

# Brownsville Independent School District

## Palm Grove Elementary

2019-2020



# Mission Statement

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

## Vision

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

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

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# Comprehensive Needs Assessment

Revised/Approved: May 23, 2019

## Needs Assessment Overview

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

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

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

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

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

Annual Campus Goals:

Goal: Palm Grove Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Goal: By the spring of 2020, our attendance rate will increase to meet the District Goal of 97.5% as compared to previous year's 96.5% attendance rate.

Goal: By the spring of 2020, teachers in Pre-K3 - 6th grade along with Special Education teachers will analyze campus and district benchmarks, previous STAAR data, TPRI/Tejas Lee , LION, CPALL/CP-M assessment to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS by utilizing Eduphoria and TANGO reports to facilitate disaggregation of data, as well as plan vertically and horizontally to adjust instruction for student success.

Goal: By the spring of 2020, PEIMS discipline data report, Review360 data report, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline referrals will reduce by 5% from the previous year.

Goal: By the fall of 2019, an increase of 10% of our parents will be involved in different areas of the school's programs as compared to the previous year.

Goal: By the spring of 2020, our retention rate in grades 1st -5th will decrease to by 5%

# Demographics

## Demographics Summary

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

Palm Grove Elementary is a Title-I campus with a population of approximately 410 students in grades EE through 5th grade. Our student population consists of 94% Hispanic, 94% economically disadvantaged, 58% ELL's, 83% at risk, Gifted and Talented 9%, Special Ed 9%, and 3% migrant with a mobility rate of 15%. Pre-Kindergarten through fourth grade students are served in self-contained classrooms and our fifth grade classrooms are departmentalized. The attendance rate is 96.8% is for all students and 96% for at risk students. The retention rate is 3.5%. The average class size is 22:1 for EE through 5th. Palm Grove Elementary feeds into Besteiro Middle School and in turn to Lopez High School.

## Demographics Strengths

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

### Demographic Needs:

1. Teachers will monitor attendance daily/weekly and award student for perfect attendance.
2. Parent Liaison will call on all students who are absent.
3. Parent Liason will make home visits as needed.
4. Campus Administration will recognize and award grade level classrooms with the highest attendance rate.

# Student Academic Achievement

## Student Academic Achievement Summary

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

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

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

## Student Academic Achievement Strengths

Palm Grove provides tutorial classes for all students in 3rd through 5th grade as well as extended day support for all students from PreKinder through 6th grade who do not stay for tutorial.

Weekly meetings to review and analyze data.

Continues dialogue between stakeholders.



Student Academic Achievement Needs:

1. Increase academic achievement in core content areas.
2. Increase reading scores for special ed and ELL students.
3. Provide accelerated instruction to increase the number of students meeting approaches, meets, and masters in all tested areas.
4. Increase the number of students after school tutorial/extended day.
5. Improve reading literacy skills in all grade level and in all content areas.
6. Continue to monitor students to close the gap between sub-populations.
7. More effective use of monitoring assessments by teachers and administration.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

## School Processes & Programs Strengths

- \* Open-door policy by administration,

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

#### School Process & Programs Needs:

1. Ensure that campus personnel attend professional development on differentiation and rigor of instruction in core content areas.
2. Increase opportunities for horizontal and vertical alignment.
3. Ensure that STAAR materials are available for all sub-populations of students.
4. Ensure technology professional development is provided in core content areas.
5. Increase technology in classrooms (hardware/software).
6. Provide instructional materials for reading, math and science.

# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

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

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

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

## Perceptions Needs:

1. Increase number of parents participation in school meetings/activities.

2. Have flexible morning and after school meetings.
3. Provide more information to parents of SpEd, ELL, and At Risk students.
4. Increase school pride in and around surrounding areas.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

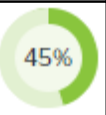
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**Goal 1: Palm Grove students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives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


**Performance Objective 1:** Palm Grove student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.


**Evaluation Data Source(s) 1:** STAAR/EOC performance reports




**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) All Students at Palm Grove will participate in TEKS- appropriate, accelerated or modified/accommodated instruction and activities appropriate for each grade level outlined within the District Action Plan.  POPULATION: PK3 -5 students: TI, MI, LEP, SE, AR, GT, DYS, TIMELINE: August, 2019 to May 2020	2.4	Administration Teachers PK-5th, Special Education Teachers	FORMATIVE: BOY/MOY TPRI/TJL, Progress Monitoring, Reading Fluency Monitoring, Teacher observations, Progress grades, Accelerated Reader tests, Lesson plans. SUMMATIVE: Student success in STAAR Scores and participation, TELPAS, Circle, CPALS, Terra Nova and EOY TPRI/Tejas Lee scores	 45%			








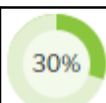

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Purchase of general library materials and supplies as well as provide reading material and resource materials for enjoyment opportunities for all students in order to improve reading fluency and comprehension through the use of the following: TLI strategies, Accelerated Reader, Sustained Silent Reading, Reading Logs, Read Alouds, Incentives, Book Fair, Story Telling, National Book Week, National Library Week, Home and School connection, On-line databases CNA: SPP #3 POPULATION: PK3 -5 students: TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration Librarian, Classroom Teachers, Sp. Ed. Teachers,	FORMATIVE: AR Reports, TPRI and TejasLEE, STAAR Scores, APRENDA Scores, TELPAS Scores, CIRCLE/C-PALLS, SUMMATIVE: Cumulative scores on STAAR and AR program; and Passing/retention rate				
	<b>Funding Sources:</b> 199 Local funds - 600.00						





