Brownsville Independent School District

Sharp Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: November 6, 2019
Public Presentation Date: November 6, 2019

Mission Statement

Sharp Elementary is committed to developing in each scholar academic, social, and physical skills needed to become a productive citizen of our multicu
and technological society.

Vision

All Sharp Elementary students will succeed and meet the rigorous academic standards set before them.

Value Statement

Everyone in our campus has inherent values, talents, and strengths. High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success. Academic success nurtures lifelong learning. Everyone flourishes in a safe and healthy educational environment. The success of each student, educator and family is vital for the future growth and sustainability of our community. The community and families share responsibility for the development and mentoring of our students.We

We are Scholars, Sharp Are We

The Spirit of the Owl

We Breathe Green

Respectful, Responsible, Truth Within

These are the Traits of How We Win

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Comprehensive Needs Assessment

Revised/Approved: May 22, 2019

Needs Assessment Overview

Gertrude Sharp Elementary

"Home of the Mighty Scholars!"

2020-2021

All had been hoped that the Los Ebanos School would be ready for occupancy in September 1932. There was a delay in the building schedule, and Los Ebanos School was finally occupied in January 1933. In a span of 82 years, Sharp Elementary has had 17 principals lead the school. The school was renamed "Gertrude M. Sharp Elementary" in 1963 in honor of the former principal, Gertrude M. Sharp. The school has added several classrooms to accommodate increase in student enrollment and a new mini gym and a canopy was built over the black top, which has helped out students and teachers participating in physical education. A New Wing Building was built in 2004, for Pre-Kinder, Kinder, Music, Nurse and Content Mastery. The school building and faculty may have changed over the years but Sharp still maintains a tenor of excellence that was begun over sixty years ago.

Sharp Elementary has a highly qualified and effective professional and paraprofessional staff that provides the best instruction to all the students. The staff is made up of 28 classroom teachers, 1 Nurse, 4 Special Education teachers and 4 instructional assistants, 1 Dyslexia teacher, 2 Counselors, 1 Librarian and 1 Library Assistant, 2 Physical Education coaches and 2 coach assistants,1 Music teacher, 1 Art teacher and 3 administrators. Additional staff consists of 4 office staff members, 5 cafeteria staff members and 3 custodians. At Sharp Elementary, we serve 595 students from Early Childhood (EC) to fifth grade. The school motto is "Building Sharp Scholars One at a Time". Sharp Elementary received "Recognized" ratings from 1994 to 2000 and 2005-2012 school years. The school received a rating of "Academically Acceptable" in 96-97, 03-04, 06-07, and 08-09. The school received a rating of "Exemplary" in 94-95, 00-01, and 01-02. Over the years, Sharp has been improving scores to receive more Distinction Designations each year. In 2012-2013's School Report Card, Sharp received Distinction Designations for Reading/ELA, Mathematics and Top 25% Student Progress. From 2013 to 2015, Sharp received Distinction Designations for Academic Achievement in Reading/ELA and Science, Top 25% Closing Performance Gaps and Postsecondary Readiness. In 2015-2016 School Report Card, Sharp surpassed the bar in all four performance indices, Met Standard on the Accountability Rating and received all six Distinction Designations available: ELA/Reading, Science, Mathematics, Top 25% Closing Perform Gaps and Student Progress, along with Postsecondary Readiness. In 2016-2017 School Report Card, Sharp received 4 Distinction Designations and 100% System Safeguards. In 2017-2018, Sharp Elementary received an "A" Rating along with 6 out of 6 Distinction Designations and 100% System Safeguards. In 2018-2019, Sharp Elementary received 100% passing rate in 5th Grade Reading and 99% passing rate in 5th Grade Math.

In an effort to meet the varied talents and needs of all students, the school provides instruction in the following programs: Three-Tiered ELA/SLA

curriculum, Bilingual education, gifted and talented education, special education, PPCD, computer-assisted instruction, Dyslexia, art and music education. In addition to the curriculum based upon the Texas Essential Knowledge and skills (TEKS), Sharp's instructional focus includes an emphasis in language arts, mathematics, science, social studies, technology and fine arts. To supplement the Science curriculum, Sharp Elementary provides science laboratory instruction to students in grade 5 as a means to better prepare students for the science state exams. To supplement the curriculum and support the instructional programs, Sharp Elementary offers its students extended day and extended week tutorial programs to students requiring additional instruction and intervention. Sharp uses it federal, state compensatory, and Title III funds to fund these tutorials.

In addition, these funds are used to purchase additional resources to assist teachers and students in reaching academic goals. Much of these funds are also used for extended day and extended week tutorials and to purchase resources for our English Learner students in order to assist their English development in listening, speaking, reading and writing. Students have access to television cabling and the school is Wi-Fi networked for campus-wide Internet accessibility and e-mail communication purposes for the instructional staff.

Students are encouraged to participate in District extra-curricular activities such as Destination Imagination (D.I.), Chess, U.I.L., Spelling Bee, Science Fair, Field Day, and Art Contests. Students are also encouraged to participate in campus extra-curricular activities such as: basketball, soccer, running, choir, guitar, student council and District performances. Every six weeks, the school recognizes students for their honor roll, perfect attendance and Accelerated Reader goals accomplishments by distributing certificates in these areas in a student-parent awards ceremony.

The school's special assignment teachers assist general classroom teachers to enhance the core curriculum. The school's counselor is available for classroom presentations, individual or group counseling for all students and is always available to conference with parents and employees when needed and upon request. The Counselor also hosts Career Day for students in fifth grade. With the Sharp Title 1 funds, the school is able to support parental involvement, a vital component for student success. A parent liaison is available to coordinate a parental involvement and volunteering program through weekly meetings and providing volunteer opportunities.

To celebrate the successes of the students, activities are held throughout the school year. The school hosts festivals, school dances, perfect attendance, Accelerated Reader parties and several other presentations. At the end of the school year, the school hosts grade level completion ceremonies, field trips and field day activities.

Gertrude M. Sharp

2020-2021

Annual Campus Performance Objectives

Objective 1: By the end of 2020-2021 school year, the present level of achievement in the STAAR Reading Test scores will increase by 5%.

Objective 2: By the end of the 2020-2021 school year, the present level of achievement in the STAAR Math test scores will increase by 5%.

Objective 3: By the end of the 2020-2021 school year, the present level of achievement in the STAAR Writing Test scores will increase by 5%.

Objective 4: By the end of the 2020-2021 school year, the present level of Achievement in the STAAR Science Test will increase by 5%.

Objective 5: By the end of the 2020-2021 school year, students will have been taught grade-level Social Studies TEKS to address their understanding of their civic, community, and our nation's duties and responsibilities to mold into a well-rounded citizen.

Objective 6: To increase and sustain yearly student attendance to 98.5% or higher to meet the district attendance policy.

Objective 7: The school will maintain a safe and disciplined environment conducive to student learning.

Objective 8: The school will increase the parental involvement environment in order to support student achievement.

Objective 9: By the end of the 2020-2021 school year, all special education students will meet learning goals as set by the ARD committee through "inclusive services" in which students remain in the regular education classroom 50% or more throughout the school day.

Objective 10: By the end of 2020-2021 school year, all students, teachers, and support staff will have received the necessary budget resources to support classroom instruction.

Objective 11: Students will participate in daily physical education instruction in order to improve health and the quality of well-being.

Objective 12: The school nurse along with the CATCH committee will provide health education to all students to promote hygiene, personal care, good nutrition, and exercise.

Objective 13: Students will participate in fine arts instruction to include music, art, theatre arts and all genres in the field of the arts.

Objective 14: By the end of the 2020-2021 school year, the percent of students served in bilingual education programs will decrease through the development of the English language in the domains of listening, speaking, reading and writing.

Objective 15: By the end of the 2020-2021 school year, TELPAS scores will increase 5% in grades Kinder through 5th grade.

Objective 16: To increase the percentage of resources provided to students to develop technology skills and activities that require technology as appropriate to their grade-levels.

Demographics

Demographics Summary

Sharp Elementary views demographic data on a daily basis. The main focuses of the data that are reviewed includes academic performance among subgroups, progress monitoring and daily attendance. The main focus groups include At-Risk students, bilingual education students, and special education students. Once attendance is taken, we view our averages to see if we met our attendance goal which is 100% Average Daily Attendance. The attendance rate for all students was 96.8% and 96.5% for At- Risk students. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents. In conjunction with our parent liaison, we make home visits in order to check on students who are chronically absent, seek parents after several attempts have been made, and assess the surrounding community area that can factor into students' attendance and academic performance. In addition, when needed, we seek the assistance of the district's attendance office and follow district policies for attendance afterward. Once students are identified as LEP, At-Risk, or Special Education, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. The retention rate was 8.1 % for all students and 7.9 % for At-Risk students. State Compensatory funds are allocated to provide additional tutorials for At-Risk students to target specific academic weaknesses and ensure academic success. Title III funds are allocated to provide instructional resources such as novels, supplemental workbooks, academic bulletin board set, and consumable resources. In addition, Title I funds are utilized to fund extended day and week tutorials, supplies for professional development and to purchase instructional resources that supplement the core curriculum such as math manipulatives, academic bulletin board sets, consumable supplies, and help fun instructional assistants. Procedures for overseeing demographic concerns include viewing students' grades, benchmark scores, progress monitoring, verifying daily attendance, verifying after-school and Saturday tutorial attendance, and allotting time for teacher planning and parent conferences.

Demographics Strengths

Sharp Elementary has a diverse population of students and families which enrich our learning community through appreciating differences among our students and families.

Demographics Needs (DN):

1. Increase LEP, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, TPRI / TEJAS Lee / STANFORD / APRENDA, TELPAS, and STAAR in the content areas of reading, math, writing, and science through the use of core curriculum and any additional resources and necessarry instructional materials and supplies.
2. Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically.
3. Teacher Aides will assist in small group instruction.
4. Increase student attendance
5. Provide Migrant students with supplemental supplies to increase their attandance rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High numbers of At-Risk students reflect the support needed for teachers on continuing to identify and develop Response to Intervention plans and provide interventions to At-Risk students in need of academic support. **Root Cause**: More academic support and interventions are needed for identified At-Risk students in order to close the academic achievement gap.

Student Academic Achievement

Student Academic Achievement Summary

Critical to the academic success of Sharp Elementary is the disaggregation of students' progress and assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states' student expectation and TEKS mastery in the areas of reading, writing, math, and science. In addition, administrators and teachers review 4th and 5th grade students' data to ensure Index 2 will be met for the 2020-2021 school year. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory Funds support one full time Dean of Instruction whose focus on providing support in curriculum and instruction for At-Risk students. State Compensatory funds also fund a half-time dyslexia teacher that provides therapy for students who are identified as dyslexic and assist in funding full-time Pre-Kindergarten teachers. Administrators and teachers look at students' achievement scores and break down the test objectives to identify strengths and weaknesses. In addition, administrators and teachers work together weekly to build rigorous weekly tests that are correlated with state standardized assessments and correlated with the higher levels of Bloom's Taxonomy. These tests are designed to focus on the higher levels of Bloom's Taxonomy and prepare students for the secondary levels of education. Teachers and administrators then discuss the type of instruction students will receive to include effective research-based instructional strategies that will allow students to master the TEKS at higher levels of complexity and higher levels of depth on knowledge. Another focus group our campus focuses on are our migrant students. Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. In order to better utilize the Migrant funds, a Migrant Student Needs Survey was conducted to assess the supplemental support most needed by the migrant students of our campus. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that the items listed below will provide most support to the migrant students. School Supplies such as paper, crayons, glue, binders, jackets, polo shirts.

