

# Brownsville Independent School District

## Breeden Elementary

**2019-2020**

**Accountability Rating: A**

### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** November 6, 2019

**Public Presentation Date:** October 3, 2019

# Mission Statement

*Daniel Breeden Elementary is committed to the development of each child's academic, social and physical skills needed to become a productive citizen in our ever changing technological and global society.*

## Vision

*All Daniel Breeden Elementary students will exceed the minimum academic standards to become college ready.*

## Value Statement

*Brownsville Independent School District, rich in cultural graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students*

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens.

It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION CHAPTER 4 OBJECTIVES**

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. (expanded 2017)

Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (added 2017)

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

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# Comprehensive Needs Assessment

Revised/Approved: May 21, 2019

## Needs Assessment Overview

Breeden Elementary School is named after Daniel Breeden, the longest serving principal of Hanna High School. Breeden's career with Brownsville ISD began in 1957 as a math and social studies teacher at Cummings Intermediate School. He went on to serve as an associate principal at Brownsville High School under the late Dr. Arnulfo Oliveira. In 1974, Breeden became principal of the newly named Hanna High School. He remained at Hanna until his retirement in 1986 after completing 29 years of service to the district. Breeden was known and respected by thousands of former students and colleagues as an outstanding educator as well as a man of patience, understanding and consideration. Currently, Mrs. Mandy Delgado serves as the Principal of Breeden Elementary.

Breeden Elementary School is located in Brownsville, Texas and is one of thirty-seven elementary schools in Brownsville ISD. The campus was opened in 2012 and currently has a student population of approximately 692 students in grades PK through 5. According to the PEIMS Data Review and Texas Academic Performance Report (TAPR) of our campus profile, 98.7% of the student population is Hispanic, 92.8% are identified as Economically Disadvantaged, 59.1 are identified as At-Risk student, and the majority are English/Spanish bilingual.

The students of Breeden Elementary School are the recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts: Spelling, English/ESL & Writing, Mathematics, Science, Social Studies, Physical Education, Health, Art, Music, Theatre Arts, Handwriting & Technology). The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, and Bilingual/ESL. All students are required to meet the passing standard of the four assessments (Reading, Math, Writing, and Science) which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Breeden Elementary School is comprised of 41 faculty members, 3 campus administrators, 1.5 counselors, 21 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 1 speech pathologist, 3 office staff, 1 parent liaison, and 5 custodians with 98% Hispanic and 2% white. The teaching staff is also 17 % male and 83% female.

**Breeden Elementary is committed to the following District Reform Strategies:** Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary, Sheltered English/Esperanza Instruction, CIRCLE/Owl Model, Response to Intervention Model, Accelerated Reader Program, Six Traits of Writing, Language Enrichment, and the Dyslexia Program.

Breeden Elementary School uses its Title I-Part A, State Compensatory, Bilingual, and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The District conducts comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the surveys (CNA), Breeden concentrates 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 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2019-2020 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, data-analysis of teacher groups assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

- Attain attendance rates through student motivational activities such as six weeks perfect attendance awards, end of year prize drawings and perfect attendance celebration. Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements.
- Provide tutorials to students that are demonstrating a need to improve. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum.
- Purchase recognition materials (i.e. trophies, plaques, certificates, etc.) to recognize students' achievement (attendance or academic).
- Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues.
- Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies.
- Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet all assessment (TPRI/Tejas Lee, STAAR) standards for all student populations.
- Add technology that will support classroom instruction and provide more computer access for students in all classrooms
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills .
- Increase formal and informal communication with parents, staff, and students.

To accomplish these objectives, Breeden Elementary will provide opportunities for all children in meeting the State's "master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that...

