *Conduzca los contactos de los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtenga firmas, documente el historial de contacto de los padres para fines de asistencia y los contactos de los padres en eSchoolPlus. * Parent Liaisons establecera una estacion para padres con un dosel facilmente identificable para obtener firmas de padres en formularios de distrito, conferencias de padres y actividades en la acera relacionadas con el compromiso y la asistencia de los padres y la familia. *Cargue y almacene la documentacion de requisitos de cumplimiento del Titulo I-A y de otras actividades principales en el cajon del Titulo I. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Principa; **Title I Schoolwide Elements:** 3.2 - **Population:** Parent & Family Engagement, Migrant and State Compensatory Staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Need Statements:** Perceptions 3 **Funding Sources:** General Supplies - 211 Title I-A - 211-61-6399-00-105-Y-30-OF2-Y - $900, Employee travel - 211 Title I-A - 211-61-6411-00-105-Y-30-OF2-Y - $900, Miscellaneous operating costs - 211 Title I-A - 211-61-6499-53-105-Y-30-OF2-Y - $900				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementary will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on-campus website in English and Spanish. (El Jardin will conduct a parent/teacher conference to review the S-P-S Compact. El Jardin Elementary desarrollara y difundira la Politica de Participacion de Padres y Familias y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y publicara en el sitio web del campus en ingles y espanol. (El Jardin llevara a cabo una conferencia de padres y maestros para revisar el Pacto S-P-S. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator and Staff Campus Administrators **Title I Schoolwide Elements:** 3.1 - **Population:** Paretns - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees. Parents will participate in the annual review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan (Goal 6) Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en el campus; DPAC, SBDM y otros comites escolares. Los padres participaran en la revision anual y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: *Politica de participacion de padres y familias *Pacto escuela-padre-estudiante *Plan de mejora del campus (Objetivo 6) **Milestone's/Strategy's Expected Results/Impact:** Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations **Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator and Staff Campus Administrators **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Create partnerships through a campus volunteer program. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Invitar a las agencias/organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas. Crear asociaciones a traves de un programa de voluntariado en el campus. Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos en apoyar las metas del distrito / campus para aumentar el exito de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Trainer Monthly Calendar Summative: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool **Staff Responsible for Monitoring:** Parent and Family Engagement Staff, Special Services Administrator, Family Center Staff and Department Staff Principal **Title I Schoolwide Elements:** 3.2 - **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas: * Building Capacity through training using appropriate equipment and materials for parent and community access to resources * College Readiness * Community agencies and organizations resources * Drop-out and Violence Prevention * Early Childhood Literacy Strategies * Effective teaching strategies in content areas * Health and Wellness Education * Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life * Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc. Proporcionar tiempos de reunion flexibles para las oportunidades de educacion de los padres a traves de conferencias para padres y sesiones de capacitacion para padres para abordar las necesidades y / o preocupaciones, pero no limitado a las siguientes areas: Creacion de capacidad a traves de la capacitacion utilizando el equipo y los materiales apropiados para el acceso de los padres y la comunidad a los recursos Preparacion para la Universidad Las agencias y organizaciones comunitarias recursos de las estrategias de desercion y prevencion de la violencia en la primera infancia Estrategias de alfabetizacion de la infancia estrategias de ensenanza efectivas en las areas de contenido Procesos de educacion especial, procedimientos y servicios, salvaguardias de procedimientos y transicion a la vida postsecundaria Recursos y apoyos especiales de la poblacion para estudiantes bilingues, dislexia, G.T., migrantes y en riesgo, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals **Staff Responsible for Monitoring:** Parent and Family Engagement Staff Campus Administrator **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The Parent Liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. El enlace con los padres y /o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las mejores practicas cientificas y basadas en la investigacion mas recientes para apoyar mejor la instruccion, mejorar la comprension, proporcionando asi un apoyo complementario mas completo a los estudiantes y las familias. **Milestone's/Strategy's Expected Results/Impact:** Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program **Staff Responsible for Monitoring:** Curriculum Early Childhood staff Campus principals **Population:** Pre-kindergarten faculty, staff and parents - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: El Jardin Elementary will have a Fall and Spring Open House. In addition our school will have an Open House on the 3rd week of the 6th weeks. (Progress Monitor) . Parent Orientation will also take place before school starts. During COVID 19 the school will offer opportunities for parents to pick up school supplies and materials from school. La Primaria El Jardin tendra una Casa Abierta de Otono y Primavera. Ademas nuestra escuela tendra una Jornada de Puertas Abiertas en la 3a semana de las 6a semanas. (Monitor de progreso) . La orientacion de los padres tambien se llevara a cabo antes de que comience la escuela. Durante covid 19 la escuela ofrecera oportunidades para que los padres recojan utiles escolares y materiales de la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Meeting Minutes Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals **Staff Responsible for Monitoring:** Teachers Campus Administration Parent Liaison **Population:** Students, parents and staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Perceptions

Need Statement 3: Parental Involvement (Parent Liaison) needs to increase outreach efforts to parents and provide more opportunities for predominately Spanish language parents in order to address the needs and increase student academic achievement. A Parent Center will be open and will provide supplies, materials, technology and refreshments needed to increase parental involvement. Parent Liaison will monitor attendance daily by printing reports and communicating with parents. **Data Analysis/Root Cause**: Based on the 20-21 Parent Survey results, the campus continues to have low parental involvement.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including but not limited to: Response to Intervention (RTI), sheltered instruction (SIOP), differentiated instruction, reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills, listening, speaking, reading and writing proficiency in all content areas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BISD Instructional Feedback Form District Monitoring Instrument Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR exams. **Staff Responsible for Monitoring:** Administration **Targeted Support Strategy - Population:** All staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 3 **Funding Sources:** Stipends PD - 211 Title I-A - 211-13-6117-00-105-Y30-AYP-Y - $4,518, General supplies Ink - 263 Title III-A Bilingual - 263-11-6399-62-105-Y-25-000-Y - $94, Employee travel - 199 Local funds - 199-23-6411-00-105-Y-99-000-Y - $1,100, General suppkies - 263 Title III-A Bilingual - 263-11-6399-00-105-Y-25-000-Y - $684, Employee travel - 211 Title I-A - 211-23-6411-00-105-Y-30-OF2-Y - $400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR student scores by 5 percentage points. **Staff Responsible for Monitoring:** Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers Principals/ Deans DAAS Lead Teachers **Population:** G/T sub-population students and teachers for these students in core content areas and Special Education - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: El Jardin Elem. will support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. **Milestone's/Strategy's Expected Results/Impact:** Formative: PDS transcript Summative: STAAR **Staff Responsible for Monitoring:** Administration **Population:** All staff members - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities. **Staff Responsible for Monitoring:** Administration **Population:** Teachers - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR and At-risk Retention **Staff Responsible for Monitoring:** School administration **Additional Targeted Support Strategy** - **Population:** Teachers - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Need Statements:

Student Learning
Need Statement 3: Need to continue the monitoring of performance gaps between Special Education, Bilingual/ESL, and At-Risk students in all content areas at all grade levels by district and campus assessment. **Data Analysis/Root Cause**: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

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: Staff at El Jardin Elementary will participate in required on-going training related to trauma-informed care and safe and supportive schools

Evaluation Data Sources: Training records and implementation documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	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 intervention for academic and emotional support (Policy FFBA) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records Summative: End of year reports **Staff Responsible for Monitoring:** Campus Threat Assessment Team **Population:** Staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementary 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 and support the district in implementing the district's multi-hazard emergency operations plan (Policy FFB) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records Summative: End of year reports **Staff Responsible for Monitoring:** Campus Threat Assessment Team Leader **Population:** All faculty and Staff - **Start Date:** November 3, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: El Jardin Elementary will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. It will provide a child abuse anti-victimization program that includes presentations to students and campus staff. **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records Summative: End of Year reports **Staff Responsible for Monitoring:** Campus Threat Assessment Team Leaders **Population:** faculty and staff - **Start Date:** November 4, 2021 - **End Date:** June 2, 2022				

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 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 2020-2021. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will increase the accessibility for all students in technology-based instruction across all subject areas by providing new software and platforms including Microsoft, Google, and Apple. Hardware at the campuses for computer/ technology-enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship in all content areas. Need: District Incentive **Milestone's/Strategy's Expected Results/Impact:** Formative Results: 1. Classroom Projects 2. Completed homework assignments Summative Impact: LMS Progress reports **Staff Responsible for Monitoring:** Special/Federal Programs and Technology Services Administration, Technology Lead Teachers, Principals **Title I Schoolwide Elements:** 2.4, 2.6 - **Population:** All students students - **Start Date:** August 11, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 **Funding Sources:** Equipment under 5000.00 - 211 Title I-A - 211-11-6398-62-105-Y-30-OF2-Y - $22,147, Equipment under 5000.00 - 199 Local funds - 199-23-6398-65-105-Y-99-000 - $1,400, Equipment under 5000.00 - 199 Local funds - 199-23-6398-00-105-Y-99-000 - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administration, TST and teachers will model and support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computers Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators Elmos Projectors **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: The district will have a 2 percentage point increase in the number of students meeting the 2019 state assessment passing standards **Staff Responsible for Monitoring:** Administrator Teachers **Population:** School Staff - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.
Student Learning
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.
School Processes & Programs
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

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 2020-2021, leveraging human capital in personalized learning. Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems with options to learn any time of day, from home, school and/or community. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Campus Administration **Comprehensive Support Strategy - Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022				

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, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In order to ensure appropriate WIFI connectivity at El Jardin Elem., speed tests will be conducted in the early fall, mid-year and spring. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** TST **Start Date:** August 17, 2021 - **End Date:** June 30, 2022				

 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 that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will review and update campus internet security procedures to guide students, staff, parents, and the community to ensure safety, privacy, and security. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups reports Summative Results: Security reports Updated Policies **Staff Responsible for Monitoring:** Administration/TST **Population:** all students - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022				

 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
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** TST **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementreay will offer training for parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Records Summative Results: Software usage reports **Staff Responsible for Monitoring:** TST Parent Liaison **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Need Statements:

Demographics
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Student Learning

Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

School Processes & Programs

Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

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
	Nov	Jan	Mar	June
Strategy 1: Teachers, school leaders, and district 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 Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Administration **Population:** Staff members - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022 **Funding Sources:** Equipment under 5,000 - 199 Local funds - 199-23-6398-00-105-Y-99-0-000-Y, Equipment under 5,000 - 199 Local funds - 199-23-6398-65-105-Y-99-0-00-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elem. will allow Deans, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Survey of staff Summative Results: Survey EOY report **Staff Responsible for Monitoring:** Administration **Population:** staff - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Need Statements:

Demographics

Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Student Learning

Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

School Processes & Programs

Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

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
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will increase the accessibility for all students in technology-based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology-enhanced instruction. The school will utilize platforms such as Clever and Schoology to analyze the return of investment for all software purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc. Staff Responsible for Monitoring: Curriculum Administration Professional Development Administration Technology Administration **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Software Usage Reports Summative Results: Software Usage Reports Software Monitoring Reports **Staff Responsible for Monitoring:** TST Administrators **Population:** all staff - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 7 Need Statements:

Demographics
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

Student Learning
Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

School Processes & Programs

Need Statement 2: Need to increase opportunities of technology integration and use of effective computer assisted instruction for all students as well as increasing and updating technology resources beyond those available in the South Border Region of Texas. **Data Analysis/Root Cause**: Campus enrollment of at risk students continues to be steady at 275 students out of 345.