2018-2019 STAAR RESULTS- SHARP ELEMENTARY

	Approaches (90)	Meets (60)	Masters (30)
3rd MATH	82	44	21
3rd READING	85	60	26
4th MATH	90	66	30
4th READING	92	66	25

	Approaches (90)	Meets (60)	Masters (30)
4th WRITING	74	43	9
5th MATH	99	74	51
5th READING	100	68	33
5th SCIENCE	86	53	31

2019-2020 STAAR RESULTS- SHARP ELEMENTARY (No Results- Due to COVID-19)

Texas Education Agency
2019 Accountability Ratings Overall Summary
SHARP EL (031901111) - BROWNSVILLE ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		90	A
STAAR Performance	61	90	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	80	88	B
Relative Performance (Eco Dis: 89.0%)	61	92	A
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

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Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

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Student Academic Achievement Strengths

Sharp Elementary received an "A" Rating. Sharp Elementary is a TEA 5 star distinction campus. (2018-2019 STAAR Results)

Student Achievement Needs (SAN):

1. Sharp Elementary will continue to increase At-Risk student performance in Reading, Math, Writing and Science scores by analyzing data and plan to provide targeted, individual instruction through Tier II time, Extended Day and Tutorial. Additionally, substitutes will be provided to assist in small group instruction for tiered interventions, as needed. Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel.
2. Teachers will receive additional instructional resources, materials and consumable supplies for At-Risk students to ensure that all students are successful. Students will be offered an opportunity to travel to sites where they can learn through hands-on field experiences.
3. Provide Writing Initiatives (i.e. Writing Monitoring Tool, Writing Prompts with Rubrics, Revising and Editing Material, and other resources) to increase At-Risk students' writing scores and close the At-Risk students' academic achievement gap.
4. Sharp Elementary will provide Professional Development training through the Dean of Instruction to improve academic success and close the achievement gap.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Lack of instruction from other districts or countries. **Root Cause**: Lack of consistency of instruction.

School Processes & Programs

School Processes & Programs Summary

Sharp Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. Curriculum and Instruction are of high importance to the campus. The Dean of Instruction meets with the teachers on a weekly basis to apply the development of the current curriculum and to review data. The campus implements district curriculum initiatives and assessments as required by the state of Texas. The Texas Essential Knowledge and Skill (TEKS) prepare students for a quality education and for state assessments. Teachers work together to develop quality lessons for the six weeks. They are provided with co-planning time to complete their lessons and move forward with their plan of action. Administrators provide teachers with instructional resources and professional development opportunities. Planning for instruction and interventions is done through vertical and horizontal alignment.

Sharp Elementary teachers have a history of pride and loyalty to their alma mater. Sharp Elementary has an extremely high retention rate of teachers and other campus personnel. Interview committees consist of admininstrators and teachers in order to make high quality hiring determinations. New teachers are provided with a grade level mentor and administrative support in order to have positive success in their new profession.

School Processes & Programs Strengths

Sharp Elementary operates as a campus-wide professional community as we model the belief that "Only the Best Instruction for Our Students". Teacher and staff are involved in the decision-making process at all level. Grade levels study TEKS and students assessment data to plan and deliver best practice instruction. Grade-levels meet weekly with administration to discuss students' academic progress, scope and sequencing, timelines and due dates. Administration and Faculty meet monthly to discuss school operations, safety procedures, upcoming events, and address any questions or concerns. The SBDM meets once every quarter to discuss school progress, programs, and school issues.

School Process and Programs Needs (SPPN):

1. Additional Professional Development in the area of Writing, as per STAAR Results and Writing Monitoring Tool Observations.
2. Increase Fluency, Vocablulary, and Comprehension in all grade levels (Assessments: TPRI/Tejas Lee, TELPAS, STAAR).
3. Early identification of highly at-risk students based on previous year's data to provide timely tutorials and interventions.
4. Increase Technology Tools, Training and Application. In addition, classroom technology instruction will show a 5% increase in infrastructure for technology. Sharp Elementary will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Improvement is needed in the area of Writing. **Root Cause**: Lack of consistent vertical alignment in the area of Writing.

Perceptions

Perceptions Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations that will allow Sharp Elementary to provide a safe and smooth learning environment. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the quarterly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

Perceptions Strengths

1. 94% of the scholars feel that teachers at this school help students do their best.

2. 93% of the scholars feel that there enough supplies in the classroom to complete my school work.

3. 98% of scholars feel that the school nurse or someone else helps them if they feel sick or hurt at school.

Perceptions Needs (PN):

1. Provide additional character education is needed for students to reflect on being safe, respectful, responsible, cooperative, and always doing their best.

2. The school building needs upkeeping to esure student safety.

3. Continue educating staff, parents and students on bullying.

4. Decrease discipline issues through the use of a school-wide discipline behavior plan, including the use of the playground.

5. Increase parent attendance at campus bi-weekly meetings and create a productive parent center.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase parent attendance at parent meetings. **Root Cause**: Offer more parent meetings after the school day.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: May 22, 2019

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

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

> **Evaluation Data Source(s) 1:** STAAR Performance Reports
> Failure Reports
>
> **Summative Evaluation 1:** Some progress made toward meeting Performance Objective
>
> **Next Year's Recommendation 1:** Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) EL students will be provided Sheltered Instruction strategies to assist in the learning in all content areas. Implement a well rounded Reading, Writing, Math, Science, and Social Studies curriculum. Provide Writing Initiatives (i.e. Writing Monitoring Tool, Writing Prompts with Rubrics, Revising and Editing Material, and other resources). Population: EL students Timeline: 1st Six Weeks - 6th Six Weeks CNA; SAN#3	2.4, 2.5	Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers, Bilingual Lead Teacher.	Formative: Teacher walk through data Summative: Students' weekly grades, campus benchmark scores, weekly fluency scores, RTI data	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Provide ESL instruction daily to support students transitioning into English reading. All PK-5th grade ELL students will increase oral language skills in the area of listening, speaking, writing, and reading in English through the use of the ELPS and Sheltered Instruction. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Bilingual Lead Teacher, Bilingual classroom teachers.	Formative: classroom schedules, teacher lesson plans, sheltered instruction trainings, sign-in sheets, agendas Summative: TELPAS scores, ELL student weekly grades, campus benchmark scores, NG Reach unit assessments.	20%	60%	80%	→
TEA Priorities Build a foundation of reading and math 3) To prepare for the creation of Reading, ELA, Math, Social Studies and Science lessons for STAAR preparation, on-line resources and consumamble supplies will be purchased to assist in lesson creation, teacher made resources, teacher-parent communication, and prepare student progress report. Additionally, substitutes will be provided to assist in small group instruction for tiered interventions, as needed. Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 CNA; SAN #1 & 2	2.4	Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers	Formative: Purchase orders, CIP Summative: Lesson plans, students' weekly grades, benchmark scores, fluency scores, STAAR results, TELPAS results	20%	60%	80%	→
			Funding Sources: 162 State Compensatory - 14489.00, 211 Title I-A - 27800.00, 199 Local funds - 12228.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) In order to meet high TELPAS scores and AMAOs in K-5th, teachers will utilize instructional resources that promote English Language Proficiency. Supplemental instructional resources will be purchased to prepare LEP students for English attainment and test preparation. Student workbooks and math manipulatives will be ordered for LEP students. Copy paper will be ordered to create instructional booklets for ELL students and to make NG Reach end of unit assessments. Technology resources will be available to enhance the curriculum. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: 1st Six Weeks-6th Six Weeks CNA; SAN #2		Campus Principal, Dean of Instruction, Assistant Principal, LPAC chairperson, Bilingual classroom teachers, Bilingual Lead Teacher	Formative: CIP, purchase orders, ESL Lesson Plans, ELPS objectives Summative: ELL students' weekly test grades, benchmark scores, TELPAS scores, STAAR scores, NG Reach assessment scores.	20%	60%	80%	→
Funding Sources: 263 Title III-A Bilingual - 5313.00, 163 State Bilingual - 5775.00							
5) Implement an integrated challenging standards-based, inquiry centered math curriculum as demonstrated through eNvision math, CIRCLE, OWL, etc. as a means to improving math instruction reinforcement of skills. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: 1st Six Weeks-6th Six Weeks		Campus principal, Dean of Instruction, Assistant Principal, Curriculum Specialists, Classroom teachers	Formative: Lesson Plans check, walk-through observations, resources available Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) The homeroom teachers will provide literacy education to all students by providing reading lessons, promoting children's literature, and supplementing the regular curriculum. In addition, Tier II and Tier III reading time will be included in the daily schedule to provide interventions for students in a small group setting. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020	2.4	Principal Dean of Instruction Classroom Teachers	Formative: Lesson plans and Daily Schedules Summative: TPRI/ Tejas Lee, STAAR Results	20%	60%	80%	→
7) In order to create a well-rounded educational program, students will be offered an opportunity to travel to sites where they can learn through hands-on field experiences. (R, LA, M, S, SS) Population: TI, MI, ELL, SE, AR, GT, DYS Timeline: 2nd Six Weeks-6th Six Weeks CNA- SAN#2	2.5	Administrators Teachers	Formative: Lesson Plans Summative: Assessment Results	20%	60%	80%	→
	Funding Sources: 199 Local funds - 3029.00						
8) All students will be provided with Texas Literacy Initiative strategies that include Think, Turn, Talk, making connections, creating mental images, making inferences and predictions, asking and answering questions, determining importance and summarizing, and monitoring and clarifying. Through TLI strategies and district initiatives the students will also focus on wrtiting strategies and academic vocabulary. *ELAR Action Plan Activity TLI Systems for Sustainability- Explicit Instruction (routines, strategies, and fluency routine) & Academic Vocabulary Population: T1, ELLs, AR, Sp.Ed., GT, DYS Timeline: 1st Six Weeks-6th Six Weeks		Campus Principal, Dean of Instruction, Assistant Principal, and classroom teachers.	Formative: Agendas and sign-in sheets for trainings, TLI classroom visuals visible in the classroom. Summative: Students' weekly reading test grades, students' weekly fluency score, TPRI / Tejas Lee BOY, MOY, scores, Reading benchmark scores	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Tier II and Tier III students will be provided research-based instructional interventions daily in a small group setting in the areas of Reading, ELA, Math, Social Studies and Science. A Response to Intervention (RTI) plan will be devised for students who are struggling. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: 1st Six Weeks-6th Six Weeks	2.5, 2.5	Campus Principal, Dean of Instruction, and Classroom teachers	Formative: Classroom schedules, RTI lesson plans, RTI minutes, RTI roster Summative: Students' weekly test grades, fluency reports, TPRI / Tejas Lee BOY, MOY, EOY data, benchmark scores	20%	60%	80%	→
10) The campus library will provide literacy education to all students by providing reading lessons, promoting children's literature, the Accelerated Reading program, library sponsored events, and supplementing the regular curriculum. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: 1st Six Weeks-6th Six Weeks CNA; SPPN #2		Campus principal, Assistant Principal, Dean of Instruction, Classroom teachers, Librarian, Librarian aide	Formative: Library Schedule, AR student logs, Library website, Library lesson plans Summative: Students AR log information and scores, Students' reading grades, Campus benchmark scores in reading, TPRI / Tejas Lee BOY, MOY, EOY scores	20%	60%	80%	→
		Funding Sources: 199 Local funds - 500.00					
11) Analyze and formulate an intervention plan based on benchmark scores, STAAR test results, RTI plans, campus assessments for students who are functioning and/or on level. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: 1st Six Weeks-6th Six Weeks		Campus Principal, Dean of Instruction, Classroom Teachers	Formative: Materials Lesson Plans check, walk-through observations, resources available, RTI folders Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Grades PK-5 (including special education students) will participate in Tier II/Tier III small group instruction to provide additional instruction in the mathematical strands to build comprehension and facilitate the application of mathematical reasoning in order to support increased student achievement in math. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: 1st Six Week-6th Six Weeks	2.5, 2.5	Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers	Formative: Materials Lesson Plans check, walk-through observations, resources available, RTI folders Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores	20%	60%	80%	→
13) PK-5th grade teachers and special programs teachers will address math and science vocabulary, problem solving, graphing, estimation, and safety guidelines on a daily basis. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers, Special Programs Teachers	Formative: Creation of vocabulary word walls, visible word walls, lesson plans Summative: Standardized test scores, students' weekly scores, STAAR scores, NRT scores	20%	60%	80%	→
14) Teachers will integrate science curriculum through district purchased curriculums: Interactive Science, STEMscopes, and EDUSMART so that student will develop an understanding of the scientific method through investigations, journaling, and technology in order to implement a standards-based science curriculum, instruction, and assessment. 40% of science instruction will be hands on. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Classroom teacher	Formative: Lesson Plans, Students' weekly science scores, Science benchmarks scores, software usage reports, student journals, student work Summative: STAAR scores, EOY TPRI/Tejas Lee	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
15) Highly qualified teachers will meet the needs of low performing students through individualized and small group instruction in order to enhance their skills. (R,LA,M,S,SS) Population: TI, MI, ELL, SE, AR, GT, DYS Timeline: August 14, 2019-May 27, 2020	2.5	Administrators Teachers	Formative: Walkthroughs Summative: TPRI/ Tejas Lee, C-PALLS, STAAR Results	20%	60%	80%	→
16) State Bilingual Funds will be used to fund 1 FTE classified employee who will assist the LPAC administrator and chair in testing students, writing reports, and submitting department required forms. Timeline: August 14, 2019-May 27, 2020 CNA; DN #3		Campus Principal, Assistant Principal, LPAC Chair, Bilingual Department	Formative: Employee schedule of services, testing log, LPAC minutes submission, employee hourly report Summative: EOY Program Evaluation	20%	60%	80%	→
17) Title I funds will fund 1 FTE instructional aide to assist with the library literacy program and the accelerated reading program. Aide will assist the librarian in library classes and procedures and running the accelerated reading program. Timeline: August 14, 2019-May 27, 2020 CNA; DN #3		Campus Principal, Assistant Principal, Dean of Instruction, Librarian	Formative: Library schedule, instructional aide job description, employee hourly report Summative: AR reports, Reading benchmark scores, weekly fluency scores	20%	60%	80%	100%
18) Students' instructional arrangement will be reviewed so that the time in the Resource instructional setting decreases and the General Education setting is increased. Population: Sp. Ed. Timeline: August 14, 2019-May 27, 2020 CNA; DN #1		Principal Assistant Principal Special Education Teachers General Education Teachers	Formative: Class schedules, Resource schedules, inclusion schedules, weekly grades, Summative: EOY state assessments and inventory tests, retention report, IEPs	20%	60%	80%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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