- Strengthen the core academic program;
- Increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year;
- Include strategies for meeting the educational needs of historically under-served populations; and
- Include strategies to address the needs of all children in school, particularly the needs of low-achieving at-risk students who are not meeting the State student academic achievement standards



# Demographics

## Demographics Summary

The student population at Breeden Elementary School is approximately 694 as of PEIMS Snapshot (October 30, 2019) and serves students in grades Pre Kinder through Fifth Grade. According to the 2018-19 PEIMS Student Data (Fall Collection) report of our campus profile, student population includes: Hispanic 98.41%, White 1.15%, Asian .14%, African American .29%, Economically disadvantaged 73.05%, Limited English Proficient (LEP) 45.68%, At-Risk 70.89%, Migrant .72%, Gifted and Talented 7.06%, Special Education 12.82%. Enrollment numbers have shown an increase over the past year due to "open enrollment" at the Elementary level. The mobility rate from home campus to neighboring campus or within the district is high. A total of 492 students were identified as at-risk with the highest number being identified under the LEP category. Based on the 2018 Summer School data, the retention rate was high in the 1st grade level (8%). Attendance Percentage for the 2018-2019 school year was 97.45% and Breeden was the recipient of several district based attendance incentives. Currently, the average class size is 22:1 for K-4th grade. PK and-5th grade average size is above 22:1. The academic instructional line for students is Garcia, Oliveria, and Vela Middle Schools and Rivera and Hanna Early College High Schools. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher/parent conferences, and interventions for all at-risk students.

## Demographics Strengths

1. Attendance Rate 97.45%
2. Effective and efficient use of budgeted funds
3. Communication procedures between home and school on students attendance
4. Strong Pre-Kinder and Kinder programs that provide foundation learning experiences
5. ELL student placement into the Bilingual Program within the 20 day period
6. Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
7. Early RTI plans are in place and are updated continuously with current academic data
8. Early screening for Dyslexia and Special Education Referrals
9. Immediate identification and enrollment of homeless and unaccompanied youth
10. TIER II Interventions for Migrant, LEP and At-Risk students
11. After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
12. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies

## Demographic Needs:

1. Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically
2. Increase STAAR, TPRI, TELPAS and District/Campus assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instructional materials

3. Increase student attendance by offering six weeks motivational incentives (movie, popcorn, pizza, etc.)
4. Provide Migrant students with supplemental supplies to increase their attendance rate and assessment scores
5. Additional incentives to increase student attendance

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The growing numbers of At-Risk student in the areas of Dyslexia, SPED, and 504 reflects the support needed for teachers on continuing how to identify, develop RTI plans and provide interventions to students in need of academic support. **Root Cause:** Provide more academic support and interventions to identified At-Risk, ELP/ELL, SPED and Migrant students who are struggling academically and in need of a timely dyslexia, behavioral or speech RTI plans and SPED Evaluations/504 screenings.

# Student Academic Achievement

## Student Academic Achievement Summary

Critical to the academic success of Breeden Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting state's student expectation and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit tests, and district/campus progress monitoring assessments. Administrators and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. The Data Team (Administration and Grade Level Teachers) meet throughout the year to disaggregate assessment data and discuss campus needs.

### 2018-2019 STAAR Summary of 3<sup>rd</sup> -5<sup>th</sup> Grades Tested (All Students)

STAAR Test	All Students	Economically Disadvantaged	Title I Part A	Migrant	LEP	Bilingual	Special Education	Gifted and Talented	At-Risk
3 <sup>rd</sup> Reading	87%	81%	87%	-	83%	83%	53%	100%	85%
3 <sup>rd</sup> Math	93%	91%	93%	-	92%	92%	65%	100%	91%
4 <sup>th</sup> Reading	93%	91%	93%	-	94%	94%	57%	100%	88%
4 <sup>th</sup> Math	91%	89%	91%	-	89%	89%	43%	100%	84%
4 <sup>th</sup> Writing	89%	87%	89%	-	89%	89%	57%	100%	86%
5 <sup>th</sup> Reading	92%	89%	92%	-	88%	88%	27%	100%	86%
5 <sup>th</sup> Math	98%	98%	98%	-	100%	100%	73%	100%	96%
5 <sup>th</sup> Science	86%	80%	85%	-	69%	70%	36%	100%	71%

### 2018-2019 TELPAS Summary (Composite Rating):

Listening, Speaking, Reading, Writing	Kindergarten (41)	1 <sup>st</sup> Grade (49)	2 <sup>nd</sup> Grade (39)	3 <sup>rd</sup> Grade (60)	4 <sup>th</sup> Grade (37)	5 <sup>th</sup> Grade (32)
Beginning	2%	0%	0%	0%	0%	6%
Intermediate	27%	12%	46%	10%	22%	19%
Advanced	56%	37%	51%	63%	62%	47%
Advanced High	15%	51%	3%	27%	16%	28%

### 2018-2019 Pre-Kinder C-PM English Results (BOY/MOY/EOY): BISD Target: 70%

Circle Progress Monitoring (C-PM)	PRE-KINDERGARTEN 3 and 4			
	BOY	MOY	EOY	GAP
Phonological Awareness Screen	PK3 (11%)/PK4 (65%)	PR3 (88%)/PK4 (92%)	PK3 (81%)/PR4 (94%)	PK3 (+11)/PK4 (+24)
Rapid Letter Naming	PK3 (19%)/PK4 (41%)	PK3 (52)/PK4 (88%)	PK3 (57%)/PK4 (98%)	PK3(-13%)/PK4(+28%)
Rapid Vocabulary Naming	PK3 (52%)/PK4 (21%)	PK3 (92%)/PK4 (49%)	PK3 (90%)/PK4 (59%)	PK3(+20)/PK4(-11%)

**2018-2019 TPRI Data English Results (BOY/MOY/EOY): BISD Target: 70%**

TPRI	Pre-Kinder				Kinder				1st Grade				2nd Grade			
	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP
Phonological Awareness	65%	92%	94%	+24	9%	24%	71%	+1	14%	56%	72%	+2	-	-	-	-
Phonics	-	-	-	-	75%	87%	89%	+19	20%	60%	74%	+4	15%	35%	52%	-18
Listening Comprehension	-	-	-	-	72%	89%	91%	+21	-	-	-	-	-	-	-	-
Word Reading	-	-	-	-	-	-	-	-	7%	33%	50%	-20	35%	59%	75%	+4
Fluency	-	-	-	-	-	-	-	-	23%	46%	46%	-24	68%	67%	67%	-6
Reading Comprehension	-	-	-	-	-	-	-	-	6%	16%	29%	-41	51%	49%	77%	+7

**Student Academic Achievement Strengths**

1. Strong STAAR Reading, Math, Writing, Science Scores (Met Academic Distinction Designations in ELA/Reading, Mathematics, and Science for 2018-2019 school year)
2. Met 5 out of 6 STAAR Distinctions for the 2018-2019 School Year: Reading-ELA Math, Science, Closing the Gaps and Post Secondary
3. Progress Monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction
4. Horizontal Alignment Meetings and Discussion to increase Reading, Math, Writing, and Science scores in all grade levels
5. Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
6. Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
7. Teachers consistently hold high academic expectations for all students
8. Strong Progress Monitoring Assessments

9. TELPAS/AMAO Progress and Attainment
10. Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement

### **Students Achievement Needs:**

1. Provide teachers with additional vertical alignment meetings to discuss explicit academic instruction, student data, and review of resources across grade levels
2. Provide teachers with additional instructional materials and supplies
3. Provide extended day enrichment, tutorials and summer school to students that are demonstrating the need of academic help in the core areas of Reading, Writing, Math, Science, and Social Studies
4. Provide TIER II/III interventions to students that are demonstrating a need to improve Reading and Math
5. Increase Fluency, Comprehension, Academic Vocabulary, Word Reading, and Phonics percentages in the TPRI/Tejas LEE assessments to meet the District's goal of 70%
6. Strengthen Early Childhood School Readiness
7. Writing across the Curriculum
8. Increase STEM/STREAM project-based learning integration into instruction
9. Provide interventions to Special Education students in the areas of Reading and Math to meet the state's Performance System Safeguards

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The TPRI Pre-Kinder Rapid Vocabulary Naming, 1st Grade Word Reading, Fluency, Reading Comprehensive, 2nd grade Phonics and Fluency are below the District score of 70%. **Root Cause:** Implementation of Rapid Vocabulary Naming, Word Reading, Phonics, Fluency, and Reading Comprehension with fidelity.

**Problem Statement 2:** TEA scores in reading for the Special Education students are well below the 60% mark. **Root Cause:** Implementation of focused reading resources are needed for SPED students to close the achievement gap between regular education and special education students.

# School Processes & Programs

## School Processes & Programs Summary

### *Personnel (recruit/support/retain):*

Breeden uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

All teachers and instructional paraprofessionals are highly qualified. The Campus Administration, Curriculum/Instruction Specialists and other BISD identities/departments provide professional development to support learning in the classroom. All teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are required to have 6 hours of on-going Bilingual and GT training and 12 hours of on-going technology. PreKinder and Kinder teachers are required 30 hours of staff development as part of the high-quality Pre-Kinder/Kinder component. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. All staff members are also provided with a two-day PD requirements (back to school inservice) with topics that include 504 and Dyslexia requirements, Employee Code of Ethics, David's Law, Conflict Resolution, SPED updates, and mandatory Emergency Operations Plan. Throughout the year, a limited amount of teachers are asked to attend Region I training in the areas of Reading, Math, Writing, and Science Administration ensures that high quality instruction is delivered to all of Breeden students and provides support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions. After teachers attend professional development, the implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers at Breeden Elementary.

### *Instructional, Curricular:*

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Breeden implements district curriculum initiatives and assessments as required by the state of Texas. Breeden bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepare students for state assessments. In doing this process, Breeden Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Breeden Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Breeden allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and interventions is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

With the increase rigor of STAAR, data meetings are scheduled consistently right after District and/or Campus Progress Monitoring Assessments (including CP-M, TPRI/Tejas LEE assessments) to identify student expectations/root problems as to why students are not meeting the standards. Campus/district benchmark results are use to improve instruction. Reports from TANGO, CP-M, TPRI/TEJAS are utilized to identify students who are struggling and in

need of academic help. Teachers then proceed with RTI plans with recommendations to SPED/504 and Dyslexia testing based on documented TIER interventions and students needs. Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral and social expectations from all students.

Curriculum, Instruction and Assessment are supported by various technology programs: Math Prodigy, Living with Science, TANGO, AWARE, and other programs provided to students through our Library rotations.

In the 2018/19 Staff CNA Survey, the teachers noted the following: that students moving into Middle School are well prepared with adequate knowledge and skill to succeed, that the instructional activities used in the classroom allowed students to use critical thinking and problem-solving strategies and encouraged active student participation, students are given opportunities to demonstrate their learning, effectively educate students in the areas of: Language Arts, Math, Science, Fine Arts, Health/PE, and Technology. Teachers strongly believe that students are effectively supported through the other various programs to meet the academic needs of diverse student populations: Special Education, Bilingual Education, Migrant Education, Gifted/Talented and Compensatory Services. Our campus does a great job in implementing the District Instructional Frameworks in the classroom, provided innovative interesting academic instruction, programs, and projects that motivate students to learn , and received Professional Development that provided the knowledge, skills, and strategies necessary to improve instruction. With the new English Language Arts Textbook adoption, teachers have expressed the need for additional Professional Development in Language Arts. Teachers are also satisfied with the way counselors address the various needs of our students, including classroom presentations and overall teachers feel safe and secure at Breeden Elementary.

### **Organizational, Administrative, and Technology:**

Breeden Elementary analyzes the school context and organization by looking at school processes, structures, decision-making, and overall leadership that positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. Rotation schedules (Library, Music/Theater Arts, Physical Education, and Planning) are set to maximize the amount of time spend on explicit instruction. District guidelines are then followed when planning the time assigned for each content area. TIER II intervention period is build into the daily schedule to provide additional academic assistance to struggling learners. A master schedule is build in e-School by teacher, grade level, etc. so that grades are imported per six weeks. Additional events, staff development, and instructional meetings are documented by the Dean of Instruction and provided as reminders to the school personnel through a weekly letter. Teachers are encouraged to join District curriculum committees and are Point of Contacts at various curriculum core area meetings. Each grade level has an SBCM committee member, a Lead Teacher, and Point of Contact for ELA, Math, Science, and Social Studies. Each member attends meetings, does a turn around session with rest of grade level and documents with an agenda and sign-in sheet that is submitted to Dean of Instruction for documentation. All members are responsible for the monitoring of student progress and performance (District/Campus Benchmarks and Data Analysis Meetings) via RTI process.

Breeden maintains, reviