

# Brownsville Independent School District

## Garden Park Elementary

### 2020-2021 Campus Improvement Plan

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

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** November 4, 2020

**Public Presentation Date:** November 4, 2020

# Mission Statement

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

## Vision

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

## Core Beliefs

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

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# Comprehensive Needs Assessment

Revised/Approved: November 4, 2020

## Needs Assessment Overview

### Needs Assessment Overview Summary

Based on the 2018-2019 Texas Education Agency - School Report Card, Garden Park Elementary is an A Rated campus with an Accountability Rating of 93 overall. Garden Park Elementary met standards in the following domains: Student Achievement, School Progress, and Closing the Gaps. Garden Park surpassed the state targets in each of the three domains. Additionally, Garden Park Elementary received six State Distinctions in ELA/Reading, Mathematics, Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2018-2019 Texas Academic Performance Report results.

### STAAR Summary of 3rd-5th Grades Tested

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

### Performance Variation Between All Student Groups and All Grades

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

	All Students	Hispanic	White	Econ Disadv	Two + Races	Special Ed	ELL
Science	88%	88%	*	87%	*	54%	86%

# Demographics

## Demographics Summary

The total enrollment for Garden Park Elementary is 569 students for Pre-Kindergarten through Grade 5. The Garden Park Elementary student population is comprised of 98.2% Hispanic, 1.1% White, and 0.2% African American ethnicity. 95.4% of the student population, or 543 students, are considered Economically Disadvantaged. 31.5% of the student population, or 179 students, are in the Bilingual program as English Learners (ELs). 81.7% of the student population, or 465 students, are considered At-Risk. Garden Park Elementary students have a 15.8% Mobility rate.

## Demographics Strengths

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

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

## Need Statements Identifying Demographics Needs

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

**Need Statement 2 (Prioritized):** There is a need to increase student attendance and learning goals promoted by campus incentive plans. Demographics CNA Strategies: 9.1.2 **Data Analysis/Root Cause:** The Attendance Rate for Garden Park Elementary is 96.5%, a slight increase of 0.2% from the previous year.

**Need Statement 3 (Prioritized):** There is a need to increase student performance, particularly at-risk students, via accelerated instruction during the extended day foundational curriculum. Demographics CNA Strategies: 1.1.19, 9.2.1 **Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-Risk population, an increase of 3.1% from the previous year.

**Need Statement 4 (Prioritized):** There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Demographics CNA Strategies: 1.1.7, 1.4.1, 1.4.6, 1.4.7, 1.4.9, 1.4.10 **Data Analysis/Root Cause:** Garden Park Elementary has a 0.6% Gifted & Talented Education population, an increase of 0.6% from the previous year.

# Student Learning

## Student Learning Summary

Based on the Texas Education Agency 2018-2019 School Report Card, Garden Park Elementary has an Accountability Rating of A.

### Garden Park met standards in the following domains:

- |                       |                   |                      |
|-----------------------|-------------------|----------------------|
| • Overall             | Scaled Score: 93  | Rating: Met Standard |
| • Student Achievement | Scaled Score: 83  | Rating: Met Standard |
| • School Progress     | Scaled Score: 90  | Rating: Met Standard |
| • Closing the Gaps    | Scaled Score: 100 | Rating: Met Standard |

### Distinction Designations

- |                                |        |
|--------------------------------|--------|
| • ELA/Reading                  | Earned |
| • Mathematics                  | Earned |
| • Science                      | Earned |
| • Comparative Academic Growth  | Earned |
| • Comparative Closing the Gaps | Earned |
| • Postsecondary Readiness      | Earned |

## Student Learning Strengths

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

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

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

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

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

## Need Statements Identifying Student Learning Needs

**Need Statement 1 (Prioritized):** There is a need to increase student academic achievement and motivation, particularly special education, via instructional supplies, incentives,

planning, assessments, and professional development training for teachers in the core content areas. Student Learning CNA Strategies: 1.1.10, 1.1.19, 1.1.25, 7.1.1, 7.1.3, 9.1.2 **Data Analysis/Root Cause:** The Special Education group at Garden Park Elementary scored 51% at the Approaches Grade Level for all grades and all subjects, a decrease of 13% from the previous year.

**Need Statement 2 (Prioritized):** There is a need to increase student refinement and reinforcement via accelerated instruction during extended day and research-based interventions in the foundation curriculum. Student Learning CNA: 9.2.1 **Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-Risk population, an increase of 3.1% from the previous year.

**Need Statement 3 (Prioritized):** There is a need to increase targeted core instruction and monitor student progress via standardized, campus, and district assessments, and technology software programs to meet state standards. Student Learning CNA Strategies: 1.1.26, 8.1.4, 8.1.5 **Data Analysis/Root Cause:** Garden Park Elementary scored 86% at the Approaches Grade Level and scored 53% at the Meets Grade Level for all grades and all subjects.

**Need Statement 4 (Prioritized):** There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Student Learning CNA Strategies: 1.1.7 **Data Analysis/Root Cause:** Garden Park Elementary has a 0.6% Gifted and Talented Education population, an increase of 0.6% from the previous year.

# School Processes & Programs

## School Processes & Programs Summary

### Staff Quality, Recruitment, and Retention Summary

At Garden Park Elementary, the professional staff is comprised of 34 teachers, 4 professional support personnel, 3 campus administrators, and 14 educational aides. The majority of teachers (12.1 ct) have between 11-20 years experience and/or over 20 years of teaching experience (12.4 ct) with Bachelors Degrees as the highest degree held.

### Curriculum, Instruction, and Assessment Strengths Summary

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

### School Context and Organization Summary

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

### Technology Summary

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

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

### School Processes & Programs Strengths

## Staff Quality, Recruitment, and Retention Strengths

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

## Curriculum, Instruction, and Assessment Strengths

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

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

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

## School Context and Organization Strengths

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

## Technology Strengths

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

## Need Statements Identifying School Processes & Programs Needs

**Need Statement 1 (Prioritized):** There is a need to increase the explicit delivery of core content area instruction for teachers via assessment data analysis planning, vertical alignment planning, and research-based professional development training. SQRR CNA Strategies: 1.1.20, 7.1.1, 7.1.2 **Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-

Risk population to sustain for school processes and programs, an increase of 3.1% from the previous year.

**Need Statement 2 (Prioritized):** There is a need to improve and sustain quality campus leadership via current and relevant leadership professional development training to support campus teachers. SQRR CNA Strategies: 1.1.21, 7.1.3 **Data Analysis/Root Cause:** Garden Park Elementary has a 31.5% EL population and 81.7% At-Risk population to sustain for school processes and programs, an increase of 2% and 3.1% from the previous year.

**Need Statement 3 (Prioritized):** There is a need to improve targeted language and literacy instruction via increased literacy software usage, assessment analysis, and professional development training. CIA CNA Strategies: 1.1.26, 7.1.1, 8.1.5 **Data Analysis/Root Cause:** The Special Education group at Garden Park Elementary scored 50% at the Approaches Grade Level for All Grades ELA/Reading, a decrease of 10% from the previous year.

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

**Need Statement 5 (Prioritized):** There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 **Data Analysis/Root Cause:** Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.

**Need Statement 6 (Prioritized):** There is a need to accommodate, differentiate, analyze, and improve the delivery of targeted instruction for students across all content areas, particularly reading via technology equipment, instructional software programs, and online assessments. Tech CNA: 8.1.1, 8.1.3, 8.1.4, 8.1.5 **Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-Risk population to sustain for school processes and programs, an increase of 3.1% from the previous year.

# Perceptions

## Perceptions Summary

### School Culture and Climate Summary

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

### Family and Community Involvement Comprehensive Summary

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

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

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

## Perceptions Strengths

### School Culture and Climate Strengths

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

### Family and Community Involvement Strengths

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

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

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** There is a need to maintain a safe and sanitized school environment via sustained maintenance materials and supplies. SCC CNA Strategies: 5.3.6  
**Data Analysis/Root Cause:** The Attendance Rate for Garden Park Elementary is 96.5%, a slight increase of 0.2% from the previous year.

**Need Statement 2 (Prioritized):** There is a need to increase student motivation via incentives and campus recognition activities throughout the school year. SCC CNA Strategies: 9.1.7  
**Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-Risk population to sustain , an increase of 3.1% from the previous year.

**Need Statement 3 (Prioritized):** There is a need to improve and sustain campus employee morale to support productivity via team building activities. SCC CNA Strategies: 3.2.1  
**Data Analysis/Root Cause:** Teachers with 11-20 years of experience account for 35.6% of the teachers at Garden Park Elementary.

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

**Need Statement 5 (Prioritized):** There is a need to sustain college career readiness for students via career awareness community activities and events. FCI CNA Strategies: 9.1.5  
**Data Analysis/Root Cause:** Garden Park Elementary earned an A for exemplary performance by serving most students well and preparing most students for eventual success in college, a career, or the military.

# Priority Need Statements

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

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

**Need Statement 1 Areas:** Demographics

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

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

**Need Statement 5 Areas:** Student Learning

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

**Data Analysis/Root Cause 9:** Garden Park Elementary has an 81.7% At-Risk population to sustain for school processes and programs, an increase of 3.1% from the previous year.

**Need Statement 9 Areas:** School Processes & Programs

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

**Data Analysis/Root Cause 15:** The Attendance Rate for Garden Park Elementary is 96.5%, a slight increase of 0.2% from the previous year.

**Need Statement 15 Areas:** Perceptions

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

**Data Analysis/Root Cause 2:** The Attendance Rate for Garden Park Elementary is 96.5%, a slight increase of 0.2% from the previous year.

**Need Statement 2 Areas:** Demographics

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

**Data Analysis/Root Cause 6:** Garden Park Elementary has an 81.7% At-Risk population, an increase of 3.1% from the previous year.

**Need Statement 6 Areas:** Student Learning

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

**Data Analysis/Root Cause 10:** Garden Park Elementary has a 31.5% EL population and 81.7% At-Risk population to sustain for school processes and programs, an increase of 2%

and 3.1% from the previous year.

**Need Statement 10 Areas:** School Processes & Programs

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

**Data Analysis/Root Cause 16:** Garden Park Elementary has an 81.7% At-Risk population to sustain , an increase of 3.1% from the previous year.

**Need Statement 16 Areas:** Perceptions

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

**Data Analysis/Root Cause 3:** Garden Park Elementary has an 81.7% At-Risk population, an increase of 3.1% from the previous year.

**Need Statement 3 Areas:** Demographics

**Need Statement 7:** There is a need to increase targeted core instruction and monitor student progress via standardized, campus, and district assessments, and technology software programs to meet state standards. Student Learning CNA Strategies: 1.1.26, 8.1.4, 8.1.5

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

**Need Statement 7 Areas:** Student Learning

**Need Statement 11:** There is a need to improve targeted language and literacy instruction via increased literacy software usage, assessment analysis, and professional development training. CIA CNA Strategies: 1.1.26, 7.1.1, 8.1.5

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

**Need Statement 11 Areas:** School Processes & Programs

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

**Data Analysis/Root Cause 17:** Teachers with 11-20 years of experience account for 35.6% of the teachers at Garden Park Elementary.

**Need Statement 17 Areas:** Perceptions

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

**Data Analysis/Root Cause 4:** Garden Park Elementary has a 0.6% Gifted & Talented Education population, an increase of 0.6% from the previous year.

**Need Statement 4 Areas:** Demographics

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

**Data Analysis/Root Cause 8:** Garden Park Elementary has a 0.6% Gifted and Talented Education population, an increase of 0.6% from the previous year.

**Need Statement 8 Areas:** Student Learning

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

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

**Need Statement 12 Areas:** School Processes & Programs

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

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

**Need Statement 18 Areas:** Perceptions

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

**Data Analysis/Root Cause 13:** Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.

**Need Statement 13 Areas:** School Processes & Programs

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

**Data Analysis/Root Cause 19:** Garden Park Elementary earned an A for exemplary performance by serving most students well and preparing most students for eventual success in college, a career, or the military.

**Need Statement 19 Areas:** Perceptions

**Need Statement 14:** There is a need to accommodate, differentiate, analyze, and improve the delivery of targeted instruction for students across all content areas, particularly reading via technology equipment, instructional software programs, and online assessments. Tech CNA: 8.1.1, 8.1.3, 8.1.4, 8.1.5

**Data Analysis/Root Cause 14:** Garden Park Elementary has an 81.7% At-Risk population to sustain for school processes and programs, an increase of 3.1% from the previous year.

**Need Statement 14 Areas:** School Processes & Programs

# Goals





Revised/Approved: June 7, 2021









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









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









**Evaluation Data Sources:** STAAR Performance Reports









**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development activities and T-TESS walk-through feedback, so that all students in every demographic group will be academically successful.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk-throughs indicate the application of skills acquired during professional development</p> <p>Summative: Increase campus fluency tracker goals. Increase developed level on TPRI and Tejas LEE.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction</p> <p><b>Comprehensive Support Strategy - Population:</b> All Students, AT-Risk, ELL, SPED, MIG, DYS, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