Performance Objective 2: Sharp's 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 and CIRCLE PM

    Summative Evaluation 2: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 2: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Our campus will expand PK by offering PK3 in addition to PK4. Instructional paraprofessionals will assist PK and Kinder teachers and students in planning and in delivering instruction. Population: PK and K students Timeline: August 14, 2019-May 27, 2020 CNA; DN #3		Campus Principal, Assistant Principal, PK and K teachers and instructional aides.	Formative: PK and Kinder Instructional aide schedules, classroom schedules, Title I PR, classroom observations. Summative: PK C-PALLS progress monitoring and BOY, MOY, EOY benchmark results, Kinder TPRI / Tejas Lee BOY, MOY, EOY benchmark results, Report Cards goals, Kinder TELPAS scores, RTI plans,	20%	60%	80%	→
2) Our campus will offer PK 4 class to students that were in PK 3 and are non-LEP. Population: PK Students Timeline: August 14, 2019-May 27, 2020		Campus Principal PK Teacher	Formative: PK Class Schedule and classroom observations Summative: PK C-PALLS P.M. and Report Cards	20%	60%	80%	→
	Funding Sources: 162 State Compensatory - 158042.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

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

Performance Objective 3: 80% of students will be on grade level within 2 years and 60% will be at Meets 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: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 3: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Sharp migrant students will receive grade appropriate school supplies and or clothing on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Population: MIG Timeline: August 14, 2019-May 27, 2020 CNA; DN #5		Campus Principal, Dean of Instruction, Assistant Principal, Classroom teachers of Migrant students	Formative: Migrant funds purchase orders, sign in sheets to record supplies received. Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→
2) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS and Non-PFS Migrant Students Timeline: August 14, 2019-May 27, 2020		Campus Principals	Formative: Fewer PFS students are identified due to increased performance Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 14, 2019-May 27, 2020		Campus Principals Migrant Funded Teacher	Formative: Increased academic performance PBMAS Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→
4) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Funded: Parent Liaison Timeline: August 14, 2019-May 27, 2020		Parent Liaison	Formative: Academic success for all PK-2nd grade students EOY Promotion Rate Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→
5) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: 1st grade migrant students Timeline: August 14, 2019-May 27, 2020		Campus Principals	Formative: No 1st grade retained Summative: EOY retention report	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: Migrant and PFS PK-5 grade students Timeline: June 2020		Campus Principals	Formative: Increased promotion rates & test performance Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→
7) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant and PFS students Timeline: August 14, 2019-May 27, 2020	2.5, 2.5	Campus Admin	Formative: Increase promotion rates & test performance Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→
8) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Migrant Students Timeline: August 14, 2019-May 27, 2020		Campus Principal Teachers	Formative: Timely placement into Interventions Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→
9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2020		Campus Administration	Formative: Increase on- time graduation Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessment. Population: PFS Migrant Students Timeline: February 2020		Migrant Teachers	PBMAS Report Increased STAAR Scores for PFS students	20%	80%	100%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

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

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

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills. Population: UIL 4th and 5th partcipants Timeline: September 2019- December 2019		Campus principal, Dean of Instruction, UIL Coordinator, UIL Coach	Formative: UIL Rules and Regulations, UIL practice schedule Summative: UIL Competition Results	45%	100%	100%	100%
2) Fifth grade students will participate in the Fifth Grade Honors Choir as a means to introduce them to large ensemble performance experiences. General supplies will be needed throughout the year to assure that students have the necessary tools and equipment.		Campus Principal, UIL Coordinator, UIL Coach	Formative: UIL Rules and Regulations, UIL practice schedule, Summative: UIL Competition Results	20%	60%	80%	→
Population: 5th Grade Honor Choir students Timeline: May 2020	**Funding Sources**: 199 Local funds - 510.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) 4th and 5th grade students will compete in UIL Art to expose them to art history. In addition, all PK-5th Grade students will have Art Class in their master schedule. Student Population: PK-5th Grade Timeline: September 2019- December 2019		Campus Principal, UIL Coordinator, UIL Coach	Formative: UIL Rules and Regulations, UIL practice schedule, Summative: UIL Competition Results	45%	100%	100%	100%
	Funding Sources: 199 Local funds - 510.00						
4) All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 20, 2018 - May 30, 2019		Campus Principal, Dean of Instruction, Classroom Teachers	Formative: Theater Arts lesson plans, teacher observations, Summative: students' theatre arts grades	20%	60%	80%	100%
5) Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, and Chess to further enhance their talents. Population: GT Timeline: August 14, 2019 - May 27, 2020		Campus Principal, Dean of Instruction, Classroom teachers, GT lead teacher	Formative: Participation rates in the competitions and events. Summative: UIL, DI, Spelling Bee, and Chess competitions	20%	70%	80%	100%
6) Students identified as Gifted and Talented will be provided opportunities to participate in co-curricular/ extra-curricular activities. They will work on spontaneous, creative activities, aligned to literacy, math, science, and social studies in order to support their understanding of various genres. In addition, students will work on a TPSP project. All classroom teachers will attend GT services to obtain the latest information and teaching strategies for GT students. Population: GT Students Timeline: August 14, 2019 - May 27, 2020 CNA; DN #1		Campus Principal, Dean of Instruction, GT Teachers, GT lead teacher	Formative: Identification procedures for GT students, nomination forms, GT lesson plans Summative: GT students' performance on standardized testing and competitions.	20%	60%	80%	100%

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

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

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

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All campus program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. In addition, the school building will continue its upkeep to ensure student safety. Population: All campus facilities Timeline: August 14, 2019-May 27, 2020 CNA- PN#2		Campus Administration Facilities and maintenance staff	Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage and work orders Summative: Annual comparison of energy usage	20%	60%	80%	100%
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: Sharp 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will support programs and classrooms in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Campus Stakeholders Timeline: August 14, 2019-May 27, 2020		Campus Administration SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports	20%	60%	80%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	
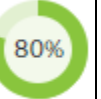
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Sharp will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

> **Evaluation Data Source(s) 2:** Campus needs assessment surveys, district/campus climate surveys

> **Summative Evaluation 2:** Some progress made toward meeting Performance Objective

> **Next Year's Recommendation 2:** Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers and staff will receive w week of Teacher Appreciation activities. They will also participate in an end of the year awards ceremony honoring them for their hard work and dedicatio. Population: Campus Teachers and Staff Timeline: August 14, 2019-May 27, 2020		Campus Administration	Formative: Faculty and Staff Rosters Summative: Needs assessment surveys and TAPR Report	20%	60%	80%	100%
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

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

Performance Objective 1: Sharp 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will update websites at least monthly including showcasing student and community activities. Population: Campus Stakeholders Timeline:August 14, 2019-May 27, 2020 Need: Decreasing enrollment/ Board approved goal priority		Campus Administration	The campus will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: schedule of events on website Summative: End of Year report for monthly checklist results	20%	60%	80%	100%
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✕ = Discontinue	
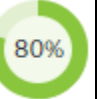
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Sharp 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The school calendar will begin a week early to balance each six weeks and provide appropriate time for summer school. Population: Campus stakeholders Timeline: August 14, 2019-May 27, 2020		Campus Administration	Formative: Academic Calendar Summative: End of the Year Report Card	20%	60%	80%	100%
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