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
	Nov	Jan	Mar	June
Strategy 1: El Jardin Elementary will use technology surveys conducted for addressing Closed--Instructing and preparing for the 2021-2022 School year to create new baseline data for the campus technology needs assessment, setting new technology goals, and developing the strategies for technology needs. DCNA: Technology Plan and COVID 19 Closed--Instructing needs Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas and attendance records. Presentations BOY Surveys Summative Results: Agendas Sign-in Sheets Presentations EOY Surveys Staff Responsible for Monitoring: Educational Technology Integration Specialist, ISET Director, Technology Services Administrator **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Presentations Summative Results: EOY Surveys **Staff Responsible for Monitoring:** TST Administration **Population:** all staff - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022				
0% No Progress 100% 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 school's attendance rate to 97% and improve At-Risk Student Attendance Rate by 3% over prior year attendance.

Aumente la tasa de asistencia de la escuela al 97% y mejore la tasa de asistencia de estudiantes en riesgo en un 3% con respecto a la asistencia del ano anterior.

Evaluation Data Sources: Campus attendance rates, At-Risk Student Attendance. Not available due to COVID-19

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: El Jardin will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. El Jardin abordara los objetivos de la tasa de asistencia al distrito en el Plan de Mejora del Campus proporcionando un plan que incluye procedimientos, funciones y responsabilidades del personal involucrado en trabajar con la asistencia al campus y asegurar actualizaciones diarias de la asistencia. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Parent Liaisons. **Population:** Staff members - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring and printing student attendance daily, weekly, and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Para apoyar mejor el logro de los estudiantes y mejorar la asistencia de los estudiantes, los Parent Liaisons del campus seran proactivos mediante la supervision e impresion de la asistencia de los estudiantes diariamente, semanalmente, y los informes de asistencia de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, sin cartas de credito y/o notificaciones judiciales segun sea necesario. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Parent Liaison Campus Administration **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Para reducir el ausentismo estudiantil, el personal del campus sera proactivo al monitorear la asistencia de los estudiantes y despues de la tercera ausencia estudiantil, comenzar las Medidas Preventivas de Ausentismo Escolar (TPM, por sus hijos), que incluye la emision de un "Plan de Asistencia estudiantil" a los padres y estudiantes durante las conferencias de padres celebradas en la escuela para evitar nuevas ausencias de estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase **Staff Responsible for Monitoring:** Pupil Services Administration and Staff, Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons **Population:** all students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Pre-K-5th grade students, including special education, will be eligible to receive perfect attendance awards in order to increase attendance every six weeks. Los estudiantes de pre-K-5th grado, incluyendo educacion especial, seran elegibles para recibir premios de asistencia perfectos con el fin de aumentar la asistencia cada seis semanas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Eschools Attendance Log Summative: Attendance Reports **Staff Responsible for Monitoring:** Administration Teachers Counselors **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Funding Sources:** awards - 199 Local funds - 199-11-6498-00-105-Y-11-000 - $2,000				

 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: El Jardin will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 3 percent points.

El Jardin desarrollara estrategias de prevencion e intervencion que incrementan en un 3% el rendimiento estudiantil en riesgo en staar.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during Tutorials and during School to all students. ALC will monitor the accelerated instruction for students that qualify under HB4545. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Durante Tutoriales se proporcionara instruccion acelerada en el curriculo de la fundacion a todos los estudiantes. *Los programas tutoriales regulares/extendidos ayudaran a mejorar el logro de los estudiantes en riesgo, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion escolar. El Comite de ALC estara revisando la instruction de los alumnos que califican por medio de HB4545. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Summative Impact: Increased STAAR performance compared to prior year, especially for at-risk and special population served students **Staff Responsible for Monitoring:** Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title l- Part **Title I Schoolwide Elements:** 2.5 - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 1, 3 - School Processes & Programs 1 **Funding Sources:** General Supplies - 162 State Compensatory - 162-11-6399-00-105-Y-30-000-Y - $5,000, Extra Duty - 162 State Compensatory - 162-11-6118-00-105-Y-30-JST-Y - $3,300, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-105-Y-30-ASP-Y - $30,600, Extended Day Overtime for Para - 211 Title I-A - 211-11-6121-00-105-Y-30-ASP-Y - $1,225, Extra Duty - 162 State Compensatory - 162-11-6118-00-105-Y-30-000-Y - $41,500, Copy Paper - 162 State Compensatory - 162-11-6396-00-105-Y-30-000-Y - $5,000, Extra Duty Pay ESSER III - 282 ESSER III Grant Funds - 282-11-6118-00-105-Y-24-0CG-1 - $17,400, Printing Services - 162 State Compensatory - 162-11-6399-16-105-Y-30-000-Y - $5,000, Extra Duty Pay ESSER II - 281 ESSER II Grant Funds - 281-282-11-6118-00-105-Y-99-OCG-Y - $35,118, Extra Duty Pay - 199 Local funds - 199-23-6121-08-105-Y-99-000 - $100, Tech-instrction - 162 State Compensatory - 162-11-6399-62-105-Y-30-000-Y - $5,000, Extra Duty pay paraprofessional - 199 Local funds - 199-11-6121-51-105-Y-110-00 - $100, Extra Duty - 162 State Compensatory - 162-11-6118-00-105-Y-24-SSI-Y - $3,850, Supplies - 163 State Bilingual - 163-11-6399-00-105-Y-25-000-Y - $616, Supplies - 163 State Bilingual - 163-11-6399-62-105-Y-25-000-Y - $2,584				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: El Jardin Elementary will have a Dean of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, and decrease the retention rates. La Primaria El Jardin contara con un Decano de Instruccion para realizar sesiones regulares de desarrollo profesional basadas en la investigacion con el fin de capacitar y retener personal altamente calificado que impactara positivamente en el logro estudiantil en riesgo, asistencia y disminuir las tasas de retencion. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: TTESS evaluation Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Curriculum and Instruction Department and State Compensatory Education administration Campus Administration **Comprehensive Support Strategy** - **Population:** Dean - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The academic progress of 1st-grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. El progreso academico de los estudiantes de 1er grado sera monitoreado por personal financiado por migrantes para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion a 2o grado. **Milestone's/Strategy's Expected Results/Impact:** Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: EOY Assessment results Increased promotion rates **Staff Responsible for Monitoring:** District Migrant Coordinator Campus Principals Migrant Funded teachers DM Counselor MSC **Population:** 1st grade migrant students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Elementary School migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. Los estudiantes migrantes de la Escuela Primaria tendran la misma oportunidad de asistir a los programas escolares de verano del distrito escolar para asegurar la promocion si es necesario o para participar en el programa de verano de enriquecimiento migratorio. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance **Staff Responsible for Monitoring:** District Migrant Coordinator Campus Principals Migrant Teachers Migrant Clerks MSC **Population:** Migrant students - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Con el fin de aumentar la concienciacion sobre las necesidades de los estudiantes migrantes, los profesores y el personal del campus BISD, a traves de la distribucion mensual de la Herramienta de Monitoreo de la SLP y a traves de reuniones programadas, recibiran la informacion apropiada para que se proporcionen las intervenciones oportunas y apropiadas a los estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results for CIRCLE PM/TPRI/Tejas LEE/ STAAR, PBMAS Report Performance and Staging **Staff Responsible for Monitoring:** District Migrant Coordinator Campus Principals Migrant Funded Teachers MSC **Population:** Campus Administration, Faculty and Staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Student Learning

Need Statement 1: Need to improve Reading, Math, Science and Writing skills across the curriculum by providing supplemental instructional resources including materials, technology and personnel. **Data Analysis/Root Cause**: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

Need Statement 3: Need to continue the monitoring of performance gaps between Special Education, Bilingual/ESL, and At-Risk students in all content areas at all grade levels by district and campus assessment. **Data Analysis/Root Cause**: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

School Processes & Programs

Need Statement 1: Need to improve Reading, Math, Science and Writing skills across the curriculum by providing supplemental instructional resources including materials, technology and personnel. **Data Analysis/Root Cause**: Campus assessment data shows performance levels below for the state and the gaps between special populations and all students

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 coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To promote physically and emotionally healthy students, the school will utilize the SEL and CATCH program with consistance. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation **Staff Responsible for Monitoring:** Administration Coaches and Nurse **Population:** Staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Funding Sources:** General supplies - 199 Local funds - 199-33-6399-00-105-Y-99-000 - $800				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Assistance in the planning and execution of the overall health program at campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades **Staff Responsible for Monitoring:** Health Services and Administrator **Population:** Campus Nurse - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 **Funding Sources:** General Supplies Nurse - 211 Title I-A - 211-33-6399-00-105-Y-30-OF2-Y - $400				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for El Jardin Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for El Jardin Elementary

Name	Position	FTE
Laura Trevino	Dean of Instruction	1
Leticia Flores	PK4 Teacher	0.5
Melisa Ordaz	PK3 Teacher Aide	1
Monica Duran	PK4 Teacher	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students, staff and parents completed an end of year needs assessment survey during Spring. The campus leadership team and SBDM members met as a committee to discuss the purpose of the committee and to reviewed the available survey results from students, staff and parents. The CLT then returned to their teams and reviewed the information discussed along with the EOY Assessment Results and Retention data for each grade level. Multiple measure areas were reviewed a a grade level and strengths and challenges were identified for each measure. CLT will meet for quarterly reviews of progress and a range of data sources to review existing strengths and needs to determine any changes in these areas. The committee members re-ranked needs and determined priority areas to complete the CNA process on May 24th, 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the campus leadership committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. El Jardin Elementary will have a school-wide program that may use Title 1 funds for any activity that supports the needs of students as identified throughout the CNA. The school develops a CIP that includes a description of the strategies that the school will be implementing and activities that address the needs of students, teachers, and parents. The CIP will be presented during parent's meetings and in the school website. The plan will continue to be translated into Spanish upon request. The CIP will be review every six weeks by the SBDM to make sure all strategies are being implemented or if any updates to the plan need to be made. On May 24th, 2021 the SBDM met to rank the needs and plan accordingly.

2.2: Regular monitoring and revision

El Jardin Elementary will continue to monitor and revise all school academic needs to improve academic performance every six weeks. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LION Testing, mClass, TELPAS, TPRI/Tejas Lee, CIRCLE CPM, CPALLS Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

School information would be available to parents and community in an understandable format and language. School phone messages, fliers and translation services will be available during the school year in both languages. Parent education will be provided to parents by the campus parent liaison as well as the District’s Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting in a bilingual setting. All parent training will be presented in English and Spanish and will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. The CIP is currently only at our school website and it is available in English and includes transation for goals 1, 6 and 9. but an oral Spanish translation is be available upon request.

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

At El Jardin Elementary we educate all students to become critical thinkers by providing a strong foundation towards a college bound future. El Jardin Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that:

1. strengthen the core academic program

2. increase the amount and quality of learning time, including the funding of an after-school extended day program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year

3. include strategies for meeting the educational needs of historically under served populations

4. include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards

5. address how the school will determine if such needs have been met

6. are consistent with and are designed to implement the State and local improvements plans

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

Policy was presented and discussed at a SBDM meeting on May 24th, 2021

3.2: Offer flexible number of parent involvement meetings

Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Flexible number of parental involvement meetings will be offered to parents.

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

*School Parent and Family Engagement Policy -SBDM Meeting

*Shared Responsibility for high student academic achievement

*Building capacity for involvement

*Activities addressing building capacity for parent and family engagement

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

Campus offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title 1, Part A, transportation, child care, or home visits, as such services related to parental involvement. Title I A meeting will be held on 2 different dates and times.