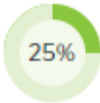









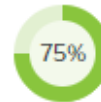

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use Sheltered Instruction strategies to help ELL students master Language, Literacy, and TEKS objectives. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Campus Benchmark Assessments  Summative: Increase EOY TELPAS, STAAR Results <b>Staff Responsible for Monitoring:</b> Administration Dean of instruction  <b>Comprehensive Support Strategy - Population:</b> All ELL Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> One fluency passage per week per student will be conducted in class during the 90 minute Reading block. Fluency will be monitored every three weeks and six weeks. Fluency testing will be conducted to measure reading accuracy and comprehension skills. A rubric will be developed to combine fluency and comprehension for a formal test grade every six weeks. As per the BISD Action Plan for ELAR, campus fluency tracker summary reports will be submitted to the campus district administrator every six weeks. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase performance on Campus Fluency Trackers, Campus Benchmark Assessments  Summative: Increase STAAR Results EOY TPRI/Tejas LEE <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction  <b>Comprehensive Support Strategy - Population:</b> All Students, SPED, GT, At-Risk, MIG, DYS, ELL - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> PK-5th grade students will attend the computer lab to work on math skills via Imagine Math. PK-5th grade students will practice reading skills via Imagine Language &amp; Literacy, Accelerated Reader, EPIC, and ReadWorks.</p> <p>Students will take diagnostic assessments to identify strengths and weaknesses in each area to target instruction that will assist all students to prepare for campus, district, and STAAR assessments. Additionally, students will use the classroom COWs to work on targeted math and reading skills.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Progress Monitoring, Campus Benchmark Assessment performance</p> <p>Summative: Increase STAAR Results, EOY CPALLS, TPRI, Tejas LEE</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers</p> <p><b>Comprehensive Support Strategy - Population:</b> All Students, GT, ELL, At-Risk, SPED, DYS, MIG - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All 3rd-5th grade students will complete Science Projects. The top Science Projects from each science reporting category will be selected to participate in the District Science Fair.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Science Weekly Tests, Science BM</p> <p>Summative: STAAR Science Results; Place at the District Science Fair</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers</p> <p><b>Population:</b> All Students 3rd-5th, At-Risk, ELL, SPED, GT, DYS, MIG - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> November 20, 2020 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Selected 3rd-5th grade students from each classroom Spelling Bee will participate in a campus Spelling Bee in November to prepare for the District Spelling Bee in February. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Class Spelling Bee participation  Summative: Place in Top 10 at the District Spelling Bee <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers  <b>Population:</b> All Students 3rd-5th, ELL, DYS, SPED, At-Risk, MIG, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> February 24, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Garden Park students will practice for and participate in the District UIL Competition for 3rd-5th grade. Funds will be allotted for general UIL supplies to support students. Transportation, breakfast, and lunch will be provided for students and sponsors. CNA: Demo #4, SL #4 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase extracurricular student participation  Summative: Sustain 1st place in District UIL Competition <b>Staff Responsible for Monitoring:</b> Administration UIL Coordinator  <b>Population:</b> All Students 3rd-5th, GT, ELL, SPED, At-Risk, MIG, DYS - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> December 18, 2020 - <b>Revision Date:</b> June 8, 2020 <b>Need Statements:</b> Demographics 4 - Student Learning 4 <b>Funding Sources:</b> Travel & Subsistence-UIL - 199 Local funds - 199-11-6412-00-106-Y11-000-Y - \$6,200, General Supplies-UIL - 199 Local funds - 199-36-6399-00-106-Y99-000-Y - \$800	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> All Kinder through 5th grade teachers will perform math drills focusing on targeted multiplication tables, so all students are able to solve multiplication problems. Kinder: 0's, 1's 1st: 2's, 3's and 4's 2nd: 5's, 6's and 7's 3rd: 8's, 9's and 10's 4th and 5th: 2's-12's  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase performance on District & Campus BM  Summative: Maintain STAAR Math Results <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> All Students, At-Risk, ELL, GT, MIG, DYS, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> All teachers will display a Word Wall focusing on Academic Vocabulary from the core areas to enhance learning and increase vocabulary development to help achieve the goal for all students to pass their campus, district, and STAAR assessments and for ELL students to strive for Advance High scores in all areas of the TELPAS assessment.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Reading Weekly Tests, Campus & District BM Results  Summative: Increase TELPAS & STAAR Results <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers  <b>Population:</b> All Students, At-Risk, SPED, ELL, GT, MIG, DYS - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> ARD meetings will be held annually and as needed to review the progress of special needs students and plan their instruction and assessment options. Toner will be purchased to print, monitor, and adjust student data reports (i.e. IEPs) for ARD meetings and other deadlines as needed. CNA: Demo #1, SL #1</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase monitoring &amp; application of accessibilities on Campus &amp; District BM</p> <p>Summative: Increase STAAR, TELPAS, EOY TPRI/Tejas LEE</p> <p><b>Staff Responsible for Monitoring:</b> Administration Special Ed. Teachers Diagnostician</p> <p><b>Comprehensive Support Strategy - Population:</b> All SPED Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Toner-ARD Data - 166 State Special Ed. - 166-11-6399-62-106-Y23-000-Y - \$2,850</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Kindergarten through 5th grade students will keep a journal to improve their organizational skills with graphic organizers, annotations, and timelines so students can pass the STAAR assessments in grades 3rd-5th and ELL students can score Advance High in all areas of the TELPAS in all content areas of Math, Science, Social Studies, and Language Arts.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase performance on weekly tests</p> <p>Summative: Increase performance on EOY TELPAS, STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Population:</b> All Students, At-Risk, ELL, GT, MIG, DYS, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 12 Details	Reviews			
<b>Strategy 12:</b> All 3rd-5th grade students will utilize Edusmart and Living With Science to improve Science skills. Funds will be allotted to purchase the Living with Science online program to support mastery of Science TEKS. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Improve District & Campus BM  Summative: Sustain STAAR Results <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> All Students 3rd-5th, ELL, DYS, GT, SPED, MIG, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> March 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> All teachers in all grade levels will participate in data analyze meetings of students' assessment results through Aware, Tango Central, Tango Trends, and Ellevation to plan for instruction and recommend students for tutorial classes to prepare students for STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL Assessments. The data analysis meetings will be in compliance with the BISD 2020-2021 Curriculum Frameworks. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Improve progress on Campus & District BM  Summative: Improve STAAR, TELPAS, EOY TPRI, Tejas LEE, CPALLS, OWL Results <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Comprehensive Support Strategy - Population:</b> All Teachers for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> The SBDM Committee will meet as needed to review and discuss the campus plan, curriculum issues, and budgets to guide the vision of Garden Park Elementary for all students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Agenda, Sign-In Sheets  Summative: EOY Agenda, Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Administration SBDM Committee  <b>Population:</b> SBDM Members for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> All students in grades Pre-K through 2nd grade will work through teacher led Science projects/activities to expose students to the Scientific Method/Processes. Students will also utilize Observation/Investigation Journals for Science.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Improve Weekly Tests</p> <p>Summative: Sustain EOY CPALLS, Weekly Tests</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Population:</b> All Students PK-2nd, At-Risk, ELL, GT, MIG, DYS, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> To promote and ensure physical fitness, students in grades PK-5th grade will be provided with moderate to vigorous physical activity each day through physical education for at least 30 minutes a day or a minimum of 135 minutes per week.</p> <p>Funds will be allotted for general P.E. supplies to perform physical fitness goals and activities. CNA: SPP-SCO #5</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain School Health Index Physical Fitness Assessment</p> <p>Summative: Sustain EOY School Health Index Physical Fitness Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Administration PE Teachers</p> <p><b>Population:</b> All Students, GT, ELL, DYS, MIG, SPED, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020</p> <p><b>Need Statements:</b> School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> General Supplies-P.E. Equipment - 199 Local funds - 199-11-6399-51-106-Y11-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain School Health Index Physical Fitness Assessment  Summative: Sustain EOY School Health Index Physical Fitness Assessment <b>Staff Responsible for Monitoring:</b> Administration PE Teachers  <b>Population:</b> All Students 3rd-5th, ELL, DYS, MIG, SPED, GT, At-Risk - <b>Start Date:</b> February 1, 2021 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Garden Park will sustain the CATCH Team to implement the Coordinated School Health Program by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, and successful methods to ensure students are reaching required moderate to vigorous physical activity goals. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain School Health Index, CATCH Activities Binder  Summative: Sustain EOY School Health Index, CATCH Activities Binder <b>Staff Responsible for Monitoring:</b> Administration CATCH Team  <b>Population:</b> All Students, MIG, DYS, SPED, At-Risk, ELL, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

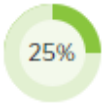







Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> In order to enhance classroom instruction, general instructional supplies will be purchased for all teachers to support students in PK3 through 5th grade, including Special Education. Supplies will include paper, reading materials (e.g., Mentoring Minds Think Up ELAR), musical supplies, and visual supports (i.e. die-cut machines for class visuals) that are aligned with campus interventions to support literacy. Additionally, materials will also be sent to the media center to make student booklets for instruction and intervention support. Funds will be allotted for backpacks with school supplies for migrant students as well. CNA: Demo #3, SL #1</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase performance on weekly assessments, campus &amp; district BM</p> <p>Summative: Improve STAAR, TELPAS EOY CPALLS, TPRI, Tejas LEE Results</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>Population:</b> All Students, SPED, At-Risk, ELL, MIG, DYS, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020</p> <p><b>Need Statements:</b> Demographics 3 - Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-11-6399-00-106-Y11-000-Y, Copy Paper - 162 State Compensatory - 162-11-6396-00-106-Y30-000-Y - \$4,000, General Supplies-Classroom - 162 State Compensatory - 162-11-6399-00-106-Y30-000-Y - \$5,000, Supplies-Resource - 166 State Special Ed. - 166-11-6399-00-106-Y23-0P4-Y - \$440, Copy Paper - 211 Title I-A - 211-11-6396-00-106-Y30-0F2-Y - \$3,000, General Supplies - 211 Title I-A - 211-11-6399-00-106-Y30-0F2-Y - \$1,474, General Supplies-Printing Media - 211 Title I-A - 211-11-6399-16-106-Y30-0F2-Y - \$2,000, Migrant School Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-106-Y24-0F2-Y - \$400, Materials &amp; Supplies-Student Learning - 163 State Bilingual - 163-11-6399-00-106 - \$3,800, Supplies-Life Skills - 166 State Special Ed. - 166-11-6399-00-106-Y23-0P1-Y - \$440, Gloves - SPED - 166 State Special Ed. - 166-11-6399-00-106-Y23-0B0-Y - \$150, General Supplies - 162 State Compensatory - 162-11-6399-16-106-Y30-000-Y - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Highly qualified teachers in General Education, Bilingual Education, Special Education, and Dyslexia will be sustained via ongoing planning and training sessions. Teachers will utilize research based instructional resources and targeted interventions to ensure that all students prepare to meet campus, district, and/or state assessment goals.</p> <p>*BISD Remote Learning            *LPAC Meetings            *SIOP Trainings            *STAAR Trainings            *Vertical Alignment Planning            *District Approved Software Training: Imagine Language &amp; Literacy, Imagine Math, Living With Science, PEG Writing            Allot funds for PK3-5th grade teachers to purchase planning materials to improve their delivery of instruction.            CNA: SPP-SQRR #1</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain RTI, Improve Campus &amp; District BM</p> <p>Summative: Improve STAAR, TELPAS            EOY OWL, CPALLS, TPRI, Tejas LEE</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Dean of Instruction            Teachers</p> <p><b>Population:</b> All Teachers for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p> <p><b>Need Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Salaries or Wages - Teachers and Other Professional Personnel (Teachers PK-4) - 162 State            Compensatory - 162-11-6119-00-106-Y-34-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 21 Details	Reviews			
<b>Strategy 21:</b> The Dean of Instruction will provide instructional support to teachers through professional development activities, grade level meetings, and classroom observations to support students' preparation of STAAR, TELPAS, TPRI/Tejas LEE, CPALLS, and OWL assessments. Dean and teachers will analyze data to target and plan for instruction. CNA: SPP-SQRR #2 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Data Analysis of Campus & District BM  Summative: Improve STAAR, TELPAS, OWL, CPALLS, TPRI, Tejas Lee Results <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers  <b>Population:</b> All Teachers for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020 <b>Need Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Salaries or Wages - Teachers and Other Professional Personnel (Dean) - 162 State Compensatory - 162-13-6119-00-106-Y-30-000-Y	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 22 Details	Reviews			
<b>Strategy 22:</b> The library aide will provide assistance to the librarian with daily operations to manage the school library. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Time-sheets  Summative: Improve EOY Evaluation <b>Staff Responsible for Monitoring:</b> Administration Librarian  <b>Population:</b> Librarian, All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 23 Details	Reviews			
<b>Strategy 23:</b> LPAC Committee will meet throughout the year to monitor progress of ELL students in the Bilingual program and conduct End-of-Year Reviews to determine how many ELL students have met exit criteria from the Bilingual Department. Funds will be allotted for substitutes to cover LPAC Committee Members for meetings and EOY reviews. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain LPAC Agenda, Minutes, Sign-In Sheets  Summative: Conduct EOY LPAC Review (Agenda, Minutes, Sign-In Sheets) <b>Staff Responsible for Monitoring:</b> Administration LPAC Committee  <b>Population:</b> All ELL Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 24 Details	Reviews			
<b>Strategy 24:</b> To improve Writing skills and prepare students for the STAAR and TELPAS Writing assessments, teachers in grades K-2nd will focus on Narrative Writing and 3rd-4th will focus on Narrative Writing for the 1st Six Weeks. Expository Writing will be covered 2nd-6th Six Weeks with Empowering Writers. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Writing Campus & District BM performance  Summative: Improve TELPAS Writing & STAAR Results <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers  <b>Population:</b> All Students, ELL, At-Risk, GT, DYS, MIG, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 25 Details	Reviews			
<p><b>Strategy 25:</b> Funds will be allotted to purchase general library supplies and books for the library to motivate students' reading comprehension skills. Funds will be allotted to purchase incentives to motivate students to read. CNA: SL #1</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monitor Six Weeks AR Reports</p> <p>Summative: Review EOY AR Report for students' met goals</p> <p><b>Staff Responsible for Monitoring:</b> Administration School Librarian</p> <p><b>Population:</b> Librarian for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies-Library - 199 Local funds - 199-12-6399-00-106-Y99-000-Y - \$250, General Supplies-Library - 211 Title I-A - 211-12-6399-00-106-Y30-0F2-Y - \$250, Reading Materials-Library - 211 Title I-A - 211-12-6329-00-106-Y30-0F2-Y - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 26 Details	Reviews			
<p><b>Strategy 26:</b> Funds will be allotted to purchase office supplies and campus materials to carry out the daily operations of maintaining and monitoring student progress, benchmarks, assessments and other campus instructional needs. This includes an administrative printer for the principal's secretary to generate campus data and monitoring reports. CNA: SL #3, SPP-CIA #3, SPP-SCO #5</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monitor Campus &amp; District BM Data Analysis</p> <p>Summative: Improve CPALLS, TPRI, TELPAS &amp; STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers</p> <p><b>Population:</b> Administration, All Students, ELL, At-Risk, GT, DYS, MIG, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 3, 5</p> <p><b>Funding Sources:</b> General Supplies-Office - 199 Local funds - 199-23-6399-00-106-Y99-000-Y - \$851, General Supplies-Campus Leadership - 211 Title I-A - 211-23-6399-00-106-Y30-0F2-Y - \$2,346, Supplies &amp; Materials-Campus Leadership - 211 Title I-A - 211-23-6398-65-106-Y30-0F2-Y - \$654</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 27 Details		Reviews			
<b>Strategy 27:</b> Teachers will follow ELAR TEKS for Language Arts to promote that all students may be successful and meet CCRS standards when Garden Park Elementary students begin their college careers. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Improve Weekly Assessments & Campus BM Results  Summative: Increase Reading STAAR, EOY TPRI Results <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Teachers  <b>Population:</b> All Students, ELL, DYS, MIG, GT, SPED, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020		Formative			Summative
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		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 1:</b> There is a need to increase special education student performance via instructional and assessment planning for special education students. Demographics CNA Strategies: 1.1.10 <b>Data Analysis/Root Cause:</b> The Special Education group at Garden Park Elementary scored 51% at the Approaches Grade Level for all grades and all subjects, a decrease of 13% from the previous year.
<b>Need Statement 3:</b> There is a need to increase student performance, particularly at-risk students, via accelerated instruction during the extended day foundational curriculum. Demographics CNA Strategies: 1.1.19, 9.2.1 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has an 81.7% At-Risk population, an increase of 3.1% from the previous year.
<b>Need Statement 4:</b> There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Demographics CNA Strategies: 1.1.7, 1.4.1, 1.4.6, 1.4.7, 1.4.9, 1.4.10 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has a 0.6% Gifted & Talented Education population, an increase of 0.6% from the previous year.
Student Learning
<b>Need Statement 1:</b> There is a need to increase student academic achievement and motivation, particularly special education, via instructional supplies, incentives, planning, assessments, and professional development training for teachers in the core content areas. Student Learning CNA Strategies: 1.1.10, 1.1.19, 1.1.25, 7.1.1, 7.1.3, 9.1.2 <b>Data Analysis/Root Cause:</b> The Special Education group at Garden Park Elementary scored 51% at the Approaches Grade Level for all grades and all subjects, a decrease of 13% from the previous year.
<b>Need Statement 3:</b> There is a need to increase targeted core instruction and monitor student progress via standardized, campus, and district assessments, and technology software programs to meet state standards. Student Learning CNA Strategies: 1.1.26, 8.1.4, 8.1.5 <b>Data Analysis/Root Cause:</b> Garden Park Elementary scored 86% at the Approaches Grade Level and scored 53% at the at the Meets Grade Level for all grades and all subjects.
<b>Need Statement 4:</b> There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Student Learning CNA Strategies: 1.1.7 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has a 0.6% Gifted and Talented Education population, an increase of 0.6% from the previous year.