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

Performance Objective 1: Discipline referralswill decrease by 5%.
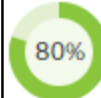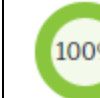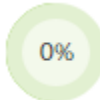
Evaluation Data Source(s) 1: PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will use the playground on a daily basis/ incentive for good behavior. The playground will be equipped with a canopy. Population: All Students Timeline: August 14, 2019-May 27, 2020 CNA; PN #4		Campus Principal Assistant Principal Homeroom Teacher	Formative: Daily Behavior Logs Summative: Office Referrals and Report Card	20%	60%	80%	100%
2) To promote and ensure physical fitness, students in grades PK-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 9/1/07. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 CNA- SAN #2		Campus principal, PE Coach	Formative: Participation rate Summative:PE grades, Fitness gram results **Funding Sources**: 199 Local funds - 333.00	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The Counselor will promote character building through classroom lessons, group counseling and individual counseling. Sharp will also build a partnership with Good Samaritan to promote positive character building. The counselor will continue educating staff, parents and students on bullying.		Principal Assistant Principal Counselor	Formative: Lesson Plans, Daily Schedule Summative: Beharior Reports and Report Card	20%	60%	80%	100%
Population: TI, ELs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 CNA- SAN #2; PN#1 & 3	**Funding Sources**: 199 Local funds - 299.00						

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

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: 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 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide training for administrators and new 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. Timeline: August 14, 2019-May 27, 2020		Principal Assistant Principal Counselors Professional Development	Formative: Number of incident reports, number of student discipline referrals, parent presentation agendas, sign in sheets, evluation logs Summative: EOY Discipline Report	20%	60%	80%	100%
2) The percentage of Special Education students placed in ISS will decrease by looking at alternative means of disciplining special educaiton students. Population: Special Education Students Timeline: August 14, 2019-May 27, 2020		Campus Principal, Assistant Principal, Classroom Teachers, and Special Education Teachers	Discipline Referrals and eSchools Discipline Reports	20%	60%	80%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campuses will develop and maintain an Emergency Operations Plan. - Plan must be multi-hazard in nature - Must be reviewed and updated annually by the campus safety and security committee. - The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation Timeline: August 14, 2019-May 27, 2020		Campus principal, assistant principal, safety coordinator, classroom teachers	Practiced drills documentation, information booklets, EOP documentation binders, Faculty training agendas and sign in sheets	20%	60%	80%	100%
2) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Timeline: August 14, 2019-May 27, 2020 CNA- PN#2		Campus Principal, Assistant Principal, Safety Coordinator	Safety meetings, work orders	20%	60%	80%	100%
3) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09. Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, PE Coach	Formative: PE Lesson Plans, PE schedule, Student PE grades Summative: EOY PE grades	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Campuses must have an identification security system. - All faculty must obtain and display an Identification Card while on school grounds - Visitors must present an identification at Sign-In and Escorted at all times. Timeline: August 14, 2019-May 27, 2020		Campus principal, assistant principal, safety coordinator, classroom teachers, school office personnel, security officer	Visitors logs, ID cards, sign-in sheets	20%	60%	80%	100%

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

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

Performance Objective 1: There will be a 10% increase of parents involved in Sharp 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. Timeline: August 14, 2019-May 27, 2020		Campus Principal, CATCH Committee, CATCH Coordinator, PE Coach	Formative: CATCH Meeting agendas, CATCH meeting sign-in sheets, CATCH Lesson Plans Summative: EOY Program Evaluation	20%	60%	80%	100%
2) Review, revise, and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Timeline: August 2019	3.1, 3.1	Campus Principal, Parent Liaison, Classroom Teachers	Formative: Copy of policy, agendas, sign-in sheets Summative: Parental involvement participation rates, Composite of End of Year survey at least 90%, Title I Parental Involvement checklist, student attendance rates	100%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement. Timeline: August 2019	3.1, 3.1	Campus Principal Parent Liaison	Formative: Copy of policy, agendas, sign-in sheets Summative: Composite of survey results at 100% participation, percent of Title I parental involvement checklist, student attendance rates.	100%	100%	100%	100%
4) Conduct an annual Title I Parent meeting to inform parents of services provided through Title I funds and school/district programs. This meeting was offered several times on August 7th and August 19th. Also conduct a parent survey to evaluate the effectiveness of District and or Campus Parental Involvement efforts. Parent meetings will were held weekly on Wednesdays at 9 am and 1 pm. Timeline: May 2020		Campus Principal Parent Liaison	Formative: Agendas and Sign-in sheets, Title I parental involvement program Summative : Composite of survey results at 100%, Title I parental involvement checklist, Attendance rates	100%	100%	100%	100%
5) The campus will ensure the representation of community and parental involvement in the decision-making process. Parents will participate in the review and or revision of the following to ensure program requirements are met: -Parental Involvement Policy -Campus Improvement Plan -LPAC -SBDM -DPAC Timeline: August 14, 2019-May 27, 2020		Campus Principal, Parent Liaison	Formative: committee meeting dates, agendas, and sign-in sheets Summative: Composite of meeting minutes, STAAR results, student attendance rates	20%	60%	80%	100%
6) Host a "Parent Orientation" Day to inform parents and community members daily of standard operation procedures and District policy. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities Timeline: September 2019	3.2, 3.2	Campus Principal and Parent Liaison	Formative: Agendas, Sign-In sheets, fliers, brochures, handouts, session evaluations Summative: Parental Involvement Percent number of discipline referrals	100%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Capitalize on district and community resources by creating partnership agreements with agencies and organizations and inviting community organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Timeline: August 14, 2019-May 27, 2020		Campus Principal and Parent Liaison	Formative: Meeting flyers, agendas, and sign-in sheets, lesson plans, community organization information booklets Summative: Participation rates and involvement	20%	60%	80%	100%
8) Educate campus personnel during faculty and grade-level meetings as to the academic and social benefits of a strong parent-school partnership. Timeline: August 2019		Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison	Formative: Grade-level / Faculty meeting agendas, sign-in sheets Summative: Increased communication between parents and teachers, teachers' communication logs, teachers' documented parent meetings.	100%	100%	100%	100%
9) Promote more active parental involvement by creating a school climate and structures that support family involvement, initiating a classroom volunteer program, creating a parent resource center, and provide materials and information to parent on issues on concern to parents, such a child development, HAC, health and safety, drug education, special education, and curriculum and instruction. The parent center will have the necessary resources for the parent volunteers. The campus will participate in "Walk for the Future" District Activity. Timeline: August 14, 2019-May 27, 2020 CNA- PN#5	3.2, 3.2	Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison	Formative: Meeting agendas, sign-in sheets, flyers, parent resource center, curriculum resources Summative: Percentage of parental involvement, participation rates, student attendance rates, students' progress	20%	60%	80%	100%
		Funding Sources: 162 State Compensatory - 100.00, 211 Title I-A - 900.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Maintain regular communication by sending home : weekly folders of student work; school messenger; monthly calendars of special; events to be celebrated or taught; a regular class newsletter; weekly work sheets containing activities students and families can do together. Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison, Classroom teachers	Formative: Campus newsletters, school messenger, students' homework folders, information flyers Summative: students' academic progress, percentage of teacher-parent conferences	20%	60%	80%	100%
11) Funds will be allocated for a full time parent liaison and for payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits, department meetings, and trainings. Timeline: August 14, 2019-May 27, 2020		Campus Principal, Parent Liaison	Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report Summative: Parent meeting attendance percentage, student attendance percentage	20%	60%	80%	100%
CNA- DN#4	**Funding Sources**: 211 Title I-A - 900.00						
12) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each 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 Timeline: August 14, 2019-May 27, 2020		Campus Principal, Parent Liaison, Classroom Teachers	Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report Summative: Parent meeting attendance percentage, student attendance percentage	20%	60%	80%	100%

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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

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

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers professional development in reading, writing, math, science, and social studies to include TLI learning strategies, ELPS, Bloom's Taxonomy, Depth of Knowledge, research-based instructional strategies, sheltered instruction, and interventions for Tier II and Tier III students. Professional development will occur throughout the school year during grade-level meetings and co-planning days. TLI Systems for Sustainability- Curricular Supports Student Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 CNA- SAN#2; SPPN#1		Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers, curriculum specialists.	Formative: Agendas and sign-in sheets for professional development sessions. Summative: Weekly reading test scores, weekly fluency scores, TPRI / Tejas Less BOY, MOY, reading benchmark scores.	20%	60%	80%	100%
		Funding Sources: 199 Local funds - 739.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Professional Development will be provided to implement a coordinated, systematic assessment plan at the classroom level that includes weekly fluency checks, C-PALLS, TPRI / Tejas Lee, English proficiency assessments, STAAR practice tests, TELPAS practice tests, and benchmarks to provide reinforcement of reading skills for all students in order to meet our reading and writing targets. Teachers will increase the use of data and data analysis to inform all decision making regarding curriculum and instruction. Implementation will be increased through the campus and district literacy lines. *ELAR Action Plan Activity TLI Systems for Sustainability- BOY, MOY, & EOY Testing Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020		Campus principal, Dean of Instruction, Assistant Principal, Curriculum Specialists, Classroom teachers	Formative: Lesson Plans check, walk-through observations, resources available Summative: Campus Benchmark results, students' reading test grades, weekly fluency scores, C-PALLS, TPRI / Tejas Less BOY, MOY, EOY, STAAR Scores, TELPAS Reading Scores	20%	60%	80%	→
3) Provide professional development for new and existing elementary teachers on correlating models of teaching to designated grade-level assessment data analysis in order to monitor / adjust instruction and report student achievement in the areas of Reading, Writing, Math, Science and Social Studies. Materials to be purchased including student workbooks and teacher editions from supplementary consumable resources. Copy paper will be purchased for copying and laminating film for laminating materials for trainings to include agendas, handouts, worksheets, folders, and spreadsheets. Leadership conferences will enhance the professional development provided. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers	Formative: Professional Development Sign in sheets, agenda, and ERO session reports, purchased orders, CIP, teacher walk thru data, lesson plans Summative: Students' weekly test grades, campus benchmark scores, STAAR scores, NRT scores, TELPAS scores.	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Provide professional development for new and existing elementary teachers on correlating models of teaching to designated grade-level assessment data analysis in order to monitor / adjust instruction and report student achievement in the areas of Reading, Writing, Math, Social Studies and Science. Materials to be purchased including student workbooks and teacher editions from supplementary consumable resources. Copy paper will be purchased for copying and laminating film for laminating materials for trainings to include agendas, handouts, worksheets, folders, and spreadsheets. Leadership conferences will enhance the professional development provided. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 CNA- SAN#2		Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers	Formative: Professional Development Sign in sheets, agenda, and ERO session reports, purchased orders, CIP, teacher walk thru data, lesson plans Summative: Students' weekly test grades, campus benchmark scores, STAAR scores, NRT scores, TELPAS scores.	20%	60%	80%	→
		Funding Sources: 211 Title I-A - 6726.00, 199 Local funds - 1600.00					
5) Teachers will be provided professional development in math in questioning strategies to enhance students' reflective reasoning and conceptual understanding. Professional development will support math curriculum, vocabulary, research-based instructional strategies, academic language, Sheltered Instruction, and new math TEKS. Student population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Classroom Teachers	Formative: Agendas and sign-in sheets, Materials Lesson Plans check, walk-through observations, resources available Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) All GT teachers will attend GT on-going professional development to obtain the latest information and teaching strategies for GT students. Population: GT Teachers Timeline: June 2019-May 2020		Campus Principal, Dean of Instruction, GT Teachers, GT lead teacher	Formative: Identification procedures for GT students, nomination forms, GT lesson plans Summative: GT students' performance on standardized testing and competitions.	80%	90%	95%	100%