Title I Personnel

Name	Position	Program	FTE
Alma Slovak	Library Aide		1
Hilda Vargas	Parent Liaison		1

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	199-11-6396-00-105-Y-11-000	$1,000.00
1	1	1	General Supplies	199-11-6399-51-105-Y-11-000	$500.00
1	1	3	substitutes	199-11-6112-18-105-Y-99-000	$1,600.00
1	1	13	Reading Materials	199-12-6329-00-105-Y-99-000	$500.00
1	1	13	General supplies	199-12-6399-00-105-Y-99-000	$1,000.00
1	4	1	Transportation	199-11-6494-00-105-Y-11-000	$1,000.00
2	1	1	Supplies for maint/operations	199-51-6315-00-105-Y-99-000	$5,637.00
2	1	1	Extra duty pay janitor	199-51-6121-47-105-Y-99-000	$100.00
3	2	1	Miscellaneous operating costs	199-23-6499-53-105-Y-99-000	$1,200.00
5	1	3	Employee travel	199-31-6411-23-105-Y-99-000	$500.00
5	1	3	General supplies	199-31-6399-00-105-Y-99-000	$500.00
7	1	1	Employee travel	199-23-6411-00-105-Y-99-000-Y	$1,100.00
8	1	1	Equipment under 5000.00	199-23-6398-65-105-Y-99-000	$1,400.00
8	1	1	Equipment under 5000.00	199-23-6398-00-105-Y-99-000	$500.00
8	6	1	Equipment under 5,000	199-23-6398-00-105-Y-99-0-000-Y	$0.00
8	6	1	Equipment under 5,000	199-23-6398-65-105-Y-99-0-00-Y	$0.00
9	1	4	awards	199-11-6498-00-105-Y-11-000	$2,000.00
9	2	1	Extra Duty Pay	199-23-6121-08-105-Y-99-000	$100.00
9	2	1	Extra Duty pay paraprofessional	199-11-6121-51-105-Y-110-00	$100.00
9	3	1	General supplies	199-33-6399-00-105-Y-99-000	$800.00
				Sub-Total	$19,537.00
				Budgeted Fund Source Amount	$19,537.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Substitutes	162-11-6112-10-105-Y-30-000-Y	$10,000.00
9	2	1	General Supplies	162-11-6399-00-105-Y-30-000-Y	$5,000.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	1	Extra Duty	162-11-6118-00-105-Y-30-JST-Y	$3,300.00
9	2	1	Extra Duty	162-11-6118-00-105-Y-30-000-Y	$41,500.00
9	2	1	Copy Paper	162-11-6396-00-105-Y-30-000-Y	$5,000.00
9	2	1	Printing Services	162-11-6399-16-105-Y-30-000-Y	$5,000.00
9	2	1	Tech-instrction	162-11-6399-62-105-Y-30-000-Y	$5,000.00
9	2	1	Extra Duty	162-11-6118-00-105-Y-24-SSI-Y	$3,850.00
				Sub-Total	$78,650.00
				Budgeted Fund Source Amount	$78,650.00
				+/- Difference	$0.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Substitutes	163-11-6112-00-105-Y-25-000-Y	$1,500.00
9	2	1	Supplies	163-11-6399-00-105-Y-25-000-Y	$616.00
9	2	1	Supplies	163-11-6399-62-105-Y-25-000-Y	$2,584.00
				Sub-Total	$4,700.00
				Budgeted Fund Source Amount	$4,700.00
				+/- Difference	$0.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	General Supplies	166-11-6399-00-105-Y-23-OP4-Y	$718.00
1	1	9	General Supplies	166-11-6399-00-105-Y-23-000-Y	$400.00
1	1	9	General supplies	166-11-6399=62-105-Y-23-000-Y	$57.00
				Sub-Total	$1,175.00
				Budgeted Fund Source Amount	$1,175.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	211-23-6399-00-105-Y-30-OF2-Y	$419.00
1	1	1	General Supplies	211-11-6399-00-105-Y-30-OF2-Y	$3,775.00
1	1	3	Substitutes	211-11-6112-18-105-Y-30-AYP-Y	$9,000.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13	General Supplies - library	211-12-6399-00-105-Y-30-0F2-Y	$300.00
5	1	3	Employee travel counselor	211-31-6411-00-105-Y-30-30-OF2-Y	$300.00
6	1	1	General Supplies	211-61-6399-00-105-Y-30-OF2-Y	$900.00
6	1	1	Employee travel	211-61-6411-00-105-Y-30-OF2-Y	$900.00
6	1	1	Miscellaneous operating costs	211-61-6499-53-105-Y-30-OF2-Y	$900.00
7	1	1	Stipends PD	211-13-6117-00-105-Y30-AYP-Y	$4,518.00
7	1	1	Employee travel	211-23-6411-00-105-Y-30-OF2-Y	$400.00
8	1	1	Equipment under 5000.00	211-11-6398-62-105-Y-30-OF2-Y	$22,147.00
9	2	1	Extra Duty Pay	211-11-6118-00-105-Y-30-ASP-Y	$30,600.00
9	2	1	Extended Day Overtime for Para	211-11-6121-00-105-Y-30-ASP-Y	$1,225.00
9	3	2	General Supplies Nurse	211-33-6399-00-105-Y-30-OF2-Y	$400.00
				Sub-Total	$75,784.00
				Budgeted Fund Source Amount	$75,784.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	263-23-6398-65-105-Y-99-000-Y		$1,230.00
7	1	1	General supplies Ink	263-11-6399-62-105-Y-25-000-Y	$94.00
7	1	1	General suppkies	263-11-6399-00-105-Y-25-000-Y	$684.00
				Sub-Total	$2,008.00
				Budgeted Fund Source Amount	$2,008.00
				+/- Difference	$0.00

281 ESSER II Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	1	Extra Duty Pay ESSER II	281-282-11-6118-00-105-Y-99-OCG-Y	$35,118.00
				Sub-Total	$35,118.00
				Budgeted Fund Source Amount	$35,118.00
				+/- Difference	$0.00

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	1	Extra Duty Pay ESSER III	282-11-6118-00-105-Y-24-0CG-1	$17,400.00
				Sub-Total	$17,400.00
				Budgeted Fund Source Amount	$17,400.00
				+/- Difference	$0.00
				Grand Total	$234,372.00

Addendums

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **El Jardin Elementary**

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 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%	96%	94%
2021	96%	97%	95%
2022	97%	98%	96%
2023	98%	99%	97%
2024	99%	100%	98%

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 97% to 100% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	98%	99%	96%
2021	99%	100%	97%
2022	100%	100%	98%
2023	100%	100%	99%
2024	100%	100%	100%

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: **El Jardin Elementary**

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 80% to 85% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	82%	83%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	78%	79%	75%
2021	79%	80%	76%
2022	80%	81%	77%
2023	81%	82%	78%
2024	82%	83%	79%

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 58% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	62%	59%	54%
2021	63%	60%	55%
2022	64%	61%	56%
2023	65%	62%	57%
2024	66%	63%	58%

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: **El Jardin Elementary**

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 76% to 81% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
77%	78%	79%	80%	81%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	80%	77%	81%
2021	81%	78%	82%
2022	82%	79%	83%
2023	83%	80%	84%
2024	84%	81%	85%

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: **El Jardin Elementary**

Early Childhood Literacy Progress Measure 3 - 1st Grade — Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 8% to 13% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	10%	6%	14%
2021	11%	7%	15%
2022	12%	8%	16%
2023	13%	9%	17%
2024	14%	10%	18%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade — Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 34% to 39% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	34%	31%	43%
2021	35%	32%	44%
2022	36%	33%	45%
2023	37%	34%	46%
2024	38%	35%	47%

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: **El Jardin Elementary**

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 41% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	42%	43%	43%	8%
2021	43%	44%	44%	9%
2022	44%	45%	45%	10%
2023	45%	46%	46%	11%
2024	46%	47%	47%	12%

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: **El Jardin Elementary**

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 28% to 33% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	30%	31%	32%	33%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	30%	30%	27%	1%
2021	31%	31%	28%	2%
2022	32%	32%	29%	3%
2023	33%	33%	30%	4%
2024	34%	34%	31%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 51% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	52%	52%	51%	55%
2021	53%	53%	52%	56%
2022	54%	54%	53%	57%
2023	55%	55%	54%	58%
2024	56%	56%	55%	59%

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: **El Jardin Elementary**

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 35% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	37%	38%	39%	40%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	33%	34%	32%
2021	34%	35%	33%
2022	35%	36%	34%
2023	36%	37%	35%
2024	37%	38%	36%

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 30% to 35% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	32%	33%	34%	35%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	33%	32%	46%
2021	34%	33%	47%
2022	35%	34%	48%
2023	36%	35%	49%
2024	37%	36%	50%

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: **El Jardin Elementary**

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 38% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
39%	40%	41%	42%	43%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	39%	38%	37%	46%
2021	40%	39%	38%	47%
2022	41%	40%	39%	48%
2023	42%	41%	40%	49%
2024	43%	42%	41%	50%

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 48% to 53% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
49%	50%	51%	52%	53%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	49%	47%	58%	46%
2021	50%	48%	59%	47%
2022	51%	49%	60%	48%
2023	52%	50%	61%	49%
2024	53%	51%	62%	50%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

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.

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

2019-20 Campus STAAR Performance
District Name: BROWNSVILLE ISD
Campus Name: EL JARDIN EL (031901105)

		State	District	Campus	African American
STAAR Performance Rates by Tested Grade, Subject, and Performance Level					
Grade 3 Reading					
At Approaches Grade Level or Above	2019	76%	80%	**77%**	-
	2018	77%	80%	**79%**	*
At Meets Grade Level or Above	2019	45%	46%	**38%**	-
	2018	43%	42%	**25%**	*
At Masters Grade Level	2019	27%	26%	**14%**	-
	2018	25%	22%	**9%**	*
Grade 3 Mathematics					
At Approaches Grade Level or Above	2019	79%	85%	**77%**	-
	2018	78%	86%	**85%**	*
At Meets Grade Level or Above	2019	49%	56%	**48%**	-
	2018	47%	54%	**36%**	*
At Masters Grade Level	2019	25%	27%	**11%**	-
	2018	23%	27%	**15%**	*
Grade 4 Reading					
At Approaches Grade Level or Above	2019	75%	83%	**71%**	-
	2018	73%	79%	**66%**	-
At Meets Grade Level or Above	2019	44%	51%	**35%**	-
	2018	46%	49%	**37%**	-
At Masters Grade Level	2019	22%	23%	**12%**	-
	2018	24%	23%	**16%**	-
Grade 4 Mathematics					
At Approaches Grade Level or Above	2019	75%	82%	**61%**	-
	2018	78%	86%	**85%**	-
At Meets Grade Level or Above	2019	48%	53%	**21%**	-
	2018	49%	56%	**45%**	-
At Masters Grade Level	2019	28%	30%	**8%**	-
	2018	27%	30%	**21%**	-
Grade 4 Writing					
At Approaches Grade Level or Above	2019	67%	78%	**77%**	-
	2018	63%	74%	**63%**	-
At Meets Grade Level or Above	2019	35%	44%	**23%**	-
	2018	39%	48%	**34%**	-
At Masters Grade Level	2019	11%	14%	**3%**	-
	2018	11%	14%	**1%**	-
Grade 5 Reading^					
At Approaches Grade Level or Above	2019	86%	91%	**88%**	-
	2018	84%	90%	**84%**	-
At Meets Grade Level or Above	2019	54%	56%	**47%**	-
	2018	54%	59%	**43%**	-
At Masters Grade Level	2019	29%	28%	**15%**	-
	2018	26%	28%	**12%**	-
Grade 5 Mathematics^					
At Approaches Grade Level or Above	2019	90%	96%	**96%**	-
	2018	91%	97%	**95%**	-
At Meets Grade Level or Above	2019	58%	70%	**63%**	-
	2018	58%	74%	**50%**	-
At Masters Grade Level	2019	36%	46%	**38%**	-
	2018	30%	43%	**21%**	-

Grade 5 Science					
At Approaches Grade Level or Above	2019	75%	84%	**84%**	-
	2018	76%	85%	**71%**	-
At Meets Grade Level or Above	2019	49%	60%	**61%**	-
	2018	41%	51%	**31%**	-
At Masters Grade Level	2019	24%	28%	**24%**	-
	2018	17%	20%	**7%**	-
All Grades All Subjects					
At Approaches Grade Level or Above	2019	78%	81%	**79%**	-
	2018	77%	78%	**79%**	*
At Meets Grade Level or Above	2019	50%	52%	**41%**	-
	2018	48%	49%	**38%**	*
At Masters Grade Level	2019	24%	23%	**15%**	-
	2018	22%	21%	**13%**	*
All Grades ELA/Reading					
At Approaches Grade Level or Above	2019	75%	76%	**78%**	-
	2018	74%	74%	**77%**	*
At Meets Grade Level or Above	2019	48%	47%	**40%**	-
	2018	46%	44%	**35%**	*
At Masters Grade Level	2019	21%	18%	**14%**	-
	2018	19%	17%	**12%**	*
All Grades Mathematics					
At Approaches Grade Level or Above	2019	82%	86%	**77%**	-
	2018	81%	85%	**88%**	*
At Meets Grade Level or Above	2019	52%	57%	**43%**	-
	2018	50%	55%	**43%**	*
At Masters Grade Level	2019	26%	31%	**19%**	-
	2018	24%	28%	**19%**	*
All Grades Writing					
At Approaches Grade Level or Above	2019	68%	76%	**77%**	-
	2018	66%	71%	**63%**	-
At Meets Grade Level or Above	2019	38%	44%	**23%**	-
	2018	41%	45%	**34%**	-
At Masters Grade Level	2019	14%	15%	**3%**	-
	2018	13%	13%	**1%**	-
All Grades Science					
At Approaches Grade Level or Above	2019	81%	84%	**84%**	-
	2018	80%	82%	**71%**	-
At Meets Grade Level or Above	2019	54%	55%	**61%**	-
	2018	51%	51%	**31%**	-
At Masters Grade Level	2019	25%	21%	**24%**	-
	2018	23%	19%	**7%**	-

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders					
Reading and Mathematics	2019	35%	38%	**25%**	-
	2018	34%	35%	**19%**	*
Reading and Mathematics Including EOC	2019	35%	38%	**25%**	-
	2018	34%	35%	**19%**	*
Reading Including EOC	2019	45%	46%	**37%**	-
	2018	43%	42%	**25%**	*
Math Including EOC	2019	49%	56%	**47%**	-
	2018	47%	54%	**36%**	*
4th Graders					
Reading and Mathematics	2019	35%	38%	**16%**	-
	2018	36%	39%	**30%**	-
Reading and Mathematics Including EOC	2019	35%	38%	**16%**	-
	2018	36%	39%	**30%**	-
Reading Including EOC	2019	44%	51%	**35%**	-
	2018	46%	49%	**37%**	-

Math Including EOC	2019	48%	53%	**22%**	-
	2018	49%	56%	**45%**	-
5th Graders Reading and Mathematics	2019	44%	48%	**38%**	-
	2018	44%	54%	**32%**	-
Reading and Mathematics Including EOC	2019	44%	48%	**38%**	-
	2018	44%	54%	**32%**	-
Reading Including EOC	2019	54%	56%	**47%**	-
	2018	54%	59%	**43%**	-
Math Including EOC	2019	58%	71%	**63%**	-
	2018	58%	74%	**50%**	-
3rd - 8th Graders Reading and Mathematics	2019	36%	35%	**26%**	-
	2018	35%	34%	**26%**	*
Reading and Mathematics Including EOC	2019	38%	38%	**26%**	-
	2018	37%	37%	**26%**	*
Reading Including EOC	2019	47%	47%	**40%**	-
	2018	47%	45%	**35%**	*
Math Including EOC	2019	52%	55%	**43%**	-
	2018	50%	54%	**43%**	*

Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)
77%	-	-	-	-	-	64%	-
78%	-	-	-	-	-	85%	*
38%	-	-	-	-	-	45%	-
25%	-	-	-	-	-	38%	*
14%	-	-	-	-	-	0%	-
9%	-	-	-	-	-	15%	*
77%	-	-	-	-	-	64%	-
85%	-	-	-	-	-	85%	*
48%	-	-	-	-	-	45%	-
35%	-	-	-	-	-	46%	*
11%	-	-	-	-	-	0%	-
14%	-	-	-	-	-	8%	*
71%	-	-	-	-	-	58%	*
66%	-	-	-	-	-	27%	-
35%	-	-	-	-	-	32%	*
37%	-	-	-	-	-	9%	-
12%	-	-	-	-	-	11%	*
16%	-	-	-	-	-	0%	-
61%	-	-	-	-	-	47%	*
85%	-	-	-	-	-	64%	-
21%	-	-	-	-	-	32%	*
45%	-	-	-	-	-	18%	-
8%	-	-	-	-	-	5%	*
21%	-	-	-	-	-	0%	-
77%	-	-	-	-	-	47%	*
63%	-	-	-	-	-	27%	-
23%	-	-	-	-	-	26%	*
34%	-	-	-	-	-	9%	-
3%	-	-	-	-	-	5%	*
1%	-	-	-	-	-	0%	-
88%	-	-	-	-	-	56%	-
84%	-	-	-	-	-	57%	*
47%	-	-	-	-	-	11%	-
43%	-	-	-	-	-	29%	*
15%	-	-	-	-	-	0%	-
12%	-	-	-	-	-	14%	*
96%	-	-	-	-	-	78%	-
95%	-	-	-	-	-	86%	*
63%	-	-	-	-	-	33%	-
50%	-	-	-	-	-	71%	*
38%	-	-	-	-	-	22%	-
21%	-	-	-	-	-	14%	*

84%	-	-	-	-	-	56%	-
71%	-	-	-	-	-	43%	*
61%	-	-	-	-	-	44%	-
31%	-	-	-	-	-	29%	*
24%	-	-	-	-	-	11%	-
7%	-	-	-	-	-	0%	*

79%	-	-	-	-	-	57%	*
79%	-	-	-	-	-	60%	63%
41%	-	-	-	-	-	33%	*
38%	-	-	-	-	-	30%	25%
15%	-	-	-	-	-	7%	*
13%	-	-	-	-	-	6%	25%
78%	-	-	-	-	-	59%	*
77%	-	-	-	-	-	58%	*
40%	-	-	-	-	-	31%	*
35%	-	-	-	-	-	26%	*
14%	-	-	-	-	-	5%	*
12%	-	-	-	-	-	10%	*
77%	-	-	-	-	-	59%	*
88%	-	-	-	-	-	77%	*
43%	-	-	-	-	-	36%	*
43%	-	-	-	-	-	42%	*
19%	-	-	-	-	-	8%	*
18%	-	-	-	-	-	6%	*
77%	-	-	-	-	-	47%	*
63%	-	-	-	-	-	27%	-
23%	-	-	-	-	-	26%	*
34%	-	-	-	-	-	9%	-
3%	-	-	-	-	-	5%	*
1%	-	-	-	-	-	0%	-
84%	-	-	-	-	-	56%	-
71%	-	-	-	-	-	43%	*
61%	-	-	-	-	-	44%	-
31%	-	-	-	-	-	29%	*
24%	-	-	-	-	-	11%	-
7%	-	-	-	-	-	0%	*

25%	-	-	-	-	-	33%	-
19%	-	-	-	-	-	31%	*
25%	-	-	-	-	-	33%	-
19%	-	-	-	-	-	31%	*
37%	-	-	-	-	-	42%	-
25%	-	-	-	-	-	38%	*
47%	-	-	-	-	-	42%	-
35%	-	-	-	-	-	46%	*
16%	-	-	-	-	-	28%	*
30%	-	-	-	-	-	9%	-
16%	-	-	-	-	-	28%	*
30%	-	-	-	-	-	9%	-
35%	-	-	-	-	-	33%	*
37%	-	-	-	-	-	9%	-

22%	-	-	-	-	-	33%	*
45%	-	-	-	-	-	18%	-
38%	-	-	-	-	-	11%	-
32%	-	-	-	-	-	29%	*
38%	-	-	-	-	-	11%	-
32%	-	-	-	-	-	29%	*
47%	-	-	-	-	-	11%	-
43%	-	-	-	-	-	29%	*
63%	-	-	-	-	-	33%	-
50%	-	-	-	-	-	71%	*
26%	-	-	-	-	-	26%	*
27%	-	-	-	-	-	23%	*
26%	-	-	-	-	-	26%	*
27%	-	-	-	-	-	23%	*
40%	-	-	-	-	-	31%	*
35%	-	-	-	-	-	26%	*
43%	-	-	-	-	-	36%	*
43%	-	-	-	-	-	42%	*

School Type: Elementary

Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
85%	40%	76%	79%
78%	86%	79%	75%
39%	30%	37%	36%
22%	57%	25%	18%
17%	0%	13%	14%
7%	29%	9%	8%
80%	60%	76%	79%
85%	86%	85%	85%
52%	30%	46%	57%
38%	14%	36%	32%
13%	0%	11%	14%
15%	14%	15%	13%
69%	86%	70%	66%
67%	57%	65%	63%
32%	57%	35%	34%
40%	14%	36%	28%
12%	14%	12%	12%
18%	0%	15%	11%
60%	71%	61%	59%
85%	86%	85%	85%
22%	14%	22%	19%
48%	14%	44%	39%
9%	0%	8%	8%
23%	0%	20%	13%
78%	71%	77%	73%
63%	57%	62%	59%
22%	29%	23%	15%
35%	29%	33%	26%
3%	0%	3%	3%
2%	0%	2%	0%
88%	91%	88%	86%
84%	88%	84%	83%
49%	36%	48%	42%
46%	25%	43%	34%
18%	0%	14%	12%
12%	13%	12%	6%
95%	100%	95%	94%
96%	88%	95%	96%
63%	64%	61%	54%
49%	63%	50%	51%
42%	18%	38%	30%
21%	25%	21%	15%

84%	82%	83%	82%
72%	63%	71%	64%
63%	55%	59%	57%
30%	38%	31%	23%
29%	0%	24%	14%
7%	0%	7%	6%
79%	76%	78%	76%
79%	76%	79%	76%
41%	41%	40%	38%
38%	32%	37%	31%
17%	4%	15%	13%
13%	10%	12%	9%
80%	71%	78%	76%
77%	77%	77%	74%
40%	39%	40%	37%
35%	32%	35%	26%
15%	4%	13%	13%
12%	14%	12%	8%
77%	79%	77%	76%
89%	86%	88%	88%
44%	39%	42%	41%
45%	32%	43%	40%
21%	7%	19%	17%
19%	14%	18%	14%
78%	71%	77%	73%
63%	57%	62%	59%
22%	29%	23%	15%
35%	29%	33%	26%
3%	0%	3%	3%
2%	0%	2%	0%
84%	82%	83%	82%
72%	63%	71%	64%
63%	55%	59%	57%
30%	38%	31%	23%
29%	0%	24%	14%
7%	0%	7%	6%
26%	20%	24%	26%
19%	14%	19%	13%
26%	20%	24%	26%
19%	14%	19%	13%
38%	30%	36%	35%
22%	57%	25%	18%
51%	30%	45%	56%
38%	14%	36%	32%
16%	14%	16%	14%
33%	0%	29%	20%
16%	14%	16%	14%
33%	0%	29%	20%
33%	57%	36%	34%
40%	14%	36%	28%

22%	14%	22%	19%
48%	14%	44%	39%
42%	18%	39%	30%
32%	25%	32%	28%
42%	18%	39%	30%
32%	25%	32%	28%
49%	36%	48%	42%
46%	25%	43%	34%
63%	64%	61%	54%
49%	63%	50%	51%
27%	18%	26%	23%
28%	14%	26%	20%
27%	18%	26%	23%
28%	14%	26%	20%
40%	39%	40%	37%
35%	32%	35%	26%
44%	39%	42%	41%
45%	32%	43%	40%

Texas Education Agency

2021 Accountability Ratings Overall Summary
EL JARDIN EL (031901105) - BROWNSVILLE ISD

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	23
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 93.8%)	23
Closing the Gaps % of Indicators Met	
Academic Achievement Status	8%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	93%

Distinction Designations

Distinction designations were not awarded in 2021.