### School Processes & Programs

**Need Statement 1:** There is a need to increase the explicit delivery of core content area instruction for teachers via assessment data analysis planning, vertical alignment planning, and research-based professional development training. SQRR CNA Strategies: 1.1.20, 7.1.1, 7.1.2 **Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-Risk population to sustain for school processes and programs, an increase of 3.1% from the previous year.

**Need Statement 2:** There is a need to improve and sustain quality campus leadership via current and relevant leadership professional development training to support campus teachers. SQRR CNA Strategies: 1.1.21, 7.1.3 **Data Analysis/Root Cause:** Garden Park Elementary has a 31.5% EL population and 81.7% At-Risk population to sustain for school processes and programs, an increase of 2% and 3.1% from the previous year.

**Need Statement 3:** There is a need to improve targeted language and literacy instruction via increased literacy software usage, assessment analysis, and professional development training. CIA CNA Strategies: 1.1.26, 7.1.1, 8.1.5 **Data Analysis/Root Cause:** The Special Education group at Garden Park Elementary scored 50% at the Approaches Grade Level for All Grades ELA/Reading, a decrease of 10% from the previous year.

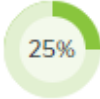



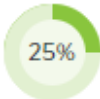







**Need Statement 5:** There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 **Data Analysis/Root Cause:** Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.

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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

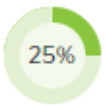

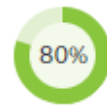





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Prekindergarten and Kindergarten paraprofessionals will assist teachers in the implementation of instruction in all subject areas to help students become successful in taught skills to score at the Developed level on the TPRI/Tejas Lee assessments. Paraprofessional duties and responsibilities will be detailed in the campus handbook. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain PK-K Progress Monitoring  Summative: Increase EOY OWL, CPALLS, TPRI Results <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> PK-K Teachers for All PK-K Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> As per Board Goal Number One, Garden Park will continue the PK-3 Year Old Program to address the needs of three year old students staffed by certified teachers and paraprofessionals. The PK-3 Year Old Program will follow the modified and tailored guidelines of the PK-4 Program. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Improve PK3 & PK4 Progress Monitoring Results  Summative: Improve EOY OWL & CPALLS Results <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction  <b>Population:</b> All PK3 Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 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 3:** 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All Garden Park Elementary migrant students will be provided with school and hygienic supplies as needed for classroom learning and hygienic self care. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Monthly PFS Migrant Monitoring Tool  Summative: Sustain EOY PFS Migrant Monitoring Tool <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>Population:</b> PFS Migrant Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Garden Park Elementary PFS migrant students will receive supplemental support services to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. <b>Milestone's/Strategy's Expected Results/Impact:</b> PFS Migrant Monthly Monitoring Tool Fewer PFS migrant students identified due to increased performance  Formative: NGS Campus Reports, Delivery Page w/ signature  Summative: Completed PFS Migrant Monitoring Tool <b>Staff Responsible for Monitoring:</b> Administration  <b>Population:</b> PFS Migrant Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Garden Park Elementary parents of PK-2nd grade migrant students will be provided with awareness sessions in order to illustrate how to academically support their children at home more effectively.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Agendas, Minutes, Sign-In Sheets</p> <p>Increase academic success for all PK-2nd grade students, EOY, Promotion Rate</p> <p>Formative: Maintain Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Increase Session Evaluations, Participation Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Population:</b> Parents of PFS Migrant Students PK-2nd - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Garden Park Elementary migrant students will have an equal opportunity to attend BISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Migrant students will be provided with additional supplemental support by the respective campus in order to address academic attendance needs and promote positive social engagement.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> SS Enrollment Roster Increase promotion rate and test performance</p> <p>Formative: Maintain Eligibility Lists, Attendance Sheets, Progress Reports</p> <p>Summative: Improve SS Promotion Report, Teacher &amp; Student Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Population:</b> PFS Migrant Students PK-5th - <b>Start Date:</b> May 3, 2021 - <b>End Date:</b> June 30, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Extended day tutorial sessions will occur at Garden Park Elementary for migrant students with a documented need for supplemental academic support in core subject areas to ensure the same academic opportunities as non-migrant students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Supplemental Duty Paid Time Sheets, Attendance Roster  Formative: Improve Benchmark Results, Progress Reports  Summative: Improve Migrant Student Promotion Rate, EOY Assessment Results <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> PFS Migrant Students - <b>Start Date:</b> August 17, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Survey Results  Formative: Increase Parent Meeting Evaluations, Student Session Evaluations  Summative: Increase Survey Results, Implementation of Survey Suggestions <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> PFS Migrant Students - <b>Start Date:</b> April 1, 2021 - <b>End Date:</b> April 30, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
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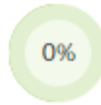






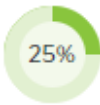



**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









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









**Evaluation Data Sources:** Regional and state competition participation results









**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Garden Park Elementary students from all demographic groups will develop critical thinking, multi-tasking skills, creativity, teamwork, and character building by participating in Fine Arts UIL and non-UIL competitions, exhibitions, district/community events, and public performances. Funds will be allotted for travel and subsistence of students for fine arts events, competitions, and performances. CNA: Demo #4 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sustain fine arts competitions and performances via Choir, Estudiantina, & UIL Music Memory.  Summative: Sustain high UIL ranking and student participation in fine arts extracurricular activities. <b>Staff Responsible for Monitoring:</b> Administration Fine Arts Teacher  <b>Population:</b> All Students, ELL, MIG, DYS, At-Risk, SPED, GT - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020 <b>Need Statements:</b> Demographics 4 <b>Funding Sources:</b> Travel & Subsistence-Fine Arts - 199 Local funds - 199-11-6412-00-106-Y11-000-Y	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Garden Park Elementary teachers will provide Theater Arts lessons integrated with their daily instruction. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Daily Class Schedule  Summative: Sustain Daily Class Schedule <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> All Students, DYS, MIG, ELL, At-Risk, SPED, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Garden Park Elementary students will practice for and compete in UIL Music Memory district competition. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase student participation.  Summative: Sustain high UIL placement results. <b>Staff Responsible for Monitoring:</b> Administration Fine Arts Teacher  <b>Population:</b> All Students, GT, At-Risk, ELL, DYS, MIG, SPED - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> December 31, 2020 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The Garden Park Elementary Choir and Estudiantina will practice and perform Christmas Carols in December, and Mother's Day songs in May for nursing homes and other designated community areas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase student participation & weekly practices for performances.  Summative: Sustain student attendance for fine arts performances. <b>Staff Responsible for Monitoring:</b> Administration Fine Arts Teacher  <b>Population:</b> All Students, ELL, MIG, DYS, At-Risk, SPED, GT - <b>Start Date:</b> December 1, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Garden Park Elementary will implement the Galaxy Gifted & Talented (GT) Program. Students will be nominated and identified for the GT program. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase student nominations for the GT program.  Summative: Complete GT testing of students for GT identification. Maintain GT requirements for Advanced Academics. <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers  <b>Population:</b> All Students Eligible for GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Garden Park GT students will prepare for and participate in the annual BISD Brainsville competition. CNA: Demo #4  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sustain student participation in Brainsville competition.  Summative: Improve Brainsville district competition results. <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction GT Teachers  <b>Population:</b> All Students 3rd-5th, GT - <b>Start Date:</b> December 1, 2020 - <b>End Date:</b> February 1, 2021 - <b>Revision Date:</b> June 2, 2020 <b>Need Statements:</b> Demographics 4 <b>Funding Sources:</b> Travel & Subsistence-Brainsville - 199 Local funds - 199-11-6412-00-106-Y11-000-Y	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Garden Park GT students will prepare for and participate in the Destination Imagination (DI) Regional Competition. Funds will be allotted for general supplies to support students with DI projects and presentations for the South Border Bridge DI Competition. CNA: Demo #4  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sustain student participation in DI competition.  Summative: Improve regional competition results to advance to state tournament. <b>Staff Responsible for Monitoring:</b> Administration DI Coaches  <b>Population:</b> All Students 3rd-5th, GT - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> February 26, 2021 - <b>Revision Date:</b> June 2, 2020 <b>Need Statements:</b> Demographics 4 <b>Funding Sources:</b> Travel & Subsistence-DI - 199 Local funds - 199-11-6412-00-106-Y11-000-Y	Formative			Summative
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Strategy 8 Details	Reviews			
<b>Strategy 8:</b> To enhance classroom instruction, GT teachers will be given funds to purchase instructional materials to target GT students' needs. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase student performance on portions of GT-TPSP projects.  Summative: Ensure timely completion of annual GT-TPSP projects. <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction GT Teachers  <b>Population:</b> GT Teachers for All GT Students - <b>Start Date:</b> October 1, 2020 - <b>End Date:</b> December 18, 2020 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Garden Park will maintain a Chess team that will participate in local, regional, state, and national chess tournaments. Campus funds will be allotted to pay for Chess consultants to support the sustainability of the Chess program. CNA: Demo #4 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase student participation of chess team members.  Summative: Improve placement in local, regional, state, and national chess tournaments. <b>Staff Responsible for Monitoring:</b> Administration Chess Sponsors  <b>Population:</b> All Students, GT, ELL, SPED, At-Risk, MIG, DYS - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020 <b>Need Statements:</b> Demographics 4 <b>Funding Sources:</b> Consulting Services-Chess - 199 Local funds - 199-36-6291-00-106-Y99-000-Y - \$7,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 10:</b> In order to motivate and encourage students to participate in extracurricular activities (i.e. Science Fair, DI, UIL, Brainsville, Chess), general supplies, travel, meals, and awards will be purchased to maintain the needs and motivation incentives for extracurricular clubs and teams. Additionally, funds will be allotted for Charro Days consultants to support the school dance team. CNA: Demo #4 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase student participation in extracurricular activities.  Summative: Increase District UIL, Chess, Science Fair, DI & Brainsville Results. <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> All Students, ELL, DYS, MIG, GT, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020 <b>Need Statements:</b> Demographics 4 <b>Funding Sources:</b> Travel & Subsistence-Students Extracurricular - 199 Local funds - 199-36-6412-00-106-Y99-000-Y - \$3,500, Travel & Subsistence-Student Meals - 199 Local funds - 199-11-6412-00-106-Y11-000-Y				
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#### Performance Objective 4 Need Statements:

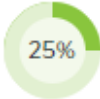



Demographics
<b>Need Statement 4:</b> There is a need to increase student vigor via student participation in academic extracurricular activities, events, and competitions. Demographics CNA Strategies: 1.1.7, 1.4.1, 1.4.6, 1.4.7, 1.4.9, 1.4.10 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has a 0.6% Gifted & Talented Education population, an increase of 0.6% from the previous year.









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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Garden Park Elementary will purposely promote energy savings activities on campus to support the implementation of the district's energy savings plan. Need: Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Decreased energy usage compared to prior year.  Formative: Monthly comparison of energy usage  Summative: Annual comparison of energy usage <b>Staff Responsible for Monitoring:</b> Administration Teachers Office Staff  <b>Population:</b> Administration, Office Staff, Teachers - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create and implement a systematic approach to the renovation/upgrade/improvement of facilities. This will include prioritizing energy savings based on campus needs and safety. Need: Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Needs Assessment (CNA) Survey results will indicate prioritization of the renovation plan.</p> <p>Formative: Improve CNA Survey results.</p> <p>Summative: Review CNA Survey data for CIP revisions.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Office Staff</p> <p><b>Population:</b> Administration, Office Staff, Teachers - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
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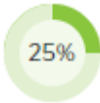







**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Garden Park Elementary will support programs in the efficient and effective use of 100% of available budgeted funds based on students' needs. Need: Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Funding Reports will indicate all funds expended based on prioritized needs.  Formative: Maintain Monthly Expenditure Reports  Summative: Sustain End-of-Year Expenditure Reports <b>Staff Responsible for Monitoring:</b> Administration SBDM Committee  <b>Population:</b> All Stakeholders for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Funds will be allotted to pay for highly qualified substitute teachers for students when teachers are absent from duty, as well as for vertical alignment planning. CNA: SPP-SCO #5 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain highly qualified substitutes. Decrease student incident reports during teachers' absence from duty.  Summative: Sustain highly qualified substitutes (EOY Substitute Reports). <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> All Teachers for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020 <b>Need Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> Salaries or Wages for Substitute Teachers of Other Professionals - 162 State Compensatory - 162-11-6112-18-106-Y-30-000-Y - \$2,560, Sal/Wages for Substitute Teachers-DI & Chess - 199 Local funds - 199-36-6112-EC-106-Y99-000-Y - \$800, Salary & Wages for Substitute Teachers - 211 Title I-A - 211-13-6112-00-106-Y30-AYP-Y - \$1,300		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Need Statements:













School Processes & Programs
<b>Need Statement 5:</b> There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Garden Park Elementary will allot funds to improve and sustain campus employee morale via team building activities during Teacher Appreciation Week, as well as throughout the school year. CNA: Perc.-SCC #3 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase team building morale activities.  Summative: Increase positive Elementary Staff CNA Survey responses. <b>Staff Responsible for Monitoring:</b> Administration Office Staff  <b>Population:</b> All Teachers Servicing All Students - <b>Start Date:</b> January 1, 2021 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020 <b>Need Statements:</b> Perceptions 3 <b>Funding Sources:</b> Misc. Contracted Services-Team Building - 211 Title I-A - 211-23-6299-65-106-Y30-0F2-Y , Miscellaneous Operating Costs-Team Building - 199 Local funds - 199-23-6499-53-106-Y99-000-Y - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Garden Park Elementary will give priority to teachers to participate in the Master of Education Cohorts, establish Master Teacher Leaders, and explore financial incentives for teachers pursuing higher education. Need: Equity Plan need and Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Compensation plan will reflect incentives available for teachers.  Summative: Improve staff quality and retention rates. <b>Staff Responsible for Monitoring:</b> Administration Master Teachers  <b>Population:</b> Master Teachers Servicing All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Need Statements:









Perceptions
<b>Need Statement 3:</b> There is a need to improve and sustain campus employee morale to support productivity via team building activities. SCC CNA Strategies: 3.2.1 <b>Data Analysis/Root Cause:</b> Teachers with 11-20 years of experience account for 35.6% of the teachers at Garden Park Elementary.