100% = Accomplished		= Continue/Modify	0% = No Progress		= Discontinue
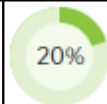
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: All schools 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will apply computer literacy strategies to assist with online testing. In addition, technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among ELs to a minimum of 70% mastery. In addition, classroom technology instruction will show a 5% increase in infrastructure for technology. Student population: ELs Timeline: August 14, 2019-May 27, 2020 CNA- SPPN#4		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: Available student computers, technology lab schedule, technology TEKS, lesson plans Summative: Standardzed test scores, campus benchmark scores, students' weekly grades, teacher observations	20%	60%	80%	→
			Funding Sources: 199 Local funds - 210.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Computers,tablets, laptops, projectors, projector bulbs, document cameras, cricuts and software licenses (i.e. Education Galaxy and Achieve 3000 Smarty Ants) will be purchased and used to assist teachers and students to supplement lessons in order to achieve 90% mastery and 50% level III performance in the areas of reading, math, writing, and science and 70% advanced high mastery on TELPAS. Population: T1, ELs, AR, Sp.Ed., DYS, GT Timeline: August 2019-May 2020 CNA- SPPN#4		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: Projector Purchase Order, Installation schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades	20%	60%	80%	→
Funding Sources: 162 State Compensatory - 50380.00, 211 Title I-A - 27794.00							
3) Purchase ink cartridges for each classroom teacher so that teachers can use to print documents, Pearson resources, eNvision worksheets, PDF files, RTI lesson plans, teacher created materials, TANGO data charts, TANGO student workbooks, and other instructional lessons. Population: T1, ELs, AR, Sp.Ed., DYS, GT Timeline: August 2019-March 2020		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: Ink purchase orders, schedule of installation, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades	20%	75%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Pre-Kinder - 5th grade students will attend computer technology class weekly to address technology skills; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Student headphone sets will be purchased for the use of Rosetta Stone. Population: ELs Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades	20%	60%	80%	→
5) The campus will ensure accessibility to instructional technology devices in order to improve student achievement. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Population: T1, ELs, AR, Sp.Ed., DYS, GT Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Teachers will integrate technology into their curriculum offerings as appropriate to their grade level throughout the year. Students will be exposed to instructional modules to increase comprehension in various content areas. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades	20%	60%	80%	→
7) The Instructional Technology Department along with the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension. Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades	20%	60%	80%	→
8) Technology grade level specific TEKS and specifications will be implemented to age and grade appropriate leveled activities: Ex: key boarding, word research, power point, etc. (Learning.com) Students will develop computer literacy accuracy. Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades	20%	60%	80%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue
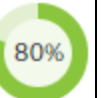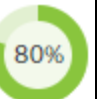
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: Sharp attendance rates, At-Risk Student Attendance.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management that ensure campus student attendance meets district and state rates so that students meet their full educational potential. Timeline: August 14, 2019-May 27, 2020		Campus principal, assistant principal, data entry clerk, parent liaison	Formative: daily attendance reports, ADA, students' absences and excuses, telephone and parent conference logs. Summative: EOY attendance rate	20%	60%	80%	100%
2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students ' perfect attendance achievement that increase learning performance. Timeline: August 14, 2019-May 27, 2020		Campus Principal, assistant principal, classroom teachers, data entry clerk, parent liaison,	Formative: Telephone logs, students' excuses, conference log, student progress reports Summative: EOY Attendance Rate	20%	60%	80%	100%
3) Teachers, attendance clerk, and parent liaison will consistently monitor and communicate students' daily absences and tardiness to parents and staff. Promote and ensure a rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Timeline: August 14, 2019-May 27, 2020		Campus principal, assistant principal, classroom teachers, data entry clerk, parent liaison	Formative: Telephone logs, students' absence excuses, conference logs, student progress reports Summative: EOY Attendance rate	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information. Timeline: August 14, 2019-May 27, 2020		Campus Principal, Assistant Principal	Formative: School Messenger Notification System usage reports Summative: EOY Attendance rate	20%	60%	80%	100%

100%	= Accomplished	→	= Continue/Modify	0%	= 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 2: Sharp 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Tutorials will be provided for students not meeting content performance expectations in order to promote student achievement and reduce the retention rate, especially for At-Risk, LEP, and Migrant sub-populations in the areas of Reading, Math, Writing, and Science. The Extended Day Enrichment Program will be offered to all students. Population: TI, ELLs, AR, Sp.Ed., GT, DYS (PreK-5th Grade) Timeline: August 14, 2019-May 27, 2020 CNA- SAN#1; SPPN#3	2.4, 2.6, 2.6	Campus Principal, Dean of Instruction, Assistant Principal, Tutorial Teachers Administrator for State Compensatory Education	Formative: At-Risk student Tutorial Rosters Tutorial Attendance Sheets Tutorial Lesson Plans, Walk thru observation data, benchmark scores, student progress reports Summative: STAAR results, Retention Rate	20%	60%	80%	→
	Funding Sources: 162 State Compensatory - 50354.00, 211 Title I-A - 35143.00						
2) The Pre-Kindergarten 4 program will be provided the full day in order to better prepare students academically. The campus will also offer the PK3 Program. Population: AR, LEP, TI, MI Timeline: August 14, 2019-May 27, 2020 CNA- DN#3		Campus Principal, Dean of Instruction, Assistant Principal, Pre-Kindergarten teachers, Early Childhood Curriculum Specialist	Formative: PK lesson plans, Teacher walk thru data, PK classroom schedules, C-PM (BOY and EOY) Summative: C-PALLS (EOY)	20%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students. Population: AR, LEP, TI, MI Timeline: August 14, 2019-May 27, 2020 CNA- DN#2		Campus Principal, Dean of Instruction, Administrator for State Compensatory Education	Formative: Teacher observation data, Lesson Plans, student progress reports, benchmark scores Summative: STAAR, Retention Rate	20%	60%	80%	→
4) Provide a campus wide Dyslexia program for identified students: The dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting. Population: AR Timeline: August 14, 2019-May 27, 2020 CNA- DN#1		Campus Principal, 504 Administrator, Dyslexia Teacher	Formative: Dyslexia Schedule of services, Dyslexia Lesson plans, IAP student documentation, Dyslexia teacher walk-thru observations, Required professional development for Dyslexia teachers Summative: STAAR Scores	20%	60%	80%	→
5) Homeless students will be identified in connection with the district's Homeless Youth Project department. Letter received from the Homeless Youth Project will be filed in students' PRC. Homeless students will be monitored through attendance and academics. Population: AR, TI, MI, LEP Timeline: August 14, 2019-May 27, 2020		Campus Principal, Assistant Principal, Dean of Instruction, Data Entry Clerk, Classroom teachers	Formative: Listing of identified Homeless students, District's letter on file in PRC, Homeless students' coded on eschools Summative: Homeless students' academic progress through grades, test grades, teacher input, benchmark scores and state assessment scores	20%	60%	80%	→
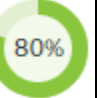
100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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

Evaluation Data 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Campus will continue with performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The nurse will provide medical aid to students for injuries & personal illnesses including dispensing daily medications to students with prescriptions. Students will receive preventive assistance, to help the students enhance their attendance, health, and well being in school. Timeline: August 14, 2019-May 27, 2020		Campus Principal, school nurse	Nurse documentation log	20%	60%	80%	100%
2) School nurse will establish a schedule for screenings: - weight/height - eye/ear - dental - diabetic - other medical checks Students will be evaluated in their physical development for the purpose of providing support and preventive care for their well being. Timeline: August 14, 2019-May 27, 2020		Campus Principal, School nurse, district health department	Screening schedule and screening results	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) School nurse, in conjunction with PE coaches, will conduct 4th grade puberty education presentation. Students will receive awareness in their physical/emotional growth and development. Timeline: August 14, 2019-May 27, 2020		Campus Principal, School Nurse, PE Coach	Puberty Presentation permission slips and documentation	20%	60%	80%	100%
4) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Timeline: August 14, 2019-May 27, 2020		Campus Principal, Dean of Instruction, Classroom Teachers, PE Coach, CATCH Team	Formative: CATCH Lesson plans, CATCH committee dates Summative: EOY program evaluation	20%	60%	80%	100%
5) Appropriate equipment will be purchased and provided in order to support classroom presentations on diabetes, health & hygiene, lice, nutrition, exercise, teeth, personal cleanliness, etc. To provide students with assistance & opportunities to maintain clean clothing and health appearance for their self-esteem & well being. Timeline: August 14, 2019-May 27, 2020		Campus Principal, School Nurse	Nurse student log of services	20%	60%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) 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 at school-wide campuses to improve overall health in order to improve student attendance/performance. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 CNA- DN #4		Campus Principal, Nurse	Formative: Time and Effort Logs, Nurse and Health Student Referrals Summative: EOY Attendance Reports and STAAR Results	20%	60%	80%	100%
7) Supplies will be purchased for the school nurse to ensure proper medical care, hygienic care, sanitary care, and health care of all students during the school day. Timeline: August 14, 2019-May 27, 2020		Campus Principal, School Nurse	Nurse log of services	20%	60%	80%	100%
CNA- DN#4	**Funding Sources**: 199 Local funds - 249.00						

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

State Compensatory

Budget for Sharp Elementary :

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-111-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$5,899.00
162-11-6118-00-111-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$52,000.00
	6100 Subtotal:	**$57,899.00**
6300 Supplies and Services		
162-11-6395-62-111-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	$9,000.00
162-11-6396-00-111-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	$2,455.00
162-11-6398-62-111-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	$4,000.00
162-11-6399-00-111-Y-30-000-Y	6399 General Supplies	$6,489.00
	6300 Subtotal:	**$21,944.00**

Personnel for Sharp Elementary :

Name	Position	Program	FTE
Diana Silguero	PK Teacher	State Comp.	.5
Ivonne Barnes	Dean of Istruction	State Comp.	1
Maria B. Trevino	PK Teacher	State Comp.	.5
Maria del Coral Palmer	PK Teacher	State Comp.	.5
Maribel Salazar	Dyslexia	State Comp.	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment that was developed, reviewed, and revised after a review of multiple data sources and meetings 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. The CNA is created, reviewed, and revised using the following: (1) Student/Parent/Staff Surveys (2) Data Analysis Meetings (3) Response to Intervention (4) Failure Reports The SBDM continuously reviews data to assess progress towards meeting campus goals and performance objectives. The CNA was reviewed/ revised on May 22, 2019. Based on the CNA, the SBDM 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 a minimum of 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2018-2019 school year in all the content areas. To accomplish these goals, the campus will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance. (1) strengthen the core academic program; (2) increase the amount of learning time including the funding of extended day and extended week tutorials for students who are At-Risk and in need of continued instruction to be successful in the succeeding school year; (3) include instructional strategies for meeting the educational needs of historically undeserved student populations; (4) include instructional strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk students, or students not meeting State student academic achievement standards; (5) address how the school will determine if such needs have been met; (6) are consistent with and are designed to implement the State and local improvement plans; and (7) include instructional strategies in the content areas that will allow students to perform and meet goals in reading and in math. The CNA is reviewed quarterly (Oct., Dec., April, and May).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

As per the SBDM committee, the campus improvement plan receives feedback from all stakeholders. It is comprised of school personnel, community members, parents, and business owners. The following stakeholders addressed the needs of the Campus Improvement Plan: Irma Segura, Principal Mario Fajardo, Assistant Principal SBDM Parents (2) SBDM Bussiness Represenatives (2) PK-5th Grade and Special Programs Teachers District Personnel All agreed that the CIP goals would include strategies that addressed the following:(1) strengthen the core academic program; (2) increase the amount of learning time including the funding of extended day and extended week tutorials for students who are At-Risk and in need of continued instruction to be successful in the succeeding school year; (3) include instructional strategies for meeting the educational needs of historically undeserved student populations; (4) include instructional strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk

students, or students not meeting State student academic achievement standards; (5) address how the school will determine if such needs have been met; (6) are consistent with and are designed to implement the State and local improvement plans; and (7) include instructional strategies in the content areas that will allow students to perform and meet goals in reading and in math.

2.2: Regular monitoring and revision

The Campus Improvement plan is monitored and revised at every SBDM Meeting. Formative reviews are completed in order to note the progress of the strategies created by the SBDM committee.

The CNA is reviewed quarterly (Oct. 23, 2019, Jan. 22, 2020, April 16, 2020 (via Zoom) and May, 14, 2020 (via Zoom).

The CNA was reviewed/ revised on May 22, 2019.

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

The Campus Improvement Plan is available on our school's website. In addition, the Dean of Instruction is readily available to answer any questions about our plan. You will be provided with a hard copy, upon request. The CIP meetings with parents provide information in both English and Spanish. Any requested translation of information is provided, as needed.

2.4: Opportunities for all children to meet State standards

To accomplish campus needs objectives, the staff will use the budgeted funds to implement school-wide reform strategies. State Compensatory funds will fund extended day and extended week tutorials for students identified as At-Risk. Tiered instruction will be used during daily instruction with an additional thirty minutes of Tier II and Tier III intervention instruction. Title I funds will be used to purchase supplementary instructional resources for Reading, Math, Writing, and Science.

2.5: Increased learning time and well-rounded education

All teachers will closely monitor all students' performance based on daily exercises and weekly 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. Extended Day will be offered to all students in PK-5th Grade. Data analysis plays an important role. Through the uses of state assessment data, meetings in conjunction with tutorials and staff development, students will become better prepared because their teachers will be better prepared. RTI meetings will be held every three weeks to analyze the progress of students and to review the effectiveness of the Tiered instruction, in addition to making recommendations for further assessment for special programs as Special Education, Dyslexia, and 504. Basic practice materials related to the state assessments needs is introduced and administered with emphasis in second grade, the second semester, to prepare those students to take the test in subsequent years. Stanford and Aprenda scores continue to show improvement because of appropriate placement of students. We continue to focus on the improvement of reading comprehension and isolated reading skills as evidenced in the TPRI/TEJAS LEE data.

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

Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TELPAS, Stanford, Aprenda, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. At-Risk students will be offered additional instructional time.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help students be successful at home, learn English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. With the high level of parental participation at the district sponsored meetings, more needs to be done to reach parents who are not able to attend school for parent conferences, open house, and other parent meetings. Many parents are employed and are unable to participate as volunteers during the school day. We need to build a system to reach and educate all parents on a continuing basis. While many parents are recruited and approved by the district as volunteers, several of these parent volunteers do not make the commitment to remain as a volunteer for the school. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration. SBDM Members assisted with the development of Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

The parent involvement meeting schedule will be based on the needs of the campus. A flexible number of parent involvement meetings will be conducted. The meetings will also be offered in English and Spanish. The meetings are held on Wednesday mornings (9 a.m.) and afternoons (1 p.m.).

Parents will be provided information on the following: (1) Title IA required activities and funding (multiple times and dates, and during the fall/spring Open House), (2) Parental Invovlement Policy that delineates how parents can actively be involved at the district/campus level, (3) School-Parent-Student Compact indicating group responsibility to ensure student schievement, (4) An Annual Title I meeting (multiple times and dates, and during the fall/spring Open House) to inform parents of services provided through Title I funds, (5) Description and explanation of the curriculum used at school, the forms of academic assessments use to measure student progress and achievement levels of the challenging State academic standards (6) Literacy and Technology training to help parents work with their children to improve their children's achievement

Title I Personnel

Name	Position	Program	FTE
Alma L. Trevino	Librarian Aide	Federal Programs	1
Martha A. Silva	Parent Liaison	Federal Programs	1
Olga Chapa	Nurse	Federal Programs	.4

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Coral Palmer (Y2)	PreK
Classroom Teacher	Lori Gardiner (Y2)	1st Grade
Classroom Teacher	Yvonne Gonzalez (Y2)	Kinder
Classroom Teacher	Joe Ramirez (Y1)	2nd Grade
Classroom Teacher	Sergio Gonzalez (Y2)	3rd Grade
Classroom Teacher	Celeste Cardenas (Y1)	4th Grade
Classroom Teacher	Gloria Sarkis (Y2)	5th Grade
Classroom Teacher	Mario Gonzalez (Y2)	Coach
Parent	Sofia Pineda	Parent
Administrator	Irma Segura	Principal
Parent	Melissa Rodriguez	Parent
Meeting Facilitator	Ivonne Barnes	Dean of Instruction
Community Representative	Fredrick Barnes	Community Representative
Community Representative	Peter Avila	Community Representative
Business Representative	Celeste Saldana	Business Representative
Business Representative	Laura Fajardo	Business Representative
District-level Professional	Silvia Saldana	Transportation Department
Non-classroom Professional	Mario Fajardo (Y2)	Assistant Principal

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Copy Paper	199-11-6396-00-111-Y-11-000-Y	$3,587.00
1	1	3	General Supplies	199-11-6399-00-111-Y-11-000-Y	$8,441.00
1	1	3	Booklets	199-11-63-99-16-111-Y-11-000-Y	$151.00
1	1	3	General Supplies	199-12-6399-00-111-Y-99-000-Y	$49.00
1	1	7	Transportation	199-11-6494-00-111-Y-11-000-Y	$3,029.00
1	1	10	Reading Materials	199-12-6329-00-111-Y-99-000-Y	$500.00
1	4	2	Music General Supplies	199-11-6399-57-111-Y-11-000-Y	$510.00
1	4	3	General Art Supplies	199-11-6399-50-111-Y-11-000-Y	$510.00
5	1	2	General Supplies	199-11-63-99-51-111-Y-11-000-Y	$333.00
5	1	3	General Supplies	199-31-6399-00-111-Y-99-000-Y	$249.00
5	1	3	General Supplies	199-31-6399-00-111-Y-99-032-Y	$50.00
7	1	1	Employee Travel	199-13-64-11-23-111-Y-99-000-Y	$200.00
7	1	1	Toner	199-23-6399-65-111-Y-99-000-Y	$539.00
7	1	4	Employee Travel	199-23-6411-23-111-Y-99-000-Y	$1,600.00
8	1	1	ITECH Equipment	199-11-63-99-62-111-Y-11-000-Y	$210.00
9	3	7	General Supplies	199-33-6399-00-111-Y-99-000-Y	$249.00
				Sub-Total	$20,207.00
				Budgeted Fund Source Amount	$20,207.00
				+/- Difference	$0

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources	162-11-6399-00-111-Y-30-000-Y	$6,489.00
1	1	3	Supplies and Materials	162-11-6398-62-111-Y-30-000-Y	$4,000.00
1	1	3	Substitutes	162-11-6112-18-111-Y-30-337-Y	$4,000.00
1	2	2	State Comp. PK-4 Teacher Salaries	162-11-6119-00-111-Y-34-000-Y	$158,042.00
6	1	9	Walk for the Future	162-61-6399-00-111-Y-30-000-Y	$100.00
8	1	2	Software	162-11-6395-62--111-Y30-000-Y	$9,000.00
8	1	2	Computer and Printer Equipment	162-11-6399-00-111-Y-30-337-Y	$9,380.00
8	1	2	Laptops	162-11-6398-62-111-Y-30-337-Y	$32,000.00
9	2	1	Extra Duty Pay (Extended Day and Tutorial)	162-11-6118-00-111-Y-30-000-Y	$42,000.00
9	2	1	Copy Paper	162-11-6396-00-111-Y-30-000-Y	$2,455.00
9	2	1	Extra Duty Pay (SSI)	162-11-6118-00-111-Y-24-SSI-Y	$5,899.00
				Sub-Total	$273,365.00
				Budgeted Fund Source Amount	$273,365.00
				+/- Difference	$0

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Resources	163-11-6399-00-111-Y-25-000-Y	$5,775.00
				Sub-Total	$5,775.00
				Budgeted Fund Source Amount	$5,775.00
				+/- Difference	$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Copy Paper	211-11-6396-00-111-Y-30-0F2-Y	$3,000.00
1	1	3	Instructional Resources/ Supplies	211-11-6399-16-111-Y-30-0F2-Y	$10,000.00
1	1	3	General Supplies	211-11-6399-00-111-Y-30-0F2-Y	$12,000.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Principal's Technology Training	211-23-6411-23-111-Y-24-0F2-Y	$2,800.00
6	1	9	Parent Center	211-61-6399-00-111-Y-30-0F2-Y	$900.00
6	1	11	Mileage	211-61-6411-00-111-Y-30-0F2-Y	$900.00
7	1	4	Instructional Resources	211-13-6399-00-111-Y-30-AYP-Y	$6,726.00
8	1	2	Capital Assets	211-11-6398-62-111-Y-30-0F2-Y	$21,480.00
8	1	2	Software	211-11-6395-62-111-Y-30-0F2-Y	$500.00
8	1	2	Computer Equipment	211-23-6398-65-111-Y-30-0F2-Y	$1,758.00
8	1	2	Projectors	211-11-6398-00-111-Y-30-0F2-Y	$4,056.00
9	2	1	Extra Duty Pay- Extended Day	211-11-6118-00-111-Y-30-ASP-Y	$26,223.00
9	2	1	Extra Duty Pay- Extended Day (Paraprofessionals)	211-11-6121-00-111-Y-30-ASP-Y	$8,920.00
				Sub-Total	$99,263.00
				Budgeted Fund Source Amount	$99,263.00
				+/- Difference	$0

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Resources	263-11-6399-00-111-Y-25-000-Y	$5,313.00
				Sub-Total	$5,313.00
				Budgeted Fund Source Amount	$5,313.00
				+/- Difference	$0
				Grand Total	$403,923.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **SHARP EL**

Campus Number: **031901111**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)

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

Grade 3 Reading

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	76%	80%	**85%**	-	86%	*	-	-	-	-	*	-	87%	78%	84%	81%
	2018	77%	80%	**86%**	-	85%	*	-	-	-	-	-	-	85%	*	87%	83%
At Meets Grade Level or Above	2019	45%	46%	**66%**	-	68%	*	-	-	-	-	*	-	65%	67%	66%	62%
	2018	43%	42%	**63%**	-	61%	*	-	-	-	-	-	-	61%	*	61%	61%
At Masters Grade Level	2019	27%	26%	**30%**	-	31%	*	-	-	-	-	*	-	27%	44%	29%	31%
	2018	25%	22%	**26%**	-	22%	*	-	-	-	-	-	-	27%	*	21%	30%

Grade 3 Mathematics

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	79%	85%	**85%**	-	85%	*	-	-	-	-	*	-	87%	78%	84%	79%
	2018	78%	86%	**89%**	-	88%	*	-	-	-	-	*	-	88%	*	90%	84%
At Meets Grade Level or Above	2019	49%	56%	**46%**	-	47%	*	-	-	-	-	*	-	50%	22%	46%	45%
	2018	47%	54%	**62%**	-	60%	*	-	-	-	-	*	-	65%	*	60%	60%
At Masters Grade Level	2019	25%	27%	**23%**	-	24%	*	-	-	-	-	*	-	25%	11%	25%	24%
	2018	23%	27%	**27%**	-	26%	*	-	-	-	-	*	-	28%	*	25%	28%

Grade 4 Reading

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	83%	**96%**	-	96%	*	-	-	-	-	*	-	95%	100%	96%	94%
	2018	73%	79%	**79%**	-	78%	*	-	-	-	-	50%	-	80%	70%	76%	76%
At Meets Grade Level or Above	2019	44%	51%	**72%**	-	71%	*	-	-	-	-	*	-	67%	91%	71%	71%
	2018	46%	49%	**59%**	-	58%	*	-	-	-	-	13%	-	57%	70%	56%	57%
At Masters Grade Level	2019	22%	23%	**26%**	-	25%	*	-	-	-	-	*	-	29%	18%	22%	23%
	2018	24%	23%	**31%**	-	32%	*	-	-	-	-	0%	-	30%	40%	31%	30%

Grade 4 Mathematics

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	82%	**96%**	-	96%	*	-	-	-	-	*	-	98%	91%	96%	100%
	2018	78%	86%	**93%**	-	93%	*	-	-	-	-	63%	-	92%	100%	92%	92%
At Meets Grade Level or Above	2019	48%	53%	**72%**	-	71%	*	-	-	-	-	*	-	71%	73%	69%	84%
	2018	49%	56%	**67%**	-	67%	*	-	-	-	-	25%	-	65%	80%	66%	70%
At Masters Grade Level	2019	28%	30%	**32%**	-	31%	*	-	-	-	-	*	-	29%	45%	27%	35%
	2018	27%	30%	**37%**	-	38%	*	-	-	-	-	13%	-	40%	20%	39%	49%

Grade 4 Writing

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	67%	78%	**74%**	-	73%	*	-	-	-	-	*	-	74%	73%	69%	74%
	2018	63%	74%	**66%**	-	66%	*	-	-	-	-	11%	-	68%	55%	65%	57%
At Meets Grade Level or Above	2019	35%	44%	**43%**	-	42%	*	-	-	-	-	*	-	43%	45%	38%	52%
	2018	39%	48%	**34%**	-	33%	*	-	-	-	-	0%	-	37%	18%	31%	27%
At Masters Grade Level	2019	11%	14%	**9%**	-	8%	*	-	-	-	-	*	-	10%	9%	4%	10%
	2018	11%	14%	**7%**	-	7%	*	-	-	-	-	0%	-	7%	9%	6%	5%

Grade 5 Reading^

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	86%	91%	**100%**	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
	2018	84%	90%	**97%**	-	97%	*	-	-	-	-	100%	-	96%	100%	96%	97%
At Meets Grade Level or Above	2019	54%	56%	**68%**	-	68%	*	-	-	-	-	38%	-	66%	80%	62%	61%
	2018	54%	59%	**63%**	-	62%	*	-	-	-	-	60%	-	60%	75%	58%	61%

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

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**33%**	-	32%	*	-	-	-	-	13%	-	32%	40%	26%	23%
	2018	26%	28%	**32%**	-	30%	*	-	-	-	-	30%	-	28%	50%	24%	17%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**99%**	-	99%	*	-	-	-	-	88%	-	98%	100%	98%	97%
	2018	91%	97%	**98%**	-	98%	*	-	-	-	-	90%	-	100%	92%	98%	100%
At Meets Grade Level or Above	2019	58%	70%	**74%**	-	73%	*	-	-	-	-	38%	-	71%	90%	67%	77%
	2018	58%	74%	**81%**	-	80%	*	-	-	-	-	60%	-	86%	58%	78%	81%
At Masters Grade Level	2019	36%	46%	**54%**	-	54%	*	-	-	-	-	0%	-	52%	70%	50%	61%
	2018	30%	43%	**50%**	-	50%	*	-	-	-	-	20%	-	52%	42%	47%	44%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**86%**	-	86%	*	-	-	-	-	88%	-	85%	90%	86%	87%
	2018	76%	85%	**94%**	-	93%	*	-	-	-	-	80%	-	94%	92%	93%	97%
At Meets Grade Level or Above	2019	49%	60%	**53%**	-	52%	*	-	-	-	-	50%	-	52%	60%	52%	55%
	2018	41%	51%	**61%**	-	60%	*	-	-	-	-	50%	-	60%	67%	56%	61%
At Masters Grade Level	2019	24%	28%	**31%**	-	30%	*	-	-	-	-	13%	-	29%	40%	28%	26%
	2018	17%	20%	**29%**	-	27%	*	-	-	-	-	20%	-	22%	58%	24%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**91%**	-	91%	90%	-	-	-	-	76%	-	91%	89%	89%	88%
	2018	77%	78%	**87%**	-	87%	100%	-	-	-	-	65%	-	87%	86%	86%	86%
At Meets Grade Level or Above	2019	50%	52%	**62%**	-	62%	60%	-	-	-	-	27%	-	61%	67%	59%	63%
	2018	48%	49%	**61%**	-	60%	100%	-	-	-	-	35%	-	61%	61%	58%	60%
At Masters Grade Level	2019	24%	23%	**31%**	-	30%	60%	-	-	-	-	7%	-	30%	35%	27%	29%
	2018	22%	21%	**30%**	-	29%	62%	-	-	-	-	14%	-	29%	35%	27%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**94%**	-	95%	*	-	-	-	-	73%	-	94%	93%	93%	90%
	2018	74%	74%	**87%**	-	86%	100%	-	-	-	-	78%	-	87%	88%	86%	85%
At Meets Grade Level or Above	2019	48%	47%	**68%**	-	69%	*	-	-	-	-	27%	-	66%	80%	66%	64%
	2018	46%	44%	**61%**	-	60%	100%	-	-	-	-	39%	-	59%	75%	58%	59%
At Masters Grade Level	2019	21%	18%	**30%**	-	30%	*	-	-	-	-	13%	-	29%	33%	26%	26%
	2018	19%	17%	**30%**	-	29%	80%	-	-	-	-	17%	-	28%	42%	26%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**94%**	-	93%	*	-	-	-	-	80%	-	94%	90%	92%	90%
	2018	81%	85%	**94%**	-	94%	100%	-	-	-	-	70%	-	93%	96%	94%	93%
At Meets Grade Level or Above	2019	52%	57%	**64%**	-	64%	*	-	-	-	-	20%	-	64%	63%	60%	66%
	2018	50%	55%	**71%**	-	70%	100%	-	-	-	-	40%	-	72%	63%	69%	71%
At Masters Grade Level	2019	26%	31%	**38%**	-	37%	*	-	-	-	-	0%	-	37%	43%	35%	38%
	2018	24%	28%	**39%**	-	39%	40%	-	-	-	-	15%	-	41%	29%	38%	42%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**74%**	-	73%	*	-	-	-	-	*	-	74%	73%	69%	74%
	2018	66%	71%	**66%**	-	66%	*	-	-	-	-	11%	-	68%	55%	65%	57%
At Meets Grade Level or Above	2019	38%	44%	**43%**	-	42%	*	-	-	-	-	*	-	43%	45%	38%	52%
	2018	41%	45%	**34%**	-	33%	*	-	-	-	-	0%	-	37%	18%	31%	27%
At Masters Grade Level	2019	14%	15%	**9%**	-	8%	*	-	-	-	-	*	-	10%	9%	4%	10%
	2018	13%	13%	**7%**	-	7%	*	-	-	-	-	0%	-	7%	9%	6%	5%

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	**86%**	-	86%	*	-	-	-	-	88%	-	85%	90%	86%	87%
	2018	80%	82%	**94%**	-	93%	*	-	-	-	-	80%	-	94%	92%	93%	97%
At Meets Grade Level or Above	2019	54%	55%	**53%**	-	52%	*	-	-	-	-	50%	-	52%	60%	52%	55%
	2018	51%	51%	**61%**	-	60%	*	-	-	-	-	50%	-	60%	67%	56%	61%
At Masters Grade Level	2019	25%	21%	**31%**	-	30%	*	-	-	-	-	13%	-	29%	40%	28%	26%
	2018	23%	19%	**29%**	-	27%	*	-	-	-	-	20%	-	22%	58%	24%	25%

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**68**	-	68	*	-	-	-	-	*	-	67	75	65	61
	2018	63	65	**69**	-	68	*	-	-	-	-	88	-	70	60	69	80
Grade 4 Mathematics	2019	65	64	**77**	-	76	*	-	-	-	-	*	-	71	100	76	84
	2018	65	66	**72**	-	72	*	-	-	-	-	50	-	73	70	72	84
Grade 5 ELA/Reading	2019	81	78	**81**	-	81	*	-	-	-	-	75	-	82	75	83	77
	2018	80	81	**89**	-	89	*	-	-	-	-	100	-	88	96	88	88
Grade 5 Mathematics	2019	83	88	**88**	-	88	*	-	-	-	-	81	-	88	89	87	90
	2018	81	87	**92**	-	92	*	-	-	-	-	85	-	95	79	92	92
All Grades Both Subjects	2019	69	69	**80**	-	79	*	-	-	-	-	80	-	79	85	79	78
	2018	69	71	**80**	-	80	100	-	-	-	-	82	-	81	77	80	86
All Grades ELA/Reading	2019	68	67	**76**	-	75	*	-	-	-	-	73	-	76	75	75	69
	2018	69	69	**78**	-	78	*	-	-	-	-	94	-	78	80	78	84
All Grades Mathematics	2019	70	71	**83**	-	83	*	-	-	-	-	86	-	81	95	82	87
	2018	70	72	**82**	-	81	*	-	-	-	-	69	-	83	75	81	88

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 482

Campus Name: SHARP EL
2018-19 Campus Prior Year and Student Success Initiative
Grade Span: EE - 05

Campus Number: 031901111
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**89%**	-	89%	-	-	-	-	-	67%	89%	83%
	2018	38%	44%	**59%**	-	59%	-	-	-	-	-	70%	59%	54%
Mathematics	2019	45%	57%	**90%**	-	90%	-	-	-	-	-	83%	90%	*
	2018	47%	57%	**75%**	-	75%	-	-	-	-	-	*	75%	100%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**88%**	-	88%	*	-	-	-	-	38%	85%	86%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**12%**	-	12%	*	-	-	-	-	63%	15%	14%
STAAR Cumulative Met Standard														
	2019	86%	91%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**95%**	-	95%	*	-	-	-	-	63%	94%	95%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**5%**	-	5%	*	-	-	-	-	38%	6%	5%
STAAR Cumulative Met Standard														
	2019	90%	96%	**99%**	-	99%	*	-	-	-	-	88%	98%	100%

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

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**91%**	84%	84%	-	-	-	*	*	-	*	84%	84%
	2018	77%	78%	**87%**	83%	83%	-	-	-	-	-	-	-	83%	83%
At Meets Grade Level or Above	2019	50%	52%	**62%**	56%	56%	-	-	-	*	*	-	*	55%	56%
	2018	48%	49%	**61%**	54%	54%	-	-	-	-	-	-	-	54%	54%
At Masters Grade Level	2019	24%	23%	**31%**	22%	22%	-	-	-	*	*	-	*	21%	22%
	2018	22%	21%	**30%**	26%	26%	-	-	-	-	-	-	-	26%	26%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**94%**	84%	84%	-	-	-	*	*	-	*	85%	85%
	2018	74%	74%	**87%**	76%	76%	-	-	-	-	-	-	-	76%	76%
At Meets Grade Level or Above	2019	48%	47%	**68%**	59%	59%	-	-	-	*	*	-	*	58%	59%
	2018	46%	44%	**61%**	47%	47%	-	-	-	-	-	-	-	47%	47%
At Masters Grade Level	2019	21%	18%	**30%**	17%	17%	-	-	-	*	*	-	*	17%	18%
	2018	19%	17%	**30%**	20%	20%	-	-	-	-	-	-	-	20%	20%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**94%**	88%	88%	-	-	-	*	*	-	*	88%	88%
	2018	81%	85%	**94%**	93%	93%	-	-	-	-	-	-	-	93%	93%
At Meets Grade Level or Above	2019	52%	57%	**64%**	59%	59%	-	-	-	*	*	-	*	58%	59%
	2018	50%	55%	**71%**	68%	68%	-	-	-	-	-	-	-	68%	68%
At Masters Grade Level	2019	26%	31%	**38%**	30%	30%	-	-	-	*	*	-	*	29%	29%
	2018	24%	28%	**39%**	39%	39%	-	-	-	-	-	-	-	39%	39%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**74%**	56%	56%	-	-	-	-	-	-	*	56%	59%
	2018	66%	71%	**66%**	50%	50%	-	-	-	-	-	-	-	50%	50%
At Meets Grade Level or Above	2019	38%	44%	**43%**	31%	31%	-	-	-	-	-	-	*	31%	35%
	2018	41%	45%	**34%**	15%	15%	-	-	-	-	-	-	-	15%	15%
At Masters Grade Level	2019	14%	15%	**9%**	6%	6%	-	-	-	-	-	-	*	6%	12%
	2018	13%	13%	**7%**	5%	5%	-	-	-	-	-	-	-	5%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**86%**	94%	94%	-	-	-	-	-	-	-	94%	94%
	2018	80%	82%	**94%**	100%	100%	-	-	-	-	-	-	-	100%	100%
At Meets Grade Level or Above	2019	54%	55%	**53%**	53%	53%	-	-	-	-	-	-	-	53%	53%
	2018	51%	51%	**61%**	65%	65%	-	-	-	-	-	-	-	65%	65%
At Masters Grade Level	2019	25%	21%	**31%**	24%	24%	-	-	-	-	-	-	-	24%	24%
	2018	23%	19%	**29%**	26%	26%	-	-	-	-	-	-	-	26%	26%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**80%**	79%	79%	-	-	-	-	-	-	*	79%	80%
	2018	69%	71%	**80%**	89%	89%	-	-	-	-	-	-	-	89%	89%
All Grades ELA/Reading	2019	68%	67%	**76%**	73%	73%	-	-	-	-	-	-	*	73%	74%
	2018	69%	69%	**78%**	87%	87%	-	-	-	-	-	-	-	87%	87%
All Grades Mathematics	2019	70%	71%	**83%**	85%	85%	-	-	-	-	-	-	*	85%	85%
	2018	70%	72%	**82%**	91%	91%	-	-	-	-	-	-	-	91%	91%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**89%**	83%	83%	-	-	-	-	-	-	-	83%	83%
	2018	38%	44%	**59%**	54%	54%	-	-	-	-	-	-	-	54%	54%
Mathematics	2019	45%	57%	**90%**	*	*	-	-	-	-	-	-	-	*	*
	2018	47%	57%	**75%**	100%	100%	-	-	-	-	-	-	-	100%	100%

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**89%**	-	89%	100%	-	-	-	-	93%	88%	78%
Not Included in Accountability													
Mobile	4%	2%	**8%**	-	8%	0%	-	-	-	-	7%	8%	12%
Other Exclusions	1%	2%	**4%**	-	4%	0%	-	-	-	-	0%	4%	9%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**93%**	-	93%	100%	-	-	-	-	97%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	**4%**	-	4%	0%	-	-	-	-	3%	4%	3%
Other Exclusions	1%	2%	**3%**	-	3%	0%	-	-	-	-	0%	3%	9%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: SHARP EL

Campus Number: 031901111

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 482

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**96.0%**	-	96.0%	97.5%	-	-	-	-	97.0%	96.0%	96.0%
2016-17	95.7%	95.8%	**96.7%**	*	96.6%	97.8%	-	-	-	-	97.4%	96.6%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

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

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
2018-19 Campus Graduation Profile
Total Students: 482

Campus Name: SHARP EL
Grade Span: EE - 05

Campus Number: 031901111
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

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

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

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

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: SHARP EL

Campus Number: 031901111

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 482

Grade Span: EE - 05

School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

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

December 2019

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD

Campus Name: SHARP EL

Campus Number: 031901111

Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 482

Grade Span: EE - 05

School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
Total Students	482	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	6	1.2%	0.2%	0.3%
Pre-Kindergarten	89	18.5%	8.0%	4.4%
Kindergarten	64	13.3%	5.9%	6.9%
Grade 1	61	12.7%	6.8%	7.1%
Grade 2	61	12.7%	6.6%	7.2%
Grade 3	65	13.5%	6.5%	7.3%
Grade 4	56	11.6%	6.9%	7.6%
Grade 5	80	16.6%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	476	98.8%	98.3%	52.6%
White	6	1.2%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	429	89.0%	88.5%	60.6%
Non-Educationally Disadvantaged	53	11.0%	11.5%	39.4%
Section 504 Students	27	5.6%	8.7%	6.5%
English Learners (EL)	231	47.9%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	17	3.5%	5.4%	3.6%
At-Risk	332	68.9%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	38			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	36.8%	55.3%	42.4%
Students with Physical Disabilities	8	21.1%	11.5%	21.9%
Students with Autism	8	21.1%	12.2%	13.7%
Students with Behavioral Disabilities	**	**	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	62	16.3%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	62	16.3%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.9%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	5.8%	10.7%	3.1%	33.3%	16.2%	5.5%
Grade 2	0.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	2.1%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	1.5%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.8%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.1	19.2	18.9
Grade 1	16.8	17.8	18.8
Grade 2	19.6	17.8	18.7
Grade 3	19.1	19.2	18.9
Grade 4	29.6	21.6	19.2
Grade 5	18.0	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

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

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	46.4	100.0%	100.0%	100.0%
Professional Staff:	35.4	76.3%	56.5%	64.1%
Teachers	28.6	61.6%	44.0%	49.8%
Professional Support	3.8	8.2%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	6.5%	2.9%	3.0%
Educational Aides:	11.0	23.7%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	45.4	97.8%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	27.6	96.5%	90.3%	27.7%
White	1.0	3.5%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.5	22.6%	32.0%	23.8%
Females	22.1	77.4%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	24.1	84.4%	79.4%	73.6%
Masters	4.5	15.6%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	1.0	3.5%	14.3%	28.9%
6-10 Years Experience	8.0	28.0%	17.6%	19.0%
11-20 Years Experience	12.5	43.6%	39.3%	29.3%
Over 20 Years Experience	7.1	24.9%	26.0%	15.7%
Number of Students per Teacher	16.9	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.8	6.3
Average Years Experience of Principals with District	6.0	8.4	5.4
Average Years Experience of Assistant Principals	10.0	8.4	5.3
Average Years Experience of Assistant Principals with District	10.0	8.2	4.7
Average Years Experience of Teachers:	16.7	15.1	11.1
Average Years Experience of Teachers with District:	16.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	$45,291	$49,170	$50,408
6-10 Years Experience	$48,250	$50,423	$52,786
11-20 Years Experience	$53,536	$55,575	$56,041
Over 20 Years Experience	$64,809	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,572	$55,810	$54,122
Professional Support	$57,044	$67,073	$64,069
Campus Administration (School Leadership)	$81,414	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
Campus Name: SHARP EL
Campus Number: 031901111

Total Students: 482
Grade Span: EE - 05
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	230	47.7%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	40	8.3%	12.0%	8.1%
Special Education	38	7.9%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	3.4%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	3.5%	0.9%	2.7%
Gifted & Talented Education	0.8	2.7%	0.5%	2.0%
Regular Education	22.8	79.9%	78.8%	71.4%
Special Education	3.0	10.5%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Brownsville ISD
031901

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

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

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

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

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

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

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

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

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

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

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

Policy

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

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

Internet Posting

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

Prevention and Mediation

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

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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

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

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SHARP EL**

Early Childhood Literacy Progress Measure 1   Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 71% to 76% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
72%	73%	74%	75%	76%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	73%	75%	61%
2021	74%	76%	62%
2022	75%	77%	63%
2023	76%	78%	64%
2024	77%	79%	65%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1   Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 95% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
96%	97%	98%	99%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	96%	97%	93%
2021	97%	98%	94%
2022	98%	99%	95%
2023	99%	100%	96%
2024	100%	100%	97%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SHARP EL**

Early Childhood Literacy Progress Measure 2 — Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 85% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	88%	89%	82%
2021	89%	90%	83%
2022	90%	91%	84%
2023	91%	92%	85%
2024	92%	93%	86%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2 — Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 62% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
63%	64%	65%	66%	67%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	62%	62%	64%
2021	63%	63%	65%
2022	64%	64%	66%
2023	65%	65%	67%
2024	66%	66%	68%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SHARP EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade   Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 84% to 89% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
85%	86%	87%	88%	89%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	84%	82%	82%
2021	85%	83%	83%
2022	86%	84%	84%
2023	87%	85%	85%
2024	88%	86%	86%

Minimum size criteria set to 10 or more students.

District: BROWNSVILLE ISD   **Campus: SHARP EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade   Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 48% to 53% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	50%	50%	52%
2021	51%	51%	53%
2022	52%	52%	54%
2023	53%	53%	55%
2024	54%	54%	56%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade   Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 67% to 72% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	69%	70%	71%	72%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	67%	65%	72%
2021	68%	66%	73%
2022	69%	67%	74%
2023	70%	68%	75%
2024	71%	69%	76%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SHARP EL**

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

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks
will increase from 60% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	63%	64%	65%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	62%	62%	62%
2021	63%	63%	63%
2022	64%	64%	64%
2023	65%	65%	65%
2024	66%	66%	66%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SHARP EL**

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

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 45% to 50% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	46%	49%	59%
2021	47%	50%	60%
2022	48%	51%	61%
2023	49%	52%	62%
2024	50%	53%	63%

Minimum size criteria set to 10 or more students.

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

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 31% to 36% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
32%	33%	34%	35%	36%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	32%	31%	35%
2021	33%	32%	36%
2022	34%	33%	37%
2023	35%	34%	38%
2024	36%	35%	39%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SHARP EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 23% to 28% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
24%	25%	26%	27%	28%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	26%	25%	21%
2021	27%	26%	22%
2022	28%	27%	23%
2023	29%	28%	24%
2024	30%	29%	25%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 18% to 23% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
19%	20%	21%	22%	23%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SHARP EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 66% to 71% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	69%		67%	63%	
2021	70%	1%	68%	64%	1%
2022	71%	2%	69%	65%	2%
2023	72%	3%	70%	66%	3%
2024	73%	4%	71%	67%	4%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	48%		47%	46%	
2021	49%	1%	48%	47%	1%
2022	50%	2%	49%	48%	2%
2023	51%	3%	50%	49%	3%
2024	52%	4%	51%	50%	4%

Minimum size criteria set to 10 or more students.