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) In support of the District Action Plan highly qualified teachers will carry out instructional programs in order to impact student achievement, improve student assessment scores in the core content areas to meet standards. These highly qualified teachers will participate in professional staff development that supports curriculum through: Use of state adopted textbooks; Circle; ESL Strategies, ELAR/SLAR TEKS, PK Frameworks, TLI Strategies</p> <p>Texas Reading Academies</p> <p>RTI Model, ELPS; TELPAS; SIOP; Vertical and horizontal collaboration; vocabulary development in all areas, DOK: Questioning techniques; Second language learning and assessment SIOP and STAAR, Pearson Realize Intervention strategies, TANGO Data and Intervention strategies, Item analysis, format, specification and categories of STAAR;</p> <p>College &amp; Career Readiness Standards; Blooms Taxonomy-Depth of knowledge; PD in questioning strategies to enhance reflective reasoning &amp; conceptual understanding. POC Training/Meetings, Assessment Notebooks, Science Lab</p> <p>POPULATIONS: Pre-K -5            TI, MI, LEP, SE, AR, GT, DYS,            TIMELINE: August 2019 to May 2020</p>	2.6	Administration Gen. Ed., Sp. Ed. Program Teachers, C & I Specialist,	<p>FORMATIVE: Classroom Observations, Walk through, Lesson Plans, Sign-in Sheets, ERO Reports, STAAR &amp; progress monitoring Scores;</p> <p>SUMMATIVE: CPALLS, TPRI/Tejas Lee, TELPAS, STAAR, PBMAS, Progress Reports</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 71998.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Measuring Up, STAAR Coach, Mentoring Minds - Motivation, Kamico, Instructional materials, Batteries for Laptops; STAAR Master, Step Up to TEKS, Lone Star and Forde Ferrier LLC, Forde Ferrier RTI, TLI routines and strategies will be used as part of the reading program to improve Reading scores in grades 1 to 5. Measuring Up, STAAR Master, Think Through Math; Step-Up to TEKS, GPS Math, Fast Focus, Countdown, Envision, and teacher created materials will be used to improve student Math scores in grades 1st through 6th. CNA: SPP #3 Curriculum, Inst & Assmt. POPULATION: Pk3 -5 students: TI, MI, LEP, SE, AR, GT, DYS TIMELINES: AUGUST 2019 TO MAY 2		Administration Gen. Ed. / Sp Ed. Teachers	FORMATIVE: Lesson Plans, BOY/MOY Progress Reports, Progress Monitoring Tests, Report Cards, Walk-throughs, SUMMATIVE: EOY TPRI/Tejas Lee, STAAR Scores, Retention/passing rate				
	<b>Funding Sources:</b> 162 State Compensatory - 15020.00, 211 Title I-A - 29583.00						
5) Implement interventions through the 3 tier RtI Model in order to support student academic growth and success  POPULATION: PK3 -5 Teachers TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020	2.5	Administration RTI Team, Gen. Ed. Teachers, SPED Teachers,	FORMATIVE: TPRI/Tejas Lee BOY, MOY, SUMMATIVE: EOY, and Progress Monitoring, RTI Meeting Logs				
6) Grades 3-5 will progress monitor students at the end of every six week period using end checkpoints/a STAAR Formatted Diagnostic Assessment. Grades Pk3-2 will progress monitor BOY, MOY and EOY using Checkpoints/TPRI/TJL/C-PALL.  POPULATION: 3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Nov. 2019 to March 2020	2.4	Administration, Gen. Ed. Teachers, Sped. Teachers	FORMATIVE: BOY/MOY TPRI-TJL Tango Progress Monitoring Reports, Checkpoints SUMMATIVE: STAAR Results, TELPAS results, Tejas Lee/TPRI Results,				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Special Education Teachers will attend District trainings and in-services in order to ensure PLAAFPs and goals are in compliance with the elements required in the students IEP.(AYP Initiative)  POPULATION: PK3 -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020		Administration Special Education Teachers Diagnostician	FORMATIVE: Students IEP, SUMMATIVE: Compliance with student eligibility folder				
8) Instruction for students in special programs (Bilingual, GT, Special ED, 504, Dyslexia) will be serviced in accordance with their individual IEP and/or Accommodations.  POPULATION:P3K -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020		Administration Special Ed. Teacher, Dyslexia Teacher General Ed. Teachers	FORMATIVE: Lesson Plans, Walk-Throughs SUMMATIVE: STAAR Scores ARD Minutes				
9) Federal Programs will continue to fund highly qualified paraprofessionals to supplement allotted campus positions so that the needs of low performing students can be met through more individualized and small group instruction.  Staff Quality & Recruitment POPULATION: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration Special Programs Administrator, and Federal Programs Admin.	FORMATIVE: District and campus Progress monitoring scores, teacher observations, student progress reports. SUMMATIVE: EOY Student passing rates EOY Assessment scores				
10) Instructional materials, capital outlay, furnishings, and dictionaries consumable supplies will be made available to ensure the continuity of instruction. Provide supplies for instructional math, reading and science programs. CNA: SPP #3, SPP#5, SPP#6 POPULATION:P3K -5 Teachers TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020		Principal, Assistant Principal, Dean School Secretary	FORMATIVE: Report card grades; progress monitoring scores; teacher observation; Stanford 10, APRENDA , Lesson Plans,Progress monitoring, SUMMATIVE: STAAR, TELPAS, Retention Rates				
	<b>Funding Sources:</b> 199 Local funds - 9404.00, 211 Title I-A - 8091.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 11) Teachers in Pre-K3 - 5th grade along with Special Education teachers will analyze campus and district benchmarks, previous STAAR data, TPRI/Tejas Lee , LION, CPALL/CP-M assessment to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS by utilizing Eduphoria and TANGO reports to facilitate disaggregation of data, as well as plan vertically and horizontally to adjust instruction for student success.  POPULATION: PK3 -5 Teachers Non LEP, TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to April 2020		Administration Gen. Ed. Teachers, Special Ed. Teachers	FORMATIVE: Benchmark Reports, Lesson Plans, Progress monitoring, SUMMATIVE: STAAR results	 30%			
12) In order to improve State assessment scores in the core content areas and support technology integration in the classrooms, teachers and administrators will attend professional development to meet state and local PD hour requirement. Points of Contact will be assigned to ensure attendance at various professional development opportunities in order to comply with the Districts action plan for ELAR activities as appropriate for each grade levels. CNA: SAA #1; SPP #1 & #4  POPULATION: PK3 -5 Teachers/Faculty TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020	2.6	Administration, Gen. Ed. Teachers, Sp. Ed. Teachers	FORMATIVE: Lesson Plans. Walk-throughs;Session Evaluation SUMMATIVE: STAAR, PBMAS, Progress Reports, ERO,	 35%			
<b>Funding Sources:</b> 199 Local funds - 500.00, 211 Title I-A - 2900.00, 162 State Compensatory - 85134.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) Teachers will use technology and technology programs to reinforce concepts/skills taught in the classroom. SmartAnts, Lone Star, STEMscopes, EduSmart, RAP 360, and other software programs will be used by students in grades Pre-k to 6th to improve student achievement in science, math, language arts and other academic subjects.  POPULATION: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Gen. Ed. Teacher, Sp. Ed. Teachers	FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. Progress monitoring SUMMATIVE: STAAR Scores TELPAS				
14) Career Awareness will be provided by the counselors for grades Pre-K to 5th and students will participate in Career Day Presentations to reinforce TEKS objectives about responsible citizenship.  POPULATION: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Counselor	Formative: Lesson Plans, Writing Samples; Summative: Participation in Careers on Wheels and Career Day presentations by both students and businesses				
15) Recognize and award incentives to students with perfect attendance and honor roll at the end of every semester for academic achievement in all areas and special events. CNA: DEMO #1 & #4 POPULATION: PK3-5 students; TI, MI LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Principal, PEIMS Supervisor, Data Entry Clerk, Student Accounting	FORMATIVE: Award ceremony. Student rosters for participation; perfect attendance competition and rosters. SUMMATIVE: Reduction absences and meet district attendance goal. STAAR scores and increased attendance rate				
	<b>Funding Sources:</b> 199 Local funds - 4300.00						
16) All teachers will be GT certified to enhance strategies that can be used in all classes in order to provide differentiated instructions.  POPULATION: K-6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Teachers	FORMATIVE: Lesson plans, Walk-throughs; student work; SUMMATIVE: Student spring and Fall projects; STAAR scores				
17) Advanced Academics will provide monies to support instructional materials/supplies/meals/field trips/transportation for GT Students:  POPULATION: K - 5 students GT, TI, MI, LEP, SE, AR, DYS TIMELINE: August 2019 to May 2020		Principal Dean Teachers	FORMATIVE: Lesson Plans, walk thru's SUMMATIVE: Participation; increase in nominations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
18) Student fluency routine will be done on a daily basis. Teachers will be required to turn in fluency charts on a weekly basis.  POPULATION: Pre-K - 5 students: GT, TI, MI, LEP, SE, AR, DYS TIMELINE: August 2019 to May 2020		Teachers Administration	FORMATIVE: Weekly progress/fluency logs - student fluency readings. SUMMATIVE: TPRI/Tejas Lee EOY results TELPAS				
19) Dean of instruction and grade level contact person will conduct campus Turn-Around trainings on cognitive strategies and explicit instruction, data analysis of CPALLS, TPRI/Tejas LEE, District Benchmarks and review sessions ensure improved instructional strategies and delivery based on data and following the TLI Systems for Sustainability to increase student local and state assessment expectations as outlined within the District Action Plan for professional development in support of highly efficient teacher-instruction.  Population: ALL Students TI,MI,LEP,SE,AR,GT,DYS Timeline:August 2019-May 2020		Administration, POC Teachers	FORMATIVE: Lesson Plans, Walkthroughs SUMMATIVE: PDAS (TTESS)				
20) Substitutes will be provided to cover classroom teachers needed during testing.  POPULATION: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: April - May 2020		Administration	FORMATIVE: Increase in Testing Performance SUMMATIVE: Benchmarks, TELPAS, STAAR, Assessments				
<b>Funding Sources:</b> 211 Title I-A - 5000.00							
21) Evaluate and recommend necessary upgrades for instructional facilities equipment and supplies to ensure an appropriate environment and student safety.  POPULATION: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 - May 2020		Administration	FORMATIVE: Increase safe and durable equipment while participating in core PE programs SUMMATIVE: Fitness Gram Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							





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

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

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALLS, LION

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Support Early Childhood Education in order to increase early literacy and student school readiness thru a locally funded Full Day session Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management,</p> <p>POPULATION: Pre-K 3 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020</p>		Administration PK3 Teacher	<p>FORMATIVE:Teacher Observation BOY, MOY, EORY, - CPM testing results, PK-OWL screening, walkthroughs, lesson plans SUMMATIVE;TTESS, assessment results</p>				
<p>2) PreKinder teachers will implement Circle Program to ensure readiness for reading in Kinder and beyond.</p> <p>POPULATION: Pre-K 3/4 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020</p>		Administration, PK Teachers	<p>FORMATIVE: CPALLS Fluency rating; student vocabulary growth; and student's social skill improvement. SUMMATIVE: Student Graphophonemic knowledge; student's ability to identify capital and lower case letters and tell the difference; as evidenced by the EOY assessments</p>				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

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

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

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) LPAC will monitor language acquisition of students in order to ensure that progress from one category to the next on TELPAS assessment.  POPULATION: PK3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020	2.5	Principal LPAC Admin/Members Teachers	FORMATIVE: Sign-in sheets, Writing Portfolios, SELP/SSLP, ESL Reach Unit Assessments  SUMMATIVE: STAAR, TELPAS Composite Rating based on AMAOS I and II, PBMAS, TPRI/TEJAS Lee				
2) Migrant students (PFS) will receive various type of supplemental (ex: small group instruction) support services delineated by NCLB. Section 1304(d) are addressed  School Context & Org. POPULATION: Pre-K3 -5 MI and PFS students TIMELINE: August 2019 to May 2020		Administration, Migrant and Regular Ed Teachers	FORMATIVE: NGS Campus Reports, District Supply Request SUMMATIVE: RTI Plan, Completed PFS Monitoring Tool showing fewer PFS students identified due to interventions and increased performance.				
3) All Students will receive grade appropriate school supplies as needed in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.  School Context & Org. POPULATION: Pre-K3 -5 MI and PFS students TIMELINE: August 2019 to May 2020	2.4, 2.6	Administration, Migrant and Regular Ed Teachers	FORMATIVE: NGS Campus Reports, District Supply Request SUMMATIVE: RTI Plan, Completed PFS Monitoring Tool showing fewer PFS students identified due to interventions and increased performance.				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							








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

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

**Evaluation Data Source(s) 4:** District competition participation numbers

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Students will be encouraged to participate in UIL to enhance performance in academic disciplines such as: Science Fair, Music, Choir, Picture Memory, chess, Oral Reading, UIL Math, Spelling Bee and other UIL competitions held throughout the year.</p> <p>POPULATION: 3-5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020</p>		Administration, Sponsors/ Coordinators	<p>FORMATIVE: District Meet and Regional Meet participation</p> <p>SUMMATIVE: Student activity reports, Math, Science Scores</p>				
<p>2) Students in 4th and 5th grade will participate in STEM related-fields and project based learning environments facilitated by educators. Makespace / Club Code activities will help students think creatively, reason systematically and work collaboratively as well as demonstrate higher achievement scores in STAAR.</p> <p>POPULATION:4-5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020</p>		Administration, Sponsors	<p>FORMATIVE: Lesson Plans, Walkthrough</p> <p>SUMMATIVE: STAAR Scores, TELPAS; Projects presentations</p>				
<p>3) Students from Pre Kindergarten 3/4 to fifth grade attend music class once very other week in order to expose them to various styles of music.</p> <p>POPULATION: Pre-K3 -65students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020</p>		Administration Music Teacher	<p>FORMATIVE: Lesson Plans, Walk Throughs</p> <p>SUMMATIVE: Performances</p>				







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) 3rd, 4th and 5th grade students will compete in Brainsville, Spelling BEE, UIL Art and music to expose them to music and art history. This will enable students in developing aural skills.  POPULATION: 3 - 5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020		UIL Coach UIL Coordinator	FORMATIVE: Lesson Plans SUMMATIVE: Performance Ratings				
5) PreK through 5th grade students will be given the opportunity to participate in various performances throughout the school year such as Fall/Spring carnivals, school plays, Thanksgiving Presentations, Christmas Performance, and Charro Days Performance.  POPULATION: Pre-K3 -5 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: August 2019 to May 2020		Teachers Administration	FORMATIVE: Lesson Plans SUMMATIVE: Student participation.				
6) Students will be given the opportunity to participate in soccer, volleyball, track and field, Marathon Kids and other sports in an intramural and co-curricular arena as sponsored by the school and district. This will motivate students to build character and in turn build academics performance.  POPULATION: Pre-K3 -5students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: October 2019 to May 2020		Coaches	FORMATIVE: Student participating in various sports activities. LION, TELPAS, TERRA NOVA and District progress monitoring. SUMMATIVE: Students participating in activities will perform higher in STAAR.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

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

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

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

### Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All stakeholders will purposely promote energy saving activities on the campus to support implementation of the districts energy savings plan.  POPULATION: Staff, Parents, community, and Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020		Administration Campus Staff	FORMATIVE: complete implementation of the district energy savings plan will result in decrease energy usage as compared to prior year. SUMMATIVE: Annual comparison of energy usage				
2) Create and implement a systematic approach to the maintenance/upgrade/improvement of campus to include prioritizing based on safety and need. Upgrades and improvements will include Solar Screen film for the entrance windows. CNA: PERC #4  POPULATION: Staff, Parents, community, and Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020		Administration and Staff	FORMATIVE: Survey campuses to prioritization of the plan SUMMATIVE: Evaluation/analysis of survey data				
Funding Sources: 199 Local funds - 3200.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Budgeted funds based on the needs assessment will be used effectively and efficiently to support programs that meet student needs  POPULATION: Pre-K -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020		Administration SBDM	FORMATIVE: Monthly funds reports based on prioritize needs SUMMATIVE: EOY expenditure reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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

**Performance Objective 2:** Palm Grove will commit to a balanced budget which includes improved compensation for 100% of teachers.

**Evaluation Data Source(s) 2:** Compensation plan including improved funding for teachers.

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will support the effective and efficient use of available budgeted funds based on the needs assessment  POPULATION: Teachers TIMELINE: August 2019-May 2020		District Administration Campus Administration	FORMATIVE: monthly reports based on prioritized needs SUMMATIVE:EOY reports				
2) Strategies to attract high quality teachers will include: stipends paid to lead teachers and Bilingually certified teachers who service LEP students, as well as the District providing medical insurance.  POPULATION: Teachers TIMELINE: August 2019-May 2020		District Administration Campus Administration	FORMATIVE: approval letters, sign-in sheets/logs SUMMATIVE: Formal observations				
Funding Sources: 211 Title I-A - 3200.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

**Evaluation Data Source(s) 3:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 3:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Palm Grove will recognize and award faculty for their extra curriculum involvement, outstanding leadership and their student's academic achievements.  POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR , GT, DYS TIMELINE: May 2020		Administration	FORMATIVE: Classroom observations, ERO SUMMATIVE: EOY Assessment results				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will promote current accomplishments through the campus website.  POPULATION: Pre-K3 -6 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020		Administration	FORMATIVE:schedule of weekly articles SUMMATIVE: list of all weekly articles posted on website				
2) Campus website will be updated at least monthly including showcasing student and community activities  POPULATION: Staff, Parents, community, and Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020		Administration TST	FORMATIVE: update of campus website at least monthly SUMMATIVE:EOY report of year activities posted				
3) The campus principal will designate a contact person to provide feature articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities and parent/community events.  POPULATION: Staff, Parents, community, and Pre-K 3-5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020		Administration TST	FORMATIVE: submission of information for articles and showcases SUMMATIVE: annual compilation of articles and presentation/showcases				






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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**Goal 4:** Palm Grove will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

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

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will provide information through various media on the District of Innovation Plan.  POPULATION: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020		Administration Staff	FORMATIVE: list of media distribution of information SUMMATIVE: Calendar review of learning opportunities				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

**Evaluation Data Source(s) 1:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

### Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide training for teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.  POPULATION: PreK 3-5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Counselors, Professional Development	FORMATIVE: Agenda and Sign-in sheets for trainings SUMMATIVE: Reduction in referrals to Review 360, ISS and OSS actions	 70%			
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							





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

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






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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide Campus/District professional development based on level of expertise and need in the following areas: Bullying Prevention /conflict resolution Recent drug use trends Resiliency/Developmental Assets Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.  POPULATION: Pre-K3 - 5 Faculty/Staff TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Counselors, Professional Development, Behavioral Specialists RtI Specialist	FORMATIVE: Attendance Roster, Professional Development Evaluation, PEIMS SUMMATIVE: Discipline Reduction in bullying on campus as evidenced by decline in bullying reports				
2) Campus will develop and maintain an Emergency Operations Plan. Plan will be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee.  POPULATION: Pre-K3 -5 students/Staff TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Faculty & Staff, BISD Police & Security	FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations SUMMATIVE: Audits, Safety Coordinator Binder, Referral Report (Decrease) Attendance Report (Increase)				
3) Visitors must present identification at Sign-In and must be escorted at all times while in the building.  POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Faculty & Staff, Administration and BISD Police Security	FORMATIVE: Daily visitors log (issuing of badges to visitors) SUMMATIVE: Observation to ensure that all visitors have complied with safety standard				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year.</p> <p>POPULATION: Pre-K3 -6 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2018 to May 2019</p>		Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services	<p>FORMATIVE: Evaluations, Sign-In Sheets, PEIMS Discipline Reports</p> <p>SUMMATIVE: Campus Security office continues to assist in providing a safe and secure learning environment</p>				
<p>5) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly/bi-weekly basis in order to ensure that students needs are addressed.</p> <p>POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020</p>		Principal Counselors	<p>FORMATIVE: Student sign in sheets, contact with parents. Officer work Schedule.</p> <p>SUMMATIVE: EOY Referral Report Counselor Log</p>				
<p>6) Campus will observe Red Ribbon Week to make students aware of the dangers of drug use and promote a healthy lifestyle.</p> <p>POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020</p>		Teachers Counselor Administration	<p>FORMATIVE: Counselor's agenda for Red Ribbon Week planned activities;</p> <p>SUMMATIVE: 100% participation in Red Ribbon Week activities by students, staff and community</p>				
<p>7) The following drills must be practiced accordingly: Lock down practice drills, Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation.</p> <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020</p>		Administration, Faculty & Staff, BISD Police & Security	<p>FORMATIVE: After Action Reviews, Sign-In Sheets, Evaluations, Audits</p> <p>SUMMATIVE: Safety Coordinator Binder</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Evaluate and recommend necessary upgrades for facilities equipment and supplies needed to ensure a safe environment.  Population: ALL Students TI,MI,LEP,SE,AR,GT,DYS Timeline: August 2019 to May 2020		Administration Head Custodian	FORMATIVE: Administration observation/inspection SUMMATIVE: Admin. safety inspection documentation				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							




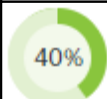
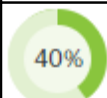
**Goal 6: The Board of Trustees, in collaboration with District Staff, Palm Grove Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.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




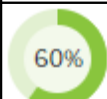
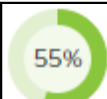
**Performance Objective 1:** There will be a 10% increase of parents involved at Palm Grove parental involvement activities from 2018-2019 to 2019-2020.



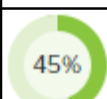




**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A para-professional will serve as parent Liaison to ensure that open communication with parents is maintained, to secure training for parents in current topics and to assist parents to become actively involved in school efforts.  POPULATION: Parents TIMELINE: August 2019 to May 2020	3.2	Parent Liaison Administration	FORMATIVE: Increased parent participation, signed acknowledgment of policy.Job description and sign-in sheets. SUMMATIVE: Title I-A Parental Involvement compliance checklist.Increased school attendance rate. STAAR results and parent surveys.				
2) A parental involvement policy is completed and disseminated that delineated how parents will be actively involved at the district/campus level with the intention to increase participation.  POPULATION: Parents TIMELINE: August 2019 - May 2020	3.2	Parent Liaison Administration	FORMATIVE: Increased parent participation, signed acknowledgment of policy.Sign-in sheets. Policy on website. SUMMATIVE: Title I-A Parental Involvement compliance checklist. Increased school attendance rate. STAAR results and parent surveys				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Raising Cane's, Stripes, HEB, Rodeo Dental, Peter Piper Pizza, Chick-fil-A, and Wal-Mart our adopted businesses will establish a working partnership with Palm Grove to serve our campus through attendance incentive, presentations to parents and students and Christmas giveaway program. The parental involvement checklist will be used to ensure compliance.</p> <p>POPULATION: Parents, community and Pre-K 3-5 students: TI, MI, LEP, SE, AR, GT, DYS TIMELINE: Aug. 2019 to May 2020</p>		Counselor Administration	<p>FORMATIVE: Monthly activities by grade level including special programs. Service/donation request service agreement.</p> <p>SUMMATIVE: EOY feedback from Adopt-A-School survey</p> <p>Increased school attendance rate. STAAR results</p>				
<p>4) A Title I meeting is held annually to inform parents of services provided through Title I</p> <p>POPULATION: Parents TIMELINE: September 2019</p>	3.1	Parent Liaison Administration	<p>FORMATIVE: Parent attendance at meeting. Sign-in sheets.</p> <p>SUMMATIVE: Parent Compliance Checklist; Increased school attendance rate. STAAR results. Decreased student referrals for behavior</p>				
<p>5) An annual Title I Parent Survey is conducted to evaluate the effectiveness of Campus Parental Involvement Efforts.</p> <p>POPULATION: Parents TIMELINE: March-May 2020</p>		Parent Liaison Administration	<p>FORMATIVE: Number of returned surveys.</p> <p>SUMMATIVE: Parent Compliance Checklist. Increased school attendance rate. STAAR results and parent surveys</p>				
<p>6) Teachers will be made aware of the academic and non academic benefits of a strong parent-school partnership during the first annual faculty meeting. Teachers will be required to make contact with parents at least once per six weeks.</p> <p>POPULATION: Faculty/Staff TIMELINE: August 2019 to May 2020</p>		Administration Parent Liaison Parent volunteers Faculty	<p>FORMATIVE: Improved/Increased parent communication.</p> <p>Sign-in Sheets, Agendas, Evaluations</p> <p>SUMMATIVE: Parent compliance checklist. Increased school attendance rate. STAAR results</p>				
<p>7) School-Parent-Student compacts are disseminated indicating each groups responsibilities to ensure student achievement.</p> <p>POPULATION: Faculty/Staff, Parents and Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019</p>		Administration, Teachers Parent Liaison	<p>FORMATIVE: Increased Cooperative involvement. Signed SPS compacts</p> <p>SUMMATIVE: Title 1-A compliance checklist. Increased school attendance rate. STAAR results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) A cafeteria tour is held in order to teach parents how to provide their children with balanced and nutritional meals at home.  POPULATION: Parents TIMELINE: August 2019 to May 2020		Principal Parent Liaison Cafeteria personnel	FORMATIVE: Parent attendance at meetings, flyer. SUMMATIVE: Sign-in sheets, agenda, evaluations, minutes. Increased school attendance rate. STAAR results.				
9) Parents will be invited to our Student Awards Ceremonies held at the end of every semester.  POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: December 2019 to May 2020		Administration Teachers Parent Liaison	FORMATIVE: Parent attendance, invitation flyer and program. Sign in Sheets SUMMATIVE; Increased school attendance rate. STAAR results.				
10) Parents and students are invited to come and meet their new teacher and see their classroom before the school year begins. Throughout the year parents are continually encouraged to attend student presentations and activities.  POPULATION: Parents, Pre-K3-5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 and May 2020		Administration Teachers Parent Liaison	FORMATIVE: Parent attendance, invitation flyer and program. Sign in Sheets SUMMATIVE; Increased school attendance rate. STAAR				
11) The school will keep parents informed of future events organized by the school or community through phone messenger, flyers, website, as well as posting it on the school marquee. Palm Grove will participate in "Walk For The Future" district activities.  POPULATION: Parents and Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020	2.6	Administration Parent Liaison	FORMATIVE: Parent attendance at school events, Improved Parent communication SUMMATIVE: Sign-in sheets. Increased school attendance rate. STAAR results.				
<b>Funding Sources:</b> 162 State Compensatory - 100.00							
12) Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Parents are encouraged to attend in order to play an active role on campus.  POPULATION: Parents and Pre-K 3-5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 and May 2020		Administration Parent Liaison	FORMATIVE: Contact Log Authority to volunteer clearance SUMMATIVE: Parental Program Feedback, Colunteeer				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) Provide ample Parent Education opportunities through parent conferences and parent training sessions at the campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations CNA: PERC #1,2 & 3  POPULATION: Parents/Pre-K -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 and May 2020		Administration Campus Instructional Tech. Teacher Parent Liaisons Special Ed Teachers Counselors	FORMATIVE: Parent Conference Fliers Sign-In Sheets, Conference Agendas Meeting Agendas, Conference Evaluations SUMMATIVE: STAAR, EOC results Composite of evaluation results.Increased school attendance rate.				
<b>Funding Sources:</b> 199 Local funds - 300.00							
14) 5th Grade students will attend an orientation to be held at Besteiro M.S. (our feeder school) to receive information and guidance of available activities and completion of choice slips. The orientation and visit will also students to become familiar with the layout of the school as well as the overall transition to middle school.  POPULATION: 5th students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: May 2020		Administration, Counselor	FORMATIVE: Student participation SUMMATIVE: Enrollment for upcoming year. Increased school attendance rate. STAAR results.				
15) A tour of the campus grounds will be provided at the time of registration to all incoming Pre-K-5th grade students and parents in order to help student familiarize themselves with the campus.  POPULATION: Parents and Pre-K3 to 5th students: TI, MI, LEP, SE, AR, GT, DYS TIMELINE: January - April 2020		Administration, Teacher, Data/PEIMS Clerk	FORMATIVE: Number of parents and students that attend tour. SUMMATIVE: Students successfully attending PK-5th classes.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							







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

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

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers, counselors, and/ or administrators will attend both district and out of district professional development conferences to enhance professional growth. Population: Faculty Timeline: August 2019-May 2020		Administration, Counselors PK-5th Grade Teachers	Formative: Session Evaluations Summative: State Assessment Test Results				
2) Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all Social Studies content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR (EOC) assessments.  Population: Teachers, LEP Timeline: SIOP Training: August 2019-May 2020		Administration, Teachers	Formative: Lesson plans, Walk throughs Summative: TELPAS, State Assessment Test Results				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 5: Effective Instruction 3) Teachers in EE-5th grades will meet weekly for grade level meetings with Principal and Dean of Instruction. Vertical team meetings will be held to align reading curriculum across the grade levels. Utilize substitutes to allow teachers time for vertical teaming activities. Purchase professional development supplies for staff trainings to increase academic results. Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 2019 - May 2020 Weekly Tuesdays TLI Sustainability Activity		Administration, Teachers	Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters Summative: STAAR Assessment Results, CiPALLS, TPRI, Tejas Lee BOY, MOY, EOY Results				
4) GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP. Population: Kinder-5th Grade Students; GT Teachers Timeline: August 2019 - May 2020		Administration	Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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




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


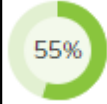




**Evaluation Data Source(s) 1:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 1) Students in grades PK to 5th will be taught grade appropriate technology TEKS in order to think critically or to complete classroom assignments/projects.  POPULATION: Pre-K 3-5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration Classroom Teachers Librarian	FORMATIVE: Lesson Plan documentation and walk-throughs SUMMATIVE: STAAR, projects, presentations; scheduling				
2) The District/Campus will ensure accessibility and use of instructional technology devices (desktop, Ipads, COWs) in order to improve student achievement.  POPULATION: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration TST Classroom Teachers Librarian	FORMATIVE: Lesson Plans, walk-throughs, student progress reports, benchmark scores SUMMATIVE: STAAR and student projects				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The campus TST will be available to assist and support all faculty/staff with technical issues as well as professional development to keep teachers updated on new software and technology after school.  POPULATION: Faculty/staff Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Principal Dean TST/Technology Lab Teacher	FORMATIVE: Sign-In Sheets, Technology 6 wks grades, Student Lab Progress Report; SUMMATIVE: EOY Grades Improved, State Assessment performance				
4) Toner will be purchased to ensure that students may print reports and other class projects and ensure they have access to printers. Library Media Services is used for mass printing of progress monitoring and other documents as necessary.  POPULATION: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Classroom Teacher Technology Lab Teacher	FORMATIVE: Technology 6 wks grades Student Lab Progress Report; SUMMATIVE: EOY Grades, Improved performance in Math & Science STAAR and all academic areas				
5) Teachers will use technology programs to reinforce concepts taught in the classroom. EduSmart and Istation, Study Island, Seesaw, Nearpod, Lone Star, SmartAnts, Think thru Math, Living with Science, STEM Scope among other software programs will be used by students in grades Pre-k to 5th to improve student achievement in reading, math, writing and science. CNA: SPP #4 & #5  POPULATION: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020	2.6	Administration, Teacher,	FORMATIVE: Lesson plans, software/learning system reports, walkthrough documentation. SUMMATIVE: STAAR Scores, TELPAS				
<b>Funding Sources:</b> 162 State Compensatory - 495.00, 211 Title I-A - 3115.00							



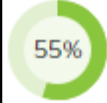
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Microphones, Camera, Projector, Speakers, Telephones, Radios, Toner, Printers, Scanners, Software, Computer/Laptops/Chromebook/ipads, supplies/software/mobile device management system (Zuludesk) will be purchased in order to support instruction and print reports, report cards and other informational materials for students, parents, teachers, office staff and administration. CNA: SPP #5 POPULATION: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Teachers,	FORMATIVE: Lesson plans; SUMMATIVE: STAAR Scores, TELPAS				
	Funding Sources: 211 Title I-A - 38510.00						
7) Teachers will complete an annual School Technology and Readiness (StaR Chart) in order to comply with regulations. Results will be used to improve the technology on campus.  POPULATION: Teachers & Librarian TIMELINE: August 2019 to May 2020		Principal	Formative Completion of Survey Summative: Admin Access to Survey Participation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 1:** Palm Grove Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Source(s) 1:** District and campus attendance rates, At-Risk Student Attendance.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure that campus students meet their full educational potential by meeting District and State attendance rates. Campus will use the phone master to notify parents of absences.  POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020	2.4, 2.6	Administration, PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	FORMATIVE: Weekly review of campus ADA; Monitor campus Attendance Management plans as needed by Attendance office campus visitations. SUMMATIVE: Monitor Yearly Attendance rate.				
2) Reduce by 5% yearly the out-of-school suspensions on campus by researching and evaluating 2018-2019 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels.  POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Principal PEIMS Supervisor Attendance Clerk Discipline Clerk Computer Services	FORMATIVE: Principal will analyze OSS report at end of every 6 weeks to determine increase or decrease in OSS SUMMATIVE: Monitor Review 360 OSS				
3) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. As well as purchase incentives to encourage good behavior in the SpEd students.  POPULATION: Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: October 2019 to May 2020		Administration, Data Entry Clerk	FORMATIVE: Campus documentation of attendance ceremony SUMMATIVE: Monitor ADA and yearly attendance rate. Number of referrals for BI unit.				


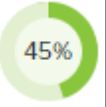
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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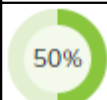
**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)








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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 1) Instructional programs will be taught by highly qualified teachers in order for struggling students to achieve success. Students will receive instruction through TEKS/research based identified interventions and support through research based activities such as, accelerated instruction; extended day/week tutorial, Supplemental resources will be purchased as deemed necessary for improvement of academic scores. CNA: SAA #1, #2 POPULATION: Pre-K3 -5 studenta TI, MI, LEP, AR , DYS TIMELINE: August 2019 to May 2020	2.5, 2.6	Administration, Classroom Teacher, Administrator for State Compensatory Education	FORMATIVE: Progress Monitoring Progress Monitoring testing Teacher observations Tutorial Rosters Tutorial Lesson plans Tutorial Attendance Sheets Student progress reports SUMMATIVE: STAAR and Retention Rate				
	<b>Funding Sources:</b> 162 State Compensatory - 34130.00, 199 Local funds - 20.00						
2) Palm Grove will provide high quality professional development for faculty, staff and administration. Professional Development activities will target effective intervention and prevention strategies for the identification of students who are at-risk of dropping out and to improve academic achievement. CNA: SPP #1 & #4 POPULATION: Pre-K3 -5students TI, MI, LEP, AR, DYS Faculty/Staff TIMELINE: August 2019 to May 2020		Professional Development Principals Deans of Instruction	FORMATIVE: ERO Session Evaluation Report SUMMATIVE: STAAR				
	<b>Funding Sources:</b> 162 State Compensatory - 800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) All students will be enrolled in school immediately. School counselors ensure that homeless students are identified and receive the appropriate services and support. Students identified via communication with teachers, students and family. This will ensure full protection of the McKinney-Vento Act and that students and families will be directed to the Homeless Youth Project for further intake.</p> <p>POPULATION: Pre-K3 -5students TI, MI, LEP, SE, AR,GT, DYS TIMELINE: August 2019 to May 2020</p>		Homeless Liaison Attendance clerk Counselor Campus Administration	<p>FORMATIVE: Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>SUMMATIVE: STAAR, attendance rate, retention rate.</p>				
<p>4) The campus Dean of Instruction will provide leadership and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement.</p> <p>POPULATION: Pre-K3 -5 students TI, MI, LEP, AR, SE,GT, DYS TIMELINE: August 2019 to May 2020</p>		Principal Administrator for State Compensatory Education	<p>FORMATIVE: ERO Session Evaluation Report, ERO Session Attendance Report; Lesson plans, classroom observation, progress monitoring scores;, student progress reports</p> <p>SUMMATIVE: STAAR scores</p>				
<p>5) A Pre-K 3/4 full day program will be implemented in order to better prepare students academically.</p> <p>POPULATION: Pre-K3 students TI, MI, LEP, AR, SE,GT, DYS TIMELINE: August 2019 to May 2020</p>		Administration, Teacher	<p>FORMATIVE: Observation and walk-thru's; Students progress reports, CPALLS (BOY and MOY)</p> <p>SUMMATIVE: CPALLS (EOY)</p>				
<p>6) Attendance clerks and parent/attendance liaisons will attend District trainings to consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness as well as increase instructional opportunities for students.</p> <p>POPULATION:Pre-K3 -5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 and May 2020</p>		Principal Campus PEIMS Supervisor Attendance Clerks Parent Liaisons Student Accounting Data Entry Clerk	<p>FORMATIVE: Agenda Sign-in sheets Six weeks Attendance Report School Messenger Notification System</p> <p>SUMMATIVE: Attendance rate; Meeting attendance AYP</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) PK-6th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading, Sports/Games, Arts/Crafts, and Dramatic Play. CNA: SAA #4 POPULATION: Pre-K-5th students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 and May 2020	2.6	Principal, Dean of Instruction, Classroom Teachers, Special Programs Teacher	Formative:Schedules, Attendance Reports, Lesson Plans Summative:STAAR Results, EOY Promotion Rates				
	<b>Funding Sources:</b> 211 Title I-A - 34866.00						
8) ELL Teachers will attend District trainings provided by Advanced Academics that focus on critical thinking skills as well as trainings that help recognize or identify gifted and talented student within the At/Risk LEP population.  POPULATION: Pre-K3 -5 students TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Advanced Academics C and I Campus Admin.	FORMATIVE: professional development hours/transcripts SUMMATIVE: Student STAAR results; More ELL students identified as gifted.				
9) Teachers and students are encouraged to wear college T-shirts at least once a six weeks period and on District designated days to encourage student interest in attending college and in support of Guidance and Counseling efforts to increase college awareness in our students.  POPULATION: Pre-K 3-5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, Campus Counselors, Teachers	FORMATIVE: Advertisement for event and pictures from event SUMMATIVE: Increase of College awareness				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

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

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

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In an effort to promote physically and emotionally healthy students, the CATCH program will be implemented and evaluate the implementation of district initiatives such as: School Health Index Jump Rope for Heat Track & Field Puberty Presentation Health Curriculum Physical Activities throughout out the week POPULATION: Pre-K 3-5 students. TI, MI, LEP, SE, AR, GT, DYS TIMELINE: August 2019 to May 2020		Administration, PK-5th grade Teachers/ Coaches Curriculum Specialist Nurse	FORMATIVE:ERO Session, sign in sheets, Agendas  SUMMATIVE: Fitness Gram Index				
2) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students. This funding will include all office and medical supplies as deemed necessary to improve student overall health and enhancing attendance performance. The rest of funding comes from Local 199. Medical and office supplies may also be purchased through 199.  POPULATION: Pre-K3 -5 students TI, MI, LEP,SE, AR , GT, DYS TIMELINE: August 2019 - May 2020		Principal Health Service Admin	FORMATIVE: Time and Effort Logs Referrals SUMMATIVE: EOY Attendance Rates				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							

# State Compensatory

## Personnel for Palm Grove Elementary :

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

# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

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

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

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

The Site-Based Decision-Making (SBDM) Committee collaboratively develops and reviews the CNA survey to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have all students and all student groups passing all parts of state mandated assessments for the 2019-2020 school year with a minimum of 80% or 5% higher from the previous year's score, as well as increase the approaches, meets, and masters levels.

SBDM Committee

Administrator, Patricia Chacon, Principal

Meeting Facilitator, Alicia Dominguez, Dean of Instruction

Classroom Teacher, Mayra Cantu Y1

Classroom Teacher, Maggie Flores Y1

Classroom Teacher, Homer Trevino Y1

Classroom Teacher, Yadira Villagomez Y1

Classroom Teacher, Melissa Ybarra Y1

Non-classroom Professional, Abigail Ochoa, Librarian Y1

Business Representative, Debbie Martinez Y1

Business Representative, Ana Arriola Y1

Community Representative, Efren Matamoros Y1

Community Representative, Oralia Alvarado Y1

District Rep, Sandra Lopez, Area AA Y1

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

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

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

# language

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

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

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provides opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. Palm Grove Elementary offers after school tutorials and remediation strategies in core-area subjects to identify low performing students through the 3 Tier Model in order to improve their performance and overall success in the state assessment.

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

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

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

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

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

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

Palm Grove Parent Liaison met with parents to review and revise the Parent and Family engagement policy to be distributed in September 2018.

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

Palm Grove Parent Liaison has weekly (Wednesday at \_\_\_\_ ) parent meetings to notify parents of the school's participation in the Title 1-A program, to explain the program requirements, and to inform parents of their right to be involved. Palm Grove also holds multiple sessions on different days during the week and times (10:00, 5:00) to provide additional opportunities for parents to meet with our teachers, staff and community presenters. Meetings provided feedback at campus including Open House, student performances, and recognition events. Campuses welcome parents/ guardians and community members to come to meet with campus and district staff at any appropriate opportunity before school, during teacher planning and after school.

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Chavez	Aide	Title I	100
Isabel Cerbin	Aide	Title I	100
Myra Cantu	PreK3	Title I	.50
Pete Zamarripa	Nurse	Title 1	.40
Ruth Rodriguez	Parent Liaison	Title 1	100

# 2019-2020 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Patricia Chacon	Principal
Meeting Facilitator	Adrian Dansby	Dean of Instruction
Classroom Teacher	Mayra Cantu	Teacher
Classroom Teacher	Maggie Flores	Teacher
Classroom Teacher	Josefina Mejia	Teacher
Classroom Teacher	Homer Trevino	Teacher
Classroom Teacher	Yadira Villagomez	Teacher
Classroom Teacher	Liliana Chavez	Teacher
Parent	Maria Cabrera	Parent
Business Representative	Layla Garcia	Business Manager
Business Representative	Alberta Parra	Business Manager
Community Representative	Guadalupe Lopez	Manager
Community Representative	Oralia Alvarado	Business Manager
Non-classroom Professional	Abigail Ochoa	Librarian
Classroom Teacher	Nancy Bennett	Teacher
Parent	Jovita Lucio	Parent