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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Garden Park Elementary will promote current accomplishments regularly through the campus website, media venues, and the Public Information Officer. Need: Decreasing enrollment/Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Weekly Newsletter will indicate campus highlights; Regular Recognition of Campus Highlights and Accomplishments.  Formative: Maintain Weekly Newsletter.  Summative: Sustain listing of campus highlights presented in Weekly Newsletter. <b>Staff Responsible for Monitoring:</b> Administration Campus Media Specialist  <b>Population:</b> All Staff, All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Garden Park Elementary will designate a Public Information Officer (PIO) contact to provide feature articles, current and prior student/parent/staff recognition events, co/extracurricular activities, and parent/community events. Need: Decreasing enrollment/Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Increase regular features in media showcasing current accomplishments of faculty, staff, students, alumni and major events.  Formative: Increase submissions of information for campus articles and showcases.  Summative: Sustain annual compilation of campus articles, presentations, and showcases <b>Staff Responsible for Monitoring:</b> Administration Campus Media Specialist  <b>Population:</b> All Students, Parents, Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Garden Park Elementary will update the campus website monthly including showcasing student and community activities. Need: Decreasing enrollment/Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus website will be up-to-date on a monthly basis with all compliance postings and showcase campus/program activities and successes.</p> <p>Formative: Sustain campus website indicating current showcases.</p> <p>Summative: Complete End-of-Year report showing monthly checklist results.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus Media Specialist</p> <p><b>Population:</b> All Students, Parents, Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 2, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Evaluation Data Sources:** School calendar showing earlier start date

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Garden Park will communicate the updated school calendar showing the earlier start date by posting it on our school website and utilizing the school messenger and marquee sign. Need: Decreasing enrollment/Board approved goal priority  <b>Milestone's/Strategy's Expected Results/Impact:</b> Campus website will be up-to-date on a monthly basis with all compliance postings.  Formative: Sustain campus website indicating calendar dates and events  Summative: Complete End-of-Year report showing monthly checklist results <b>Staff Responsible for Monitoring:</b> Administration Campus Media Specialist  <b>Population:</b> All Students, Parents, Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
	 30%	 50%	 75%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Garden Park Elementary staff will assist students with issues interfering with learning, such as but not limited to emotional distress, family challenges, and learning disabilities. Response to intervention strategies will be created and maintained for at-risk students.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monitor & Maintain RTI Plans  Summative: Review & Submit EOY RTI Plans <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers  <b>Population:</b> All Students, ELL, SPED, At-Risk, MIG, DYS - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2020 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
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	 25%	 50%	 70%	 100%
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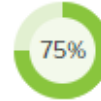





**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for teachers to effectively handle classroom discipline so that out-of-school suspensions and discretionary removals are used as a last resort. Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to learning by all students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monitor Discipline Referral Documentation  Summative: Decrease Discipline Referrals (EOY Discipline Referral Comparison) <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers  <b>Population:</b> All Teachers, All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parents will be notified of any discipline referral received by their son/daughter as outlined in the Student Code of Conduct and mandated by district policy. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain parent conference documentation.  Summative: Complete EOY Discipline Referral Comparison. <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> Parents of Referred Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				


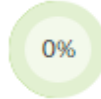
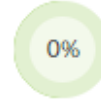

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development training to campus staff based on need in the following areas: a) Bullying b) Violence/Conflict Resolution c) Trends in recent drug use d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention (RTI) Model for behavior-based interventions to allow staff to recognize and address the area of concern as a preventive measure.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain applicable PD Documentation  Summative: Decrease Discipline Referrals (EOY Discipline Referral Comparison) <b>Staff Responsible for Monitoring:</b> Administration Counselor  <b>Population:</b> All Staff for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Reduce by 3% the yearly out-of-school suspensions (OSS) by researching and evaluating the 2019-2020 number of days students were absent due to OSS. To increase campus student attendance rates and improve student academic achievement for all students, administration will analyze OSS reports per six weeks to determine OSS comparison rates.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain OSS Reports for OSS & Attendance Comparison  Summative: Decrease OSS & Increase Attendance (EOY OSS & Attendance Report Comparison) <b>Staff Responsible for Monitoring:</b> Administration PEIMS Administrator  <b>Population:</b> PEIMS Administration for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









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









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









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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Garden Park Elementary will develop and maintain an Emergency Operations Plan. The plan will be multi-hazard in nature. The plan will be reviewed and updated annually by the campus safety and security committee. The following drills will be practiced accordingly:</p> <ul style="list-style-type: none"><li>a) Lock-down Drills (3 times per year)</li><li>b) Shelter-In-Place</li><li>c) Fire Drills (once a month)</li><li>d) Reverse Evacuation</li><li>e) Drop &amp; Cover</li><li>f) Evacuation</li></ul> <p>Drills intend to prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property, or harm to the environment.</p> <p>There is a need for walkie-talkie radios for campus personnel to communicate to ensure student safety on campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Emergency Drill Documentation</p> <p>Summative: Review &amp; Sustain Emergency Plan Operation</p> <p><b>Staff Responsible for Monitoring:</b> Administration BISD Police/Security</p> <p><b>Population:</b> All Campus Staff, All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Garden Park Elementary will have an identification security system. All staff must obtain and display an Identification Card while on school grounds. Visitors must sign in and present proof of identification before obtaining a Visitors Card.</p> <p>Funds will be utilized to obtain the Raptor Visitor Management Safety System, whereby visitor information will be scanned to generate visitor badges for all campus visitors. CNA: SPP-SCO #5</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Payroll Detail Reports &amp; Front Office Sign-In Documentation</p> <p>Summative: Sustain Payroll Detail Reports &amp; Front Office Sign-In Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Administration Office Staff BISD Security Officer</p> <p><b>Population:</b> All Campus Staff, All Campus Visitors - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p> <p><b>Need Statements:</b> School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Visitor Management System - 211 Title I-A - 211-23-6299-65-106-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus based law enforcement: Security Officer will be assigned and placed at Garden Park Elementary throughout the year. The campus officer, when possible, will address current trends with students, parents, and campus staff regarding the following: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol, and Tobacco Awareness, Emergency Operations, and Safety Procedures, as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Payroll Detail Reports &amp; Safety Procedures</p> <p>Summative: Sustain Payroll Detail Reports &amp; Safety Procedures</p> <p><b>Staff Responsible for Monitoring:</b> Administration BISD Security Officer</p> <p><b>Population:</b> All Students, All Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parent presentations will be made periodically at the campus: Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, EOP, and Safety Procedures to educate parents to recognize the signs and symptoms related to certain offenses.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase parental awareness presentations.</p> <p>Summative: Sustain parent awareness of Safety Procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor Parent Liaison</p> <p><b>Population:</b> All Parents for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Garden Park Elementary will maintain a written safety plan developed by the campus safety committee. The safety committee will meet annually with parents for awareness education, provide counseling for students involved in offenses, implement enforcement of protective orders, and school based alternatives for protective orders.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Safety Plan throughout school year.</p> <p>Summative: Complete EOY review of Safety Plan.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor</p> <p><b>Population:</b> All Parents, All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Funds will be allotted to purchase custodial maintenance supplies to maintain a safe school environment. CNA: SPP-SCO #5, Perc.-SCC #1 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Complete Maintenance Supply Order  Summative: Sustain Clean & Safe School Environment <b>Staff Responsible for Monitoring:</b> Administration Head Custodian  <b>Population:</b> All Students, All Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> December 18, 2020 - <b>Revision Date:</b> June 8, 2020 <b>Need Statements:</b> School Processes & Programs 5 - Perceptions 1 <b>Funding Sources:</b> Supplies for Maint./Operations-Custodians - 199 Local funds - 199-51-6315-00-106-Y99-000-Y - \$800, Supplies for Maint./Operations-Custodian Tools - 199 Local funds - 199-51-6319-00-106-Y99-000-Y - \$300, General Supplies-Custodians - 199 Local funds - 199-51-6399-00-106-Y99-000-Y - \$203		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 3 Need Statements:









School Processes & Programs
<b>Need Statement 5:</b> There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.
Perceptions
<b>Need Statement 1:</b> There is a need to maintain a safe and sanitized school environment via sustained maintenance materials and supplies. SCC CNA Strategies: 5.3.6 <b>Data Analysis/Root Cause:</b> The Attendance Rate for Garden Park Elementary is 96.5%, a slight increase of 0.2% from the previous year.


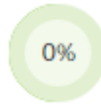
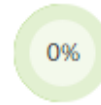






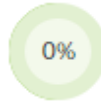


**Goal 6:** Campus Staff, Administration, Parents, and Community will strive to provide required support and resources for the attainment of educational excellence and equity of students. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)


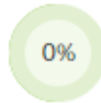






**Performance Objective 1:** There will be a 8% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021, due to COVID-19.













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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review, revise, complete and disseminate a Family Engagement Policy to delineate how parents will be actively involved at the campus level with the intention of increasing participation via parent meetings.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase number of parents, guardians, and/or family members attending campus activities and parent meetings as evidenced by sign-in sheets.</p> <p>Summative: Complete EOY Family Engagement Policy Meeting evidenced by agenda &amp; sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>Population:</b> All Parents, SBDM Members - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> October 30, 2020 - <b>Revision Date:</b> June 8, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Disseminate School-Parent-Student Compact Forms to all Garden Park parents indicating each group's responsibilities to ensure student achievement. Parent meeting(s) will occur in the fall.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain SPS Compact in Student PRCs</p> <p>Summative: Complete Composite End of Year Survey</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> October 30, 2020 - <b>Revision Date:</b> June 3, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Title I-A Family Engagement Policy, School-Parent-Student Compact, Campus Improvement Plan <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Title I-A Parental Involvement Compliance Checklist  Summative: Sustain Title I-A Parental Involvement Compliance Checklist <b>Staff Responsible for Monitoring:</b> Administration Parent Liaison SBDM Committee  <b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parents will be encouraged to volunteer and join the Parent Center to be well informed about their child's education, while assisting with campus needs. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Parent Center Volunteers; Visitor Sign-In Documentation  Summative: Sustain Title I-A Parental Involvement Compliance Checklist <b>Staff Responsible for Monitoring:</b> Campus Administration Parent Liaison  <b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Parents will be encouraged to participate and become involved in committees such as SBDM and LPAC to be well informed of their child's education and the educational process. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Title I-A Parental Involvement Compliance Checklist  Summative: EOY Parent participation in SBDM & LPAC Committees <b>Staff Responsible for Monitoring:</b> Administration SBDM & LPAC Committees  <b>Population:</b> Parents, SBDM, LPAC Members - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The school principal will have a parent meeting to present the Campus Report Card within the first six weeks of the school year. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Parental Involvement (Agenda, Sign-In Sheet)  Summative: Complete Title I-A Parental Involvement Compliance Checklist <b>Staff Responsible for Monitoring:</b> Administration Parent Liaison  <b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> September 30, 2020 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> The Parent Liaison will conduct parent meetings to keep parents abreast of district initiatives, conduct home visits when necessary, and perform other responsibilities. Funds will be allotted to purchase materials, supplies, and food for parent meetings. Additionally, funds will be allotted to compensate travel mileage for home visits. A die-cut machine will be purchased for teacher and parent use to create classroom visuals to support literacy in a print-rich learning environment. Examples include signs, labeled centers, pictures, word walls, bulletin boards, and reading/writing cues. CNA: Perc.-FCI #4 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Parental Involvement (Agendas, Sign-In Sheets)  Summative: Complete Title I-A Parental Involvement Compliance Checklist <b>Staff Responsible for Monitoring:</b> Administration Parental Liaison  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020 <b>Need Statements:</b> Perceptions 4 <b>Funding Sources:</b> General Supplies-Parent Liaison - 211 Title I-A - 211-61-6399-00-106-Y30-0F2-Y - \$1,000, Employee Travel-Parent Liaison - 211 Title I-A - 211-61-6411-00-106-Y30-0F2-Y - \$1,000, Equipment Under 5,000-Parent Liaison - 211 Title I-A - 211-61-6398-00-106-Y30-0F2-Y - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Garden Park Elementary will provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers, and students through parent meetings, teacher staff development, CATCH team, and classroom instruction. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain School Health Index  Summative: Sustain School Health Index <b>Staff Responsible for Monitoring:</b> Administration PE Teachers Parent Liaison  <b>Population:</b> Parents, Students, Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Garden Park Elementary will conduct a Campus Needs Assessment Parent Survey during the Spring Elementary School Open House in the computer lab to encourage feedback of school's overall performance. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Parent Participation of CNA Survey.  Summative: Complete Title I-A Parental Involvement Compliance Checklist. <b>Staff Responsible for Monitoring:</b> Administration Teachers Parent Liaison  <b>Population:</b> Parents - <b>Start Date:</b> March 1, 2021 - <b>End Date:</b> March 31, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Need Statements:





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













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

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

**Evaluation Data Sources:** Professional Development System (PDS) workshop session attendance and evaluation reports, Feedback/Walk-through report data, T-TESS evaluations

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will attend live and remote professional development workshops to improve their delivery of instruction. Funds will be allotted to purchase supplies and materials for campus staff development workshops, training, and activities (i.e. binders, labels, glue sticks, anchor charts, etc.). CNA: SL #1, SPP-SQRR #1, SPP-CIA #3</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Performance of Weekly Reading Tests &amp; Campus/District Benchmarks</p> <p>Summative: Increase TPRI, Tejas LEE, TELPAS &amp; STAAR Reading Results</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction</p> <p><b>Comprehensive Support Strategy - Population:</b> All Teachers for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020</p> <p><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3</p> <p><b>Funding Sources:</b> Miscellaneous Operating Costs-Staff Development - 199 Local funds - 199-13-6499-53-106-Y99-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Vertical and horizontal planning between grade levels will occur in the fall and spring semesters to plan instruction for all content areas. CNA: SPP-SQRR #1  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Create and maintain Campus Vertical Alignment Plan.  Summative: Conduct and complete all vertical alignment planning days. <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction  <b>Population:</b> All Teachers for All Students - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> December 18, 2020 - <b>Revision Date:</b> June 3, 2020 <b>Need Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> There is a need for employee travel and wages for substitute teachers, so teachers may attend relevant professional development training. Funds will be allotted for counselor employee travel expenses for educational conferences and professional development purposes to support student interventions. Administrative travel will be included for administrators to attend current and relevant training meetings and leadership conferences to support campus personnel. CNA: SL #1, SPP-SQRR #2  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase performance on Weekly Tests & Campus/District BM, RTI Plans, Classroom Presentations.  Summative: Increase performance on TELPAS & STAAR Assessments, Submit EOY RTI Plans in SuccessEd. <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Counselor  <b>Population:</b> Administration & Staff for All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020 <b>Need Statements:</b> Student Learning 1 - School Processes & Programs 2 <b>Funding Sources:</b> Education Service Center Services - 211 Title I-A - 211-13-6239-00-106-Y30-AYP-Y - \$800 , Substitutes for Teachers Prof. Dev. Training-Assessment - 263 Title III-A Bilingual - 263-11-6399-11-106 - \$2,432, Employee Travel-Campus Leadership - 199 Local funds - 199-23-6411-23-106-Y99-000-Y - \$200	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 1 Need Statements:

### Student Learning

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

### School Processes & Programs

**Need Statement 1:** There is a need to increase the explicit delivery of core content area instruction for teachers via assessment data analysis planning, vertical alignment planning, and research-based professional development training. SQRR CNA Strategies: 1.1.20, 7.1.1, 7.1.2 **Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-Risk population to sustain for school processes and programs, an increase of 3.1% from the previous year.

**Need Statement 2:** There is a need to improve and sustain quality campus leadership via current and relevant leadership professional development training to support campus teachers. SQRR CNA Strategies: 1.1.21, 7.1.3 **Data Analysis/Root Cause:** Garden Park Elementary has a 31.5% EL population and 81.7% At-Risk population to sustain for school processes and programs, an increase of 2% and 3.1% from the previous year.









**Need Statement 3:** There is a need to improve targeted language and literacy instruction via increased literacy software usage, assessment analysis, and professional development training. CIA CNA Strategies: 1.1.26, 7.1.1, 8.1.5 **Data Analysis/Root Cause:** The Special Education group at Garden Park Elementary scored 50% at the Approaches Grade Level for All Grades ELA/Reading, a decrease of 10% from the previous year.





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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers, principals, and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) CNA: SPP-SCO #5 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain training records and six weeks reporting from campus staff.  Summative: Generate End of Year Professional Development Reports. <b>Staff Responsible for Monitoring:</b> Counselors, Police and Security Service Officers, Campus Threat Assessment Team Leaders  <b>Population:</b> All Campus Faculty & Staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> November 17, 2020 <b>Need Statements:</b> School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual. (Policy FFB) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain training records and six weeks reporting from campus staff.  Summative: Generate End of Year Professional Development Reports. <b>Staff Responsible for Monitoring:</b> Counselors, Police and Security Service Officers, Campus Threat Assessment Team Leaders  <b>Population:</b> All Campus Staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> November 17, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

**Strategy 3:** Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) CNA: SPP-SCO #5





**Milestone's/Strategy's Expected Results/Impact:** Formative: Maintain training records and six weeks reporting from campus staff.

Summative: Generate End of Year Professional Development Reports.

**Staff Responsible for Monitoring:** Counselors, Police and Security Service Officers, Campus Threat Assessment Team Leaders

**Population:** All Campus Faculty & Staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 17, 2020

**Need Statements:** School Processes & Programs 5

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Need Statements:

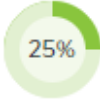



School Processes & Programs
<p><b>Need Statement 5:</b> There is a need to sustain campus daily health and safety operations for campus &amp; students' needs via management systems, maintenance &amp; wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.</p>









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













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

**Evaluation Data Sources:** EOY student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets Inventory Expenditure Reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize instructional technology by modeling within the context of core curriculum areas using a variety of technology equipment (i.e. computer labs, projectors, document cameras, tablets, scanners, hardware, and software) in order to differentiate instruction and meet accommodations for all students. This includes the purchase of Cleartouch Display Panels and associated products (i.e. Mobile Stands, PC Modules, Web Cameras) for remote and face to face instruction. Campus will allot funds to purchase laptops, desktops, keyboards, and batteries for teachers and administrators to facilitate technology usage and monitoring in the classroom for Reading, Math, Writing, Science, and Social Studies instruction. A Additionally, Joey Carts will be purchased to charge, secure, store, and transport campus technology devices. The new devices will replace outdated Microsoft 7 Operating System devices. CNA: SPP-T #6</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Software Usage Reports &amp; Benchmarks</p> <p>Summative: Complete EOY Software Usage Reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction</p> <p><b>Population:</b> All Students, ELL, DYS, At-Risk, GT, SPED, MIG - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020</p> <p><b>Need Statements:</b> School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Classroom Technology-Equipment Under \$5,000 - 162 State Compensatory - 162-11-6398-62-106-Y30-000-Y - \$41,240, Class Tech-Equip. Under \$5,000 (Replace Outdated Operating Systems) - 211 Title I-A - 211-11-6398-62-106-Y30-0F2-Y - \$25,906.95, Class Technology Equipment - 211 Title I-A - 211-11-6399-00-106-Y30-0F2-Y - \$5,715.51</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Garden Park ELL students will attend the computer lab and navigate through online practice tests to prepare for the online administration of the Spring TELPAS Reading assessments by inputting weekly test answers into Etazo to obtain test results. Additionally, 2nd-5th grade ELL students will complete FlipGrid recordings every six weeks for TELPAS Speaking practice.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase online TELPAS practice test results.</p> <p>Summative: Increase Spring TELPAS Assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction</p> <p><b>Population:</b> All ELL Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and counselors will integrate technology in the classroom to improve instruction and student learning through the use of desktop computers, projectors, laptops, iPads, printers and ink cartridges for printers and other equipment.</p> <p>Funds will be allotted to purchase batteries for laptop use of instructional software programs and assessments. Additional funds will be allotted for the purchase of classroom projectors, fusers, and light-bulbs to replace outdated equipment used for classroom instruction. CNA: SPP-Tech #6</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk-Through Observations; Increase Instructional Software Usage</p> <p>Summative: Complete EOY Software Usage Comparison</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction</p> <p><b>Population:</b> All Students, ELL, GT, DYS, MIG, At-Risk, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p> <p><b>Need Statements:</b> School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Classroom Technology - 211 Title I-A - 211-11-6398-62-106-Y30-0F2-Y, Classroom Technology (Replace Outdated Equipment) - 211 Title I-A - 211-11-6399-62-106-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will utilize school desktops, laptops, and COWs to access the Accelerated Reader, Imagine Math, Imagine Language &amp; Literacy, Living w/ Science, STEMscopes, HATCH, and EduSmart software programs. Students will complete targeted pathways, activities, and assessments via these programs. Funds will be allotted to purchase the aforementioned software programs, as well as iPads, Carts on Wheels, and outlet surge protectors to charge iPads and laptops for instructional use. CNA: SL #3, SPP-Tech #6</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Instructional Software Usage</p> <p>Summative: Increase EOY campus &amp; state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus TST</p> <p><b>Population:</b> All Students, ELL, DYS, SPED, MIG, At-Risk, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> General Supplies-Technology Maintenance Support - 162 State Compensatory - 162-11-6399-62-106-Y30-000-Y - \$4,000, General Supplies-Technology Instructional Software - 211 Title I-A - 211-11-6249-62-106-Y-30-0F2-Y - \$6,903</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To help PK-5th grade students master phonics, reading, and math skills with the goal of becoming fluent and accurate readers, Imagine Language &amp; Literacy and Imagine Math software programs will be purchased for classroom and computer lab usage. Additionally, Accelerated Reader (AR) licenses will be purchased to support students' reading comprehension skills. CNA: SL #3, SPP-CIA #3, SPP-Tech #6</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase CPALLS, OWL, TPRI results, Six Weeks AR Goals</p> <p>Summative: Increase EOY CPALLS, OWL, TPRI results, Six Weeks AR Goals</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Librarian</p> <p><b>Population:</b> All Students, ELL, SPED, DYS, MIG, GT, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> December 18, 2020 - <b>Revision Date:</b> June 8, 2020</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 3, 6</p> <p><b>Funding Sources:</b> Misc. Contracted Services-Software - 162 State Compensatory - 162-11-6299-62-106-Y30-000-Y - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 1 Need Statements:





Student Learning
<b>Need Statement 3:</b> There is a need to increase targeted core instruction and monitor student progress via standardized, campus, and district assessments, and technology software programs to meet state standards. Student Learning CNA Strategies: 1.1.26, 8.1.4, 8.1.5 <b>Data Analysis/Root Cause:</b> Garden Park Elementary scored 86% at the Approaches Grade Level and scored 53% at the Meets Grade Level for all grades and all subjects.
School Processes & Programs
<b>Need Statement 3:</b> There is a need to improve targeted language and literacy instruction via increased literacy software usage, assessment analysis, and professional development training. CIA CNA Strategies: 1.1.26, 7.1.1, 8.1.5 <b>Data Analysis/Root Cause:</b> The Special Education group at Garden Park Elementary scored 50% at the Approaches Grade Level for All Grades ELA/Reading, a decrease of 10% from the previous year. <b>Need Statement 6:</b> There is a need to accommodate, differentiate, analyze, and improve the delivery of targeted instruction for students across all content areas, particularly reading via technology equipment, instructional software programs, and online assessments. Tech CNA: 8.1.1, 8.1.3, 8.1.4, 8.1.5 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has an 81.7% At-Risk population to sustain for school processes and programs, an increase of 3.1% from the previous year.









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







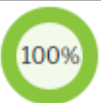
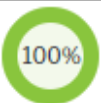
**Performance Objective 1:** Increase the overall attendance rate target of 97.5% for Garden Park Elementary and improve At-Risk Student Attendance Rate by 8% over prior year attendance, due to COVID-19.













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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement campus attendance goals that address procedures, roles, responsibilities, and a formal written plan for monitoring and management in the Campus Improvement Plan (CIP). Ensure that student attendance strives to meet district and state rates, so that students may meet their full educational potential.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Weekly Attendance Percentage Reports by Grade Level  Summative: Complete EOY Attendance Report <b>Staff Responsible for Monitoring:</b> Administration Campus PEIMS Supervisor Data Entry Clerk  <b>Population:</b> All Students, ELL, DYS, MIG, SPED, GT, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize and provide awards/incentives to all students with perfect attendance and A/B &amp; A Honor Roll every six weeks and at the end of the year. Campus staff awards students for Perfect Attendance and Academic Achievement to recognize attendance and learning goals. In response to Covid-19, funds will also be allotted to purchase water bottles with color school logos for student incentives as well. CNA: Demo #2, SL #1, SPP-SCO #5, Perc.-SCC #2</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Performance on Six Weeks Report Cards, Six Weeks Awards Ceremonies</p> <p>Summative: Increase EOY Six Weeks Report Cards, Six Weeks Awards Ceremonies</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population:</b> All Students, ELL, DYS, MIG, SPED, GT, At-Risk - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Misc. Operating Costs-Awards - 199 Local funds - 199-23-6498-00-106-Y99-000-Y - \$500, Misc. Operating Costs-Awards/Incentives - 162 State Compensatory - 162-11-6498-00-106-Y30-000-Y - \$5,000, Awards-Life Skills Incentives - 166 State Special Ed. - 166-11-6498-00-106-Y23-0P1-Y - \$400, Awards-Resource Incentives - 166 State Special Ed. - 166-11-6498-00-106-Y23-0P4-Y - \$400, Misc. Operating Costs-Awards - 211 Title I-A - 211-11-6498-00-106-Y30-0F2-Y - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Home visits and parent conferences will be conducted when a student is absent two days in a row to support sustained instruction for campus, local, and, state assessments.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Attendance Reports; Home Visit Documentation</p> <p>Summative: Complete EOY Attendance Report; Home Visit Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Population:</b> Parents, At-Risk Students - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parents will be encouraged and educated on the importance of their children attending school every day so students can receive a quality education and prepare for campus, district, and state assessments.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Distribute Report Cards, Sustain Six Weeks Assembly Participation, Parent Meetings</p> <p>Summative: Complete EOY Report Cards, Six Weeks Assembly, Parent Communication Logs</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Counselors will provide a Career Day Fair for 5th grade students and a Career Awareness Presentation for all grade levels to promote that students become productive citizens and pursue a college career upon graduation. CNA: Perc.- FCI #5</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Coordinate community representatives for Career Day Fair.</p> <p>Summative: Conduct Career Day Fair Event.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor</p> <p><b>Population:</b> All Students, ELL, DYS, MIG, GT, At-Risk, SPED - <b>Start Date:</b> January 6, 2021 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020</p> <p><b>Need Statements:</b> Perceptions 5</p> <p><b>Funding Sources:</b> Miscellaneous Operating Costs-Presenters - 199 Local funds - 199-11-6499-53-106-Y11-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The Garden Park Elementary counselor will conduct a 5th grade orientation & take students on an informational tour of their respective future middle school to transition and motivate students to do well in their new setting.  School counselor will conduct a presentation for parents and students of the Head Start program to inform them of the Prekindergarten curriculum and provide a tour of their classroom to help students transition to Prekindergarten. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Distribute & Collect Middle School Field Trip Forms, PK Round Up Documentation  Summative: Conduct Middle School Field Trip & PK Round Up Presentation <b>Staff Responsible for Monitoring:</b> Administration Counselor  <b>Population:</b> All Prekindergarten & 5th Grade Students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> To motivate students to meet their attendance and academic goals, students will take a field trip at the end of the year to reward their daily attendance efforts and academic performance throughout the school year. CNA: SPP-SCO #5, Perc.-SCC #2  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Review Six Weeks Attendance Reports & Report Cards  Summative: Utilize EOY Attendance Reports & Report Card Criteria for Field Trips <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Population:</b> All Students, ELL, DYS, MIG, GT, SPED, At-Risk - <b>Start Date:</b> January 6, 2021 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 8, 2020 <b>Need Statements:</b> School Processes & Programs 5 - Perceptions 2 <b>Funding Sources:</b> Reclassified Transportation Exp - EOY Field Trips - 199 Local funds - 199-11-6494-00-106-Y11-000-Y - \$2,200, Reclassified Transportation Exp - Regular Travel - 199 Local funds - 199-36-6494-00-106-Y99-000-Y - \$300	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Need Statements:

### Demographics

**Need Statement 2:** There is a need to increase student attendance and learning goals promoted by campus incentive plans. Demographics CNA Strategies: 9.1.2 **Data Analysis/Root Cause:** The Attendance Rate for Garden Park Elementary is 96.5%, a slight increase of 0.2% from the previous year.

### Student Learning

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

### School Processes & Programs

**Need Statement 5:** There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 **Data Analysis/Root Cause:** Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.

### Perceptions

**Need Statement 2:** There is a need to increase student motivation via incentives and campus recognition activities throughout the school year. SCC CNA Strategies: 9.1.7 **Data Analysis/Root Cause:** Garden Park Elementary has an 81.7% At-Risk population to sustain , an increase of 3.1% from the previous year.





**Need Statement 5:** There is a need to sustain college career readiness for students via career awareness community activities and events. FCI CNA Strategies: 9.1.5 **Data Analysis/Root Cause:** Garden Park Elementary earned an A for exemplary performance by serving most students well and preparing most students for eventual success in college, a career, or the military.













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









**Performance Objective 2:** Garden Park Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 8% due to COVID-19.

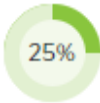







**Evaluation Data Sources:** Student Benchmark Reports, STAAR Reports disaggregated for At-Risk Students; Student RTI Plans

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Accelerated instruction in the foundation curriculum will be provided during the after school extended day program. Tutorial classes will occur for 1st-5th grade students, as well as the Student Success Initiative (SSI) for 5th grade to improve at-risk student achievement on campus, district, and state assessments. The extended day program &amp; tutorial classes will provide enrichment, refinement, and reinforcement activities in content areas for PK-5th grade. Extra Duty Pay/Overtime is included. CNA: Demo #3, SL #2, SPP-CIA #4</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Tutorial Schedule, Tutorial Lesson Plans, Student Progress Reports, RTI Plans</p> <p>Summative: Increase STAAR Results, Student Retention Rates, Sustain EOY RTI Plans</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy - Population:</b> All Students, At-Risk, SPED, MIG, ELL, DYS, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020</p> <p><b>Need Statements:</b> Demographics 3 - Student Learning 2 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Extra Duty Pay/Overtime-Supplemental PE - 199 Local funds - 199-23-6121-08-106-Y99-000-Y - \$50, Extra Duty Pay/Overtime-Supplemental PE - 199 Local funds - 199-51-6121-47-106-Y99-000-Y - \$50, Professional Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-106-Y24-SSI-Y - \$6,006, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-106-Y30-000-Y - \$47,400, Prof. Extra Duty Pay-Extended Day - 211 Title I-A - 211-11-6118-00-106-Y30-ASP-Y - \$22,584.54, Extra Duty Pay/Overtime-Supplemental PE - 199 Local funds - 199-11-6121-51-106-Y11-000-Y - \$50, Extra Duty Pay/Overtime Supplemental - 211 Title I-A - 211-11-6121-06-106-Y30-0K6-Y, Social Security/Medicare - 211 Title I-A - 211-11-6141-00-106-Y30-ASP-Y - \$454, Teacher Retirement/TRS Care - 211 Title I-A - 211-11-6146-00-106-Y30-ASP-Y - \$2,796, Employee Benefits-Locally Def - 211 Title I-A - 211-11-6148-00-106-Y30-ASP-Y - \$73, Employee Benefits - 211 Title I-A - 211-11-6149-00-106-Y30-ASP-Y - \$470, General Supplies - WTF - 162 State Compensatory - 162-61-6399-00-106-Y-30-WTF-Y</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Garden Park Elementary will ensure that a process is in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Review and maintain eSchoolPLUS Rosters & Student Progress Reports  Summative: Increase Student Attendance Rates, STAAR Results & EOY Student Report Cards <b>Staff Responsible for Monitoring:</b> Administration Homeless Youth Project Admin.  <b>Population:</b> Students Identified as Homeless - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will use Sheltered Instruction strategies to help ELL students and At-Risk students master targeted content areas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores  Summative: Increase STAAR, TELPAS, EOY TPRI/Tejas LEE Results <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction  <b>Population:</b> ELL Students, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Assist students with issues interfering with learning, such as but not limited to emotional distress and family problems. Intervention strategies will be created for At-Risk students through Response to Intervention (RTI) instruction. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, RTI Plans  Summative: Sustain EOY RTI Plans, EOY Student Report Cards <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction Counselor  <b>Population:</b> All Students At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The dean of instruction will facilitate campus grade level meetings/workshop sessions to support and promote highly qualified personnel that will positively impact at-risk student achievement. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain PDS Workshop Attendance Report, PDS Workshop Participation Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, RTI Plans  Summative: Increase Benchmark & STAAR Results, Student Retention Rates, EOY Student Report Cards, Sustain EOY RTI Plans <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction  <b>Population:</b> Teachers Servicing MIG, ELL, At-Risk Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Garden Park Elementary will supplement the Prekindergarten program teachers to provide foundation learning experiences in order to help prepare all students academically, particularly at-risk students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Teacher Lesson Plans, Classroom Observations, Student Progress Reports, BOY/MOY CPALLS, Initial RTI Plans  Summative: Increase EOY CPALLS, OWL Results, Sustain EOY RTI Plans <b>Staff Responsible for Monitoring:</b> Administration Administrator for State Compensatory Education  <b>Population:</b> All Prekindergarten Students, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Garden Park Elementary will supplement the dyslexia program teacher to provide language and literacy interventions to improve student achievement. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Teacher Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, MOY Dyslexia Screeners  Summative: Increase STAAR, EOY TPRI/Tejas LEE Results, EOY Student Report Cards, Complete EOY Dyslexia Screeners <b>Staff Responsible for Monitoring:</b> Administration Administrator for State Compensatory Education  <b>Population:</b> Students Identified as Dyslexic, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 3, 2020		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

## Performance Objective 2 Need Statements:









Demographics
<b>Need Statement 3:</b> There is a need to increase student performance, particularly at-risk students, via accelerated instruction during the extended day foundational curriculum. Demographics CNA Strategies: 1.1.19, 9.2.1 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has an 81.7% At-Risk population, an increase of 3.1% from the previous year.
Student Learning
<b>Need Statement 2:</b> There is a need to increase student refinement and reinforcement via accelerated instruction during extended day and research-based interventions in the foundation curriculum. Student Learning CNA: 9.2.1 <b>Data Analysis/Root Cause:</b> Garden Park Elementary has an 81.7% At-Risk population, an increase of 3.1% from the previous year.
School Processes & Programs
<b>Need Statement 4:</b> There is a need to increase students' reading skill refinement and reinforcement via accelerated instruction in the reading foundation curriculum during extended day and tutorial programs. CIA CNA Strategies: 9.2.1 <b>Data Analysis/Root Cause:</b> Garden Park Elementary scored 83% at the Approaches Grade Level and scored 47% at the Meets Grade Level for All Grades ELA/Reading.













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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The School Nurse will monitor and maintain students' health, needs, and records as needed. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Student Health Logs  Summative: Complete End of Year Health Services Reports <b>Staff Responsible for Monitoring:</b> Administration School Nurse  <b>Population:</b> All Students, ELL, At-Risk, GT, DYS, MIG, SPED - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 4, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Funds will be budgeted for the school nurse to purchase supplies for the school infirmary for students' health needs. CNA: SPP-SCO #5 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Health Services Reports  Summative: Complete EOY Health Services Reports <b>Staff Responsible for Monitoring:</b> Administration School Nurse  <b>Population:</b> All Students, DYS, MIG, GT, ELL, SPED, At-Risk - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 9, 2020 <b>Need Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> General Supplies-Nurse - 199 Local funds - 199-33-6399-00-106-Y99-000-Y - \$150, General Supplies-Nurse - 211 Title I-A - 211-33-6399-00-106-Y30-BDG-Y - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Wellness supplies will be maintained at Garden Park Elementary to provide identified at-risk, homeless, and unaccompanied youth with hygiene products, school supplies, and clothing items as needed to improve at-risk student achievement, attendance, graduation rate, and decrease the failure retention and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Six Weeks Attendance Reports, Student Progress Reports, Maintain RTI Plans</p> <p>Summative: Increase EOY Attendance Rate Reports, EOY Student Report Cards, Sustain EOY RTI Plans</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor School Nurse</p> <p><b>Population:</b> All Students At-Risk, Students Identified as Homeless - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> May 26, 2021 - <b>Revision Date:</b> June 4, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> There is a need for general supplies, operating costs, and awards incentives for the counselor to assist with the counseling, guidance, and motivation of students' emotional, developmental, and physical well-being (e.g., six weeks awards assemblies, mind-body awareness yoga). CNA: SPP-SCO #5</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Maintain Counselor Student Logs, RTI Plans, Six Weeks Awards Assemblies</p> <p>Summative: Complete EOY Student Records, EOY RTI Plans in SuccessEd &amp; eSchoolPlus, EOY Six Weeks Awards Assembly</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor</p> <p><b>Population:</b> All Students, At-Risk, ELL, SPED, DYS, MIG, GT - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> December 18, 2020 - <b>Revision Date:</b> June 9, 2020</p> <p><b>Need Statements:</b> School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> General Supplies-Counselor - 211 Title I-A - 211-31-6399-00-106-Y30-0F2-Y - \$500, Misc. Operating Costs-Counselor - 211 Title I-A - 211-31-6498-00-106-Y30-0F2-Y - \$3,000, General Supplies-Counselor - 199 Local funds - 199-31-6399-00-106-Y99-000-Y - \$300, General Supplies-Counselor - 211 Title I-A - 211-31-6399-65-106-Y30-0F2-Y - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 3 Need Statements:

### School Processes & Programs

**Need Statement 5:** There is a need to sustain campus daily health and safety operations for campus & students' needs via management systems, maintenance & wellness supplies, general counseling supplies, and student program incentives. SCO CNA Strategies: 1.1.16, 1.1.26, 3.1.2, 5.3.2, 5.3.6, 7.2.1, 7.2.3, 9.1.2, 9.1.7, 9.3.2, 9.3.4 **Data Analysis/Root Cause:** Garden Park Elementary has a population that is 95.4% Economically Disadvantaged, 81.7% At-Risk, with 58 students having Intellectual or Physical Disabilities.

# State Compensatory

## Personnel for Garden Park Elementary

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

# Schoolwide and Targeted Assistance Title I Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

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

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

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

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

The CNA was reviewed and revised by SBDM members on June 4, 2020.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Victor Caballero - Administrator
- Lucina Carrejo - Meeting Facilitator
- Nancy Balboa - Non-classroom Professional
- Corina Caballero - District-level Professional
- Anna Ortega - Classroom Teacher
- Cinthia Garza - Classroom Teacher
- Leticia Martinez - Classroom Teacher
- Esmeralda Rodriguez - Classroom Teacher
- Nancy Bernal - Community Representative

- Alexia Resendiz - Community Representative
- Leticia Leandro - Business Representative
- Jesse Sanchez - Business Representative
- Emmanuel Vazquez - Parent
- Cecilia Munoz - Parent

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

The CNA was reviewed and revised by SBDM members on June 4, 2020.

## **2.2: Regular monitoring and revision**

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

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

The CNA was reviewed and revised by SBDM members on June 4, 2020.

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

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

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

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

The CNA was reviewed and revised by SBDM members on June 4, 2020.

## **2.4: Opportunities for all children to meet State standards**

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

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

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

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

The CNA was reviewed and revised by SBDM members on June 4, 2020.

## **2.5: Increased learning time and well-rounded education**

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

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

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

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

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

The CNA was reviewed and revised by SBDM members on June 4, 2020.

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

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

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

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

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

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

The CNA was reviewed and revised by SBDM members on June 4, 2020.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

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

- Victor Caballero - Administrator
- Lucina Carrejo - Meeting Facilitator
- Nancy Bernal - Community Representative
- Alexia Resendiz - Community Representative
- Emmanuel Vazquez - Parent
- Cecilia Munoz - Parent

Requirement 2. The Parent and Family Engagement Policy was prepared, reviewed and revised in May 2020. It will be distributed on campus and via social distancing parent meetings in Fall 2020, due to Covid-19.

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

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

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

The CNA was reviewed and revised by SBDM members on June 8, 2020.

### **3.2: Offer flexible number of parent involvement meetings**

Garden Park Elementary shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds by Title I, Part A, transportation, or home visits, as such services relate to parental involvement.

Requirement 1. Days and Times: Parent and Family Engagement meetings will be held weekly at 9 AM in the parent center on campus during the school day. The preferable day is Wednesday. School day and time subject to change based on parental needs.

Requirement 2. Flexible Options - Additional parent meetings will be offered monthly after school in the parent center or in the cafeteria on Thursdays at 5 PM, and/or as requested by the majority of parents. Campus and district information covered during the regular weekly parent meetings will be addressed at the additional monthly meetings.

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

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

The CNA was reviewed and revised by SBDM members on June 8, 2020.

# Title I Personnel

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

# SBDM

Committee Role	Name	Position
Administrator	Victor Caballero	Principal Y1
Meeting Facilitator	Lucina Carrejo	Dean Y1
Non-classroom Professional	Nancy Balboa	Counselor Y2
Classroom Teacher	Ana Virgen	Pre-K Teacher Y2
Classroom Teacher	Anna Ortega	Kinder Teacher Y2
Classroom Teacher	Cinthia Garza	3rd Grade Teacher Y1
Classroom Teacher	Esmeralda Rodriguez	5th Grade Teacher Y1
District-level Professional	Corina Caballero	Advanced Academics Y2
Classroom Teacher	Leticia Martinez	4th Grade Teacher Y2
Community Representative	Nancy Bernal	Consultant Y1
Community Representative	Alexia Resendiz	Consultant Y1
Business Representative	Jesse Sanchez	Area Partnership Manager Y2
Business Representative	Leticia Leandro	Customer Success Manager Y1
Parent	Emmanuel Vazquez	Volunteer Y2
Parent	Cecilia Munoz	Volunteer Y1

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Travel & Subsistence-UIL	199-11-6412-00-106-Y11-000-Y	\$6,200.00
1	1	7	General Supplies-UIL	199-36-6399-00-106-Y99-000-Y	\$800.00
1	1	16	General Supplies-P.E. Equipment	199-11-6399-51-106-Y11-000-Y	\$1,000.00
1	1	19	General Supplies	199-11-6399-00-106-Y11-000-Y	\$0.00
1	1	25	General Supplies-Library	199-12-6399-00-106-Y99-000-Y	\$250.00
1	1	26	General Supplies-Office	199-23-6399-00-106-Y99-000-Y	\$851.00
1	4	1	Travel & Subsistence-Fine Arts	199-11-6412-00-106-Y11-000-Y	\$0.00
1	4	6	Travel & Subsistence-Brainsville	199-11-6412-00-106-Y11-000-Y	\$0.00
1	4	7	Travel & Subsistence-DI	199-11-6412-00-106-Y11-000-Y	\$0.00
1	4	9	Consulting Services-Chess	199-36-6291-00-106-Y99-000-Y	\$7,000.00
1	4	10	Travel & Subsistence-Students Extracurricular	199-36-6412-00-106-Y99-000-Y	\$3,500.00
1	4	10	Travel & Subsistence-Student Meals	199-11-6412-00-106-Y11-000-Y	\$0.00
3	1	2	Sal/Wages for Substitute Teachers-DI & Chess	199-36-6112-EC-106-Y99-000-Y	\$800.00
3	2	1	Miscellaneous Operating Costs-Team Building	199-23-6499-53-106-Y99-000-Y	\$1,000.00
5	3	6	General Supplies-Custodians	199-51-6399-00-106-Y99-000-Y	\$203.00
5	3	6	Supplies for Maint./Operations-Custodians	199-51-6315-00-106-Y99-000-Y	\$800.00
5	3	6	Supplies for Maint./Operations-Custodian Tools	199-51-6319-00-106-Y99-000-Y	\$300.00
7	1	1	Miscellaneous Operating Costs-Staff Development	199-13-6499-53-106-Y99-000-Y	\$1,000.00
7	1	3	Employee Travel-Campus Leadership	199-23-6411-23-106-Y99-000-Y	\$200.00
9	1	2	Misc. Operating Costs-Awards	199-23-6498-00-106-Y99-000-Y	\$500.00
9	1	5	Miscellaneous Operating Costs-Presenters	199-11-6499-53-106-Y11-000-Y	\$0.00
9	1	7	Reclassified Transportation Exp - Regular Travel	199-36-6494-00-106-Y99-000-Y	\$300.00
9	1	7	Reclassified Transportation Exp - EOY Field Trips	199-11-6494-00-106-Y11-000-Y	\$2,200.00
9	2	1	Extra Duty Pay/Overtime-Supplemental PE	199-23-6121-08-106-Y99-000-Y	\$50.00
9	2	1	Extra Duty Pay/Overtime-Supplemental PE	199-51-6121-47-106-Y99-000-Y	\$50.00
9	2	1	Extra Duty Pay/Overtime-Supplemental PE	199-11-6121-51-106-Y11-000-Y	\$50.00
9	3	2	General Supplies-Nurse	199-33-6399-00-106-Y99-000-Y	\$150.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	4	General Supplies-Counselor	199-31-6399-00-106-Y99-000-Y	\$300.00
Sub-Total					\$27,504.00
Budgeted Fund Source Amount					\$27,504.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	General Supplies	162-11-6399-16-106-Y30-000-Y	\$4,500.00
1	1	19	Copy Paper	162-11-6396-00-106-Y30-000-Y	\$4,000.00
1	1	19	General Supplies-Classroom	162-11-6399-00-106-Y30-000-Y	\$5,000.00
1	1	20	Salaries or Wages - Teachers and Other Professional Personnel (Teachers PK-4)	162-11-6119-00-106-Y-34-000-Y	\$0.00
1	1	21	Salaries or Wages - Teachers and Other Professional Personnel (Dean)	162-13-6119-00-106-Y-30-000-Y	\$0.00
3	1	2	Salaries or Wages for Substitute Teachers of Other Professionals	162-11-6112-18-106-Y-30-000-Y	\$2,560.00
8	1	1	Classroom Technology-Equipment Under \$5,000	162-11-6398-62-106-Y30-000-Y	\$41,240.00
8	1	4	General Supplies-Technology Maintenance Support	162-11-6399-62-106-Y30-000-Y	\$4,000.00
8	1	5	Misc. Contracted Services-Software	162-11-6299-62-106-Y30-000-Y	\$15,000.00
9	1	2	Misc. Operating Costs-Awards/Incentives	162-11-6498-00-106-Y30-000-Y	\$5,000.00
9	2	1	Professional Extra Duty Pay-SSI	162-11-6118-00-106-Y24-SSI-Y	\$6,006.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-106-Y30-000-Y	\$47,400.00
9	2	1	General Supplies - WTF	162-61-6399-00-106-Y-30-WTF-Y	\$0.00
Sub-Total					\$134,706.00
Budgeted Fund Source Amount					\$134,706.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Materials & Supplies-Student Learning	163-11-6399-00-106	\$3,800.00
Sub-Total					\$3,800.00
Budgeted Fund Source Amount					\$3,800.00
+/- Difference					\$0.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Toner-ARD Data	166-11-6399-62-106-Y23-000-Y	\$2,850.00
1	1	19	Gloves - SPED	166-11-6399-00-106-Y23-0B0-Y	\$150.00
1	1	19	Supplies-Resource	166-11-6399-00-106-Y23-0P4-Y	\$440.00
1	1	19	Supplies-Life Skills	166-11-6399-00-106-Y23-0P1-Y	\$440.00
9	1	2	Awards-Life Skills Incentives	166-11-6498-00-106-Y23-0P1-Y	\$400.00
9	1	2	Awards-Resource Incentives	166-11-6498-00-106-Y23-0P4-Y	\$400.00
Sub-Total					\$4,680.00
Budgeted Fund Source Amount					\$4,680.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Copy Paper	211-11-6396-00-106-Y30-0F2-Y	\$3,000.00
1	1	19	General Supplies	211-11-6399-00-106-Y30-0F2-Y	\$1,474.00
1	1	19	General Supplies-Printing Media	211-11-6399-16-106-Y30-0F2-Y	\$2,000.00
1	1	25	Reading Materials-Library	211-12-6329-00-106-Y30-0F2-Y	\$6,000.00
1	1	25	General Supplies-Library	211-12-6399-00-106-Y30-0F2-Y	\$250.00
1	1	26	General Supplies-Campus Leadership	211-23-6399-00-106-Y30-0F2-Y	\$2,346.00
1	1	26	Supplies & Materials-Campus Leadership	211-23-6398-65-106-Y30-0F2-Y	\$654.00
3	1	2	Salary & Wages for Substitute Teachers	211-13-6112-00-106-Y30-AYP-Y	\$1,300.00
3	2	1	Misc. Contracted Services-Team Building	211-23-6299-65-106-Y30-0F2-Y	\$0.00
5	3	2	Visitor Management System	211-23-6299-65-106-Y-30-0F2-Y	\$0.00
6	1	7	General Supplies-Parent Liaison	211-61-6399-00-106-Y30-0F2-Y	\$1,000.00
6	1	7	Employee Travel-Parent Liaison	211-61-6411-00-106-Y30-0F2-Y	\$1,000.00
6	1	7	Equipment Under 5,000-Parent Liaison	211-61-6398-00-106-Y30-0F2-Y	\$1,000.00
7	1	3	Education Service Center Services	211-13-6239-00-106-Y30-AYP-Y	\$800.00
8	1	1	Class Tech-Equip. Under \$5,000 (Replace Outdated Operating Systems)	211-11-6398-62-106-Y30-0F2-Y	\$25,906.95
8	1	1	Class Technology Equipment	211-11-6399-00-106-Y30-0F2-Y	\$5,715.51
8	1	3	Classroom Technology	211-11-6398-62-106-Y30-0F2-Y	\$0.00
8	1	3	Classroom Technology (Replace Outdated Equipment)	211-11-6399-62-106-Y-30-0F2-Y	\$0.00
8	1	4	General Supplies-Technology Instructional Software	211-11-6249-62-106-Y-30-0F2-Y	\$6,903.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	2	Misc. Operating Costs-Awards	211-11-6498-00-106-Y30-0F2-Y	\$5,000.00
9	2	1	Prof. Extra Duty Pay-Extended Day	211-11-6118-00-106-Y30-ASP-Y	\$22,584.54
9	2	1	Extra Duty Pay/Overtime Supplemental	211-11-6121-06-106-Y30-0K6-Y	\$0.00
9	2	1	Social Security/Medicare	211-11-6141-00-106-Y30-ASP-Y	\$454.00
9	2	1	Teacher Retirement/TRS Care	211-11-6146-00-106-Y30-ASP-Y	\$2,796.00
9	2	1	Employee Benefits-Locally Def	211-11-6148-00-106-Y30-ASP-Y	\$73.00
9	2	1	Employee Benefits	211-11-6149-00-106-Y30-ASP-Y	\$470.00
9	3	2	General Supplies-Nurse	211-33-6399-00-106-Y30-BDG-Y	\$1,000.00
9	3	4	General Supplies-Counselor	211-31-6399-65-106-Y30-0F2-Y	\$500.00
9	3	4	General Supplies-Counselor	211-31-6399-00-106-Y30-0F2-Y	\$500.00
9	3	4	Misc. Operating Costs-Counselor	211-31-6498-00-106-Y30-0F2-Y	\$3,000.00
Sub-Total					\$95,727.00
Budgeted Fund Source Amount					\$95,727.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Migrant School Supplies	212-11-6399-00-106-Y24-0F2-Y	\$400.00
Sub-Total					\$400.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Substitutes for Teachers Prof. Dev. Training-Assessment	263-11-6399-11-106	\$2,432.00
Sub-Total					\$2,432.00
Budgeted Fund Source Amount					\$2,432.00
+/- Difference					\$0.00
Grand Total Budgeted					\$269,249.00
Grand Total Spent					\$269,249.00
+/- Difference					\$0.00

# Addendums

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **GARDEN PARK EL**

## Early Childhood Literacy Progress Measure 1

## Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 90% to 95% by June 2024.

### Yearly Target Goals

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

### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 1

## Mathematics

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

### Yearly Target Goals

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

### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **GARDEN PARK EL**

### Early Childhood Literacy Progress Measure 2

### Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 94% to 99% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 2

### Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 92% to 97% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 88% to 93% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **GARDEN PARK EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 43% to 48% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **GARDEN PARK EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 24% to 29% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 17% to 22% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **GARDEN PARK EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 46% to 51% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 47% to 52% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.









# 2018-19 Texas Academic Performance Report

District Name: BROWNSVILLE ISD

Campus Name: GARDEN PARK EL

Campus Number: 031901106

2019 Accountability Rating:

Distinction Designations:

- Academic Achievement in ELA/Reading

- Academic Achievement in Mathematics

- Academic Achievement in Science

- Top 25 Percent: Comparative Academic Growth

- Top 25 Percent: Comparative Closing the Gaps

- Postsecondary Readiness

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

Total Students: 5  
Grade Span: PK - O!  
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above		2019	76%	80%	81%	-	81%	-	-	-	-	50%	-	79%	100%	81%	77%
		2018	77%	80%	74%	-	74%	-	-	-	-	56%	-	73%	*	74%	69%
At Meets Grade Level or Above		2019	45%	46%	46%	-	46%	-	-	-	-	38%	-	46%	40%	44%	40%
		2018	43%	42%	27%	-	27%	-	-	-	-	44%	-	26%	*	27%	19%
At Masters Grade Level		2019	27%	26%	34%	-	34%	-	-	-	-	13%	-	35%	20%	33%	26%
		2018	25%	22%	14%	-	14%	-	-	-	-	22%	-	12%	*	14%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above		2019	79%	85%	87%	-	87%	-	-	-	-	50%	-	86%	100%	86%	86%
		2018	78%	86%	84%	-	84%	-	-	-	-	56%	-	84%	*	84%	81%
At Meets Grade Level or Above		2019	49%	56%	47%	-	47%	-	-	-	-	38%	-	49%	20%	45%	49%
		2018	47%	54%	51%	-	51%	-	-	-	-	44%	-	51%	*	51%	42%
At Masters Grade Level		2019	25%	27%	24%	-	24%	-	-	-	-	13%	-	25%	0%	20%	26%
		2018	23%	27%	21%	-	21%	-	-	-	-	33%	-	21%	*	21%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above		2019	75%	83%	79%	-	78%	*	-	-	-	38%	-	77%	100%	77%	77%
		2018	73%	79%	73%	-	72%	*	-	-	-	62%	*	74%	69%	72%	66%
At Meets Grade Level or Above		2019	44%	51%	48%	-	47%	*	-	-	-	31%	-	50%	29%	45%	34%
		2018	46%	49%	43%	-	42%	*	-	-	-	54%	*	41%	50%	43%	26%
At Masters Grade Level		2019	22%	23%	19%	-	18%	*	-	-	-	15%	-	19%	14%	19%	14%
		2018	24%	23%	22%	-	21%	*	-	-	-	46%	*	21%	25%	22%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above		2019	75%	82%	89%	-	88%	*	-	-	-	46%	-	88%	100%	88%	80%
		2018	78%	86%	88%	-	88%	*	-	-	-	69%	*	89%	88%	88%	84%
At Meets Grade Level or Above		2019	48%	53%	63%	-	62%	*	-	-	-	23%	-	62%	71%	61%	54%
		2018	49%	56%	58%	-	59%	*	-	-	-	46%	*	61%	50%	58%	45%
At Masters Grade Level		2019	28%	30%	28%	-	27%	*	-	-	-	23%	-	30%	14%	27%	31%
		2018	27%	30%	26%	-	26%	*	-	-	-	31%	*	26%	25%	26%	16%
Grade 4 Writing																	
At Approaches Grade Level or Above		2019	67%	78%	77%	-	75%	*	-	-	-	31%	-	76%	86%	74%	60%
		2018	63%	74%	75%	-	75%	*	-	-	-	62%	*	80%	56%	76%	68%
At Meets Grade Level or Above		2019	35%	44%	44%	-	42%	*	-	-	-	31%	-	45%	43%	39%	29%
		2018	39%	48%	39%	-	38%	*	-	-	-	54%	*	43%	25%	39%	29%
At Masters Grade Level		2019	11%	14%	17%	-	18%	*	-	-	-	23%	-	16%	29%	16%	11%
		2018	11%	14%	13%	-	13%	*	-	-	-	38%	*	15%	6%	13%	13%
Grade 5 Reading																	
At Approaches Grade Level or Above		2019	86%	91%	90%	-	90%	*	-	-	-	62%	*	92%	78%	90%	86%
		2018	84%	90%	90%	-	90%	*	-	-	-	63%	*	90%	100%	90%	87%
At Meets Grade Level or Above		2019	54%	56%	48%	-	47%	*	-	-	-	38%	*	48%	44%	45%	46%
		2018	54%	59%	62%	-	61%	*	-	-	-	25%	*	61%	67%	62%	55%

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level		2019	29%	28%	21%	-	21%	*	-	-	-	15%	*	22%	11%	19%	19%
		2018	26%	28%	33%	-	32%	*	-	-	-	25%	*	33%	33%	33%	29%
Grade 5 Mathematics																	
At Approaches Grade Level or Above		2019	90%	96%	96%	-	96%	*	-	-	-	77%	*	97%	89%	96%	97%
		2018	91%	97%	99%	-	99%	*	-	-	-	88%	*	99%	100%	99%	100%
At Meets Grade Level or Above		2019	58%	70%	67%	-	67%	*	-	-	-	38%	*	67%	67%	65%	62%
		2018	58%	74%	75%	-	75%	*	-	-	-	38%	*	75%	83%	75%	76%
At Masters Grade Level		2019	36%	46%	38%	-	39%	*	-	-	-	23%	*	38%	44%	36%	32%
		2018	30%	43%	49%	-	50%	*	-	-	-	25%	*	52%	17%	49%	58%
Grade 5 Science																	
At Approaches Grade Level or Above		2019	75%	84%	88%	-	88%	*	-	-	-	54%	*	88%	89%	87%	86%
		2018	76%	85%	96%	-	96%	*	-	-	-	63%	*	96%	100%	96%	95%
At Meets Grade Level or Above		2019	49%	60%	62%	-	61%	*	-	-	-	46%	*	61%	67%	59%	62%
		2018	41%	51%	62%	-	61%	*	-	-	-	50%	*	63%	50%	62%	68%
At Masters Grade Level		2019	24%	28%	27%	-	26%	*	-	-	-	23%	*	25%	44%	25%	24%
		2018	17%	20%	34%	-	35%	*	-	-	-	25%	*	36%	17%	34%	39%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	86%	-	85%	100%	-	-	-	51%	*	85%	91%	85%	81%
		2018	77%	78%	85%	-	84%	100%	-	-	-	64%	78%	85%	80%	85%	81%
At Meets Grade Level or Above		2019	50%	52%	53%	-	52%	87%	-	-	-	35%	*	54%	50%	50%	47%
		2018	48%	49%	52%	-	51%	83%	-	-	-	46%	11%	52%	49%	52%	45%
At Masters Grade Level		2019	24%	23%	26%	-	26%	27%	-	-	-	19%	*	26%	24%	24%	23%
		2018	22%	21%	26%	-	26%	33%	-	-	-	32%	11%	27%	22%	26%	24%
All Grades ELA/Reading																	
At Approaches Grade Level or Above		2019	75%	76%	83%	-	83%	100%	-	-	-	50%	*	83%	90%	83%	80%
		2018	74%	74%	79%	-	79%	*	-	-	-	60%	*	79%	81%	79%	74%
At Meets Grade Level or Above		2019	48%	47%	47%	-	47%	80%	-	-	-	35%	*	48%	38%	44%	40%
		2018	46%	44%	43%	-	43%	*	-	-	-	43%	*	42%	54%	43%	34%
At Masters Grade Level		2019	21%	18%	24%	-	24%	20%	-	-	-	15%	*	25%	14%	23%	20%
		2018	19%	17%	23%	-	22%	*	-	-	-	33%	*	21%	31%	23%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above		2019	82%	86%	91%	-	90%	100%	-	-	-	59%	*	90%	95%	90%	88%
		2018	81%	85%	90%	-	90%	*	-	-	-	70%	*	90%	88%	90%	88%
At Meets Grade Level or Above		2019	52%	57%	59%	-	59%	80%	-	-	-	32%	*	60%	57%	57%	55%
		2018	50%	55%	61%	-	61%	*	-	-	-	43%	*	61%	58%	61%	54%
At Masters Grade Level		2019	26%	31%	30%	-	30%	40%	-	-	-	21%	*	31%	24%	28%	30%
		2018	24%	28%	32%	-	32%	*	-	-	-	30%	*	33%	23%	32%	29%
All Grades Writing																	
At Approaches Grade Level or Above		2019	68%	76%	77%	-	75%	*	-	-	-	31%	-	76%	86%	74%	60%
		2018	66%	71%	75%	-	75%	*	-	-	-	62%	*	80%	56%	76%	68%
At Meets Grade Level or Above		2019	38%	44%	44%	-	42%	*	-	-	-	31%	-	45%	43%	39%	29%
		2018	41%	45%	39%	-	38%	*	-	-	-	54%	*	43%	25%	39%	29%
At Masters Grade Level		2019	14%	15%	17%	-	18%	*	-	-	-	23%	-	16%	29%	16%	11%
		2018	13%	13%	13%	-	13%	*	-	-	-	38%	*	15%	6%	13%	13%

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	88%	-	88%	*	-	-	-	-	54%	*	88%	89%	87%	86%
	2018	80%	82%	96%	-	96%	*	-	-	-	-	63%	*	96%	100%	96%	95%
At Meets Grade Level or Above	2019	54%	55%	62%	-	61%	*	-	-	-	-	46%	*	61%	67%	59%	62%
	2018	51%	51%	62%	-	61%	*	-	-	-	-	50%	*	63%	50%	62%	68%
At Masters Grade Level	2019	25%	21%	27%	-	26%	*	-	-	-	-	23%	*	25%	44%	25%	24%
	2018	23%	19%	34%	-	35%	*	-	-	-	-	25%	*	36%	17%	34%	39%

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

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

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	62%	-	61%	*	-	-	-	-	22%	61%	43%
	2018	38%	44%	47%	-	47%	-	-	-	-	-	*	45%	39%
Mathematics	2019	45%	57%	71%	-	71%	-	-	-	-	-	60%	71%	60%
	2018	47%	57%	70%	-	69%	*	-	-	-	-	64%	70%	73%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	77%	-	77%	*	-	-	-	-	45%	76%	43%
Students Requiring Accelerated Instruction	2019	22%	16%	23%	-	23%	*	-	-	-	-	55%	24%	57%
STAAR Cumulative Met Standard	2019	86%	91%	90%	-	90%	*	-	-	-	-	55%	90%	64%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	96%	-	96%	*	-	-	-	-	73%	96%	93%
Students Requiring Accelerated Instruction	2019	17%	8%	4%	-	4%	*	-	-	-	-	27%	4%	7%
STAAR Cumulative Met Standard	2019	90%	96%	96%	-	96%	*	-	-	-	-	73%	96%	93%

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

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

Total Students: 5  
 Grade Span: PK - O!  
 (Current EL Student

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR PerformanceRate by Subject and PerformanceLevel															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	86%	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	77%	78%	85%	62%	62%	-	-	-	-	-	-	50%	62%	62%
At Meets Grade Level or Above	2019	50%	52%	53%	31%	31%	-	-	-	-	-	-	-	31%	31%
	2018	48%	49%	52%	20%	20%	-	-	-	-	-	-	33%	20%	20%
At Masters Grade Level	2019	24%	23%	26%	11%	11%	-	-	-	-	-	-	-	11%	11%
	2018	22%	21%	26%	5%	5%	-	-	-	-	-	-	33%	5%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	83%	71%	71%	-	-	-	-	-	-	-	71%	71%
	2018	74%	74%	79%	52%	52%	-	-	-	-	-	-	*	52%	50%
At Meets Grade Level or Above	2019	48%	47%	47%	23%	23%	-	-	-	-	-	-	-	23%	23%
	2018	46%	44%	43%	11%	11%	-	-	-	-	-	-	*	11%	10%
At Masters Grade Level	2019	21%	18%	24%	8%	8%	-	-	-	-	-	-	-	8%	8%
	2018	19%	17%	23%	4%	4%	-	-	-	-	-	-	*	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	91%	87%	87%	-	-	-	-	-	-	-	87%	87%
	2018	81%	85%	90%	74%	74%	-	-	-	-	-	-	*	74%	75%
At Meets Grade Level or Above	2019	52%	57%	59%	40%	40%	-	-	-	-	-	-	-	40%	40%
	2018	50%	55%	61%	28%	28%	-	-	-	-	-	-	*	28%	29%
At Masters Grade Level	2019	26%	31%	30%	17%	17%	-	-	-	-	-	-	-	17%	17%
	2018	24%	28%	32%	7%	7%	-	-	-	-	-	-	*	7%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	77%	50%	50%	-	-	-	-	-	-	-	50%	50%
	2018	66%	71%	75%	36%	36%	-	-	-	-	-	-	-	36%	36%
At Meets Grade Level or Above	2019	38%	44%	44%	17%	17%	-	-	-	-	-	-	-	17%	17%
	2018	41%	45%	39%	0%	0%	-	-	-	-	-	-	-	0%	0%
At Masters Grade Level	2019	14%	15%	17%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	13%	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	88%	79%	79%	-	-	-	-	-	-	-	79%	79%
	2018	80%	82%	96%	91%	91%	-	-	-	-	-	-	*	91%	85%
At Meets Grade Level or Above	2019	54%	55%	62%	43%	43%	-	-	-	-	-	-	-	43%	43%
	2018	51%	51%	62%	45%	45%	-	-	-	-	-	-	*	45%	46%
At Masters Grade Level	2019	25%	21%	27%	14%	14%	-	-	-	-	-	-	-	14%	14%
	2018	23%	19%	34%	9%	9%	-	-	-	-	-	-	*	9%	15%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	79%	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	69%	71%	76%	81%	81%	-	-	-	-	-	-	*	81%	82%
All Grades ELA/Reading	2019	68%	67%	77%	69%	69%	-	-	-	-	-	-	-	69%	69%
	2018	69%	69%	73%	91%	91%	-	-	-	-	-	-	*	91%	92%
All Grades Mathematics	2019	70%	71%	82%	81%	81%	-	-	-	-	-	-	-	81%	81%
	2018	70%	72%	79%	72%	72%	-	-	-	-	-	-	*	72%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	62%	43%	43%	-	-	-	-	-	-	-	43%	43%
	2018	38%	44%	47%	44%	44%	-	-	-	-	-	-	*	44%	39%
Mathematics	2019	45%	57%	71%	60%	60%	-	-	-	-	-	-	-	60%	60%
	2018	47%	57%	70%	70%	70%	-	-	-	-	-	-	*	70%	73%

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	94%	-	94%	100%	-	-	-	-	89%	94%	88%
Not Included in Accountability													
Mobile	4%	2%	5%	-	6%	0%	-	-	-	-	11%	6%	10%
Other Exclusions	1%	2%	1%	-	1%	0%	-	-	-	-	0%	0%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	92%	-	93%	43%	-	-	-	-	92%	93%	85%
Not Included in Accountability													
Mobile	4%	3%	6%	-	5%	57%	-	-	-	-	3%	5%	12%
Other Exclusions	1%	2%	1%	-	1%	0%	-	-	-	-	5%	1%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%

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

Total Students: 5  
Grade Span: PK - O!  
School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.4%	96.5%	*	96.5%	97.7%	*	*	-	-	94.2%	96.6%	96.5%
2016-17	95.7%	95.8%	96.3%	*	96.4%	*	-	-	-	-	93.6%	96.4%	96.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 5  
Grade Span: PK - O!  
School Type: Elementary

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

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

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

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

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

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

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

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

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

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

Total Students: 5  
Grade Span: PK - O!  
School Type: Elementary

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

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

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

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

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

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

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

Total Students: 5  
Grade Span: PK - O!  
School Type: Elementar

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	569	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	104	18.3%	8.0%	4.4%
Kindergarten	70	12.3%	5.9%	6.9%
Grade 1	70	12.3%	6.8%	7.1%
Grade 2	85	14.9%	6.6%	7.2%
Grade 3	73	12.8%	6.5%	7.3%
Grade 4	89	15.6%	6.9%	7.6%
Grade 5	78	13.7%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	1	0.2%	0.1%	12.6%
Hispanic	559	98.2%	98.3%	52.6%
White	6	1.1%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	3	0.5%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	543	95.4%	88.5%	60.6%
Non-Educationally Disadvantaged	26	4.6%	11.5%	39.4%
Section 504 Students	37	6.5%	8.7%	6.5%
English Learners (EL)	179	31.5%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	21	3.7%	5.4%	3.6%
At-Risk	465	81.7%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	72			
By Type of Primary Disability				
Students with Intellectual Disabilities	37	51.4%	55.3%	42.4%
Students with Physical Disabilities	21	29.2%	11.5%	21.9%
Students with Autism	*	*	12.2%	13.7%
Students with Behavioral Disabilities	**	**	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	72	15.8%	15.0%	15.4%

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	1	0.2%		
Hispanic	65	14.3%		
White	5	1.1%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.7%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	9.1%	10.7%	3.1%	15.4%	16.2%	5.5%
Grade 2	10.8%	5.9%	1.8%	16.7%	3.0%	2.3%
Grade 3	1.3%	3.0%	1.1%	11.1%	1.1%	0.9%
Grade 4	0.0%	1.6%	0.5%	7.7%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
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Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Elementary:			
Kindergarten	23.3	19.2	18.9
Grade 1	15.0	17.8	18.8
Grade 2	18.0	17.8	18.7
Grade 3	?	19.2	18.9
Grade 4	?	21.6	19.2
Grade 5	18.3	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

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

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

Total Students: 5  
Grade Span: PK - O!  
School Type: Elementar

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	55.4	100.0%	100.0%	100.0%
Professional Staff:	41.4	74.7%	56.5%	64.1%
Teachers	34.0	61.4%	44.0%	49.8%
Professional Support	4.4	8.0%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	5.4%	2.9%	3.0%
Educational Aides:	14.0	25.3%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	53.3	96.2%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	32.0	94.1%	90.3%	27.7%
White	2.0	5.9%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.1	12.1%	32.0%	23.8%
Females	29.9	87.9%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	27.3	80.3%	79.4%	73.6%
Masters	6.7	19.7%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	4.0	11.8%	14.3%	28.9%
6-10 Years Experience	5.5	16.2%	17.6%	19.0%
11-20 Years Experience	12.1	35.6%	39.3%	29.3%
Over 20 Years Experience	12.4	36.5%	26.0%	15.7%
Number of Students per Teacher	16.7	n/a	15.2	15.1

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	8.8	6.3
Average Years Experience of Principals with District	18.0	8.4	5.4
Average Years Experience of Assistant Principals	3.5	8.4	5.3
Average Years Experience of Assistant Principals with District	3.5	8.2	4.7
Average Years Experience of Teachers:	18.8	15.1	11.1
Average Years Experience of Teachers with District:	18.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$46,981	\$49,170	\$50,408
6-10 Years Experience	\$48,671	\$50,423	\$52,786
11-20 Years Experience	\$53,882	\$55,575	\$56,041
Over 20 Years Experience	\$63,400	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,698	\$55,810	\$54,122
Professional Support	\$58,447	\$67,073	\$64,069
Campus Administration (School Leadership)	\$75,019	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,043.6

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

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

Total Students: 5  
 Grade Span: PK - O!  
 School Type: Elementar

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	179	31.5%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	87	15.3%	12.0%	8.1%
Special Education	72	12.7%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	2.8%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.5	1.5%	0.9%	2.7%
Gifted & Talented Education	0.2	0.6%	0.5%	2.0%
Regular Education	26.2	77.0%	78.8%	71.4%
Special Education	4.8	14.2%	11.4%	9.1%
Other	1.3	3.9%	0.2%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '\*\*\*' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent) 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reports are not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

‡ % X O O \ L Q J .

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 in reasonable likelihood;  
L Q J D V W X G H Q W G D P D J L Q J D V W X G H D U R I K D U P W R W K H S H U V R Q R U R I G D P D J H W R W K H V W X
  - 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.

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.

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:

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

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

Policy

The board shall adopt 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, 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 Internet Web site to the extent practicable.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

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 ability to learn or participate in school-sponsored or school-related activity.
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

	<hr/> <p>Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.</p> <p>For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI may be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.</p> <hr/>
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 the prohibited conduct.
Reporting Procedures	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.
Student Report	
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	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action 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 commitment to a safe and supportive learning environment.
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 shall be made available to all students and staff in the extent practicable, and shall be readily available at each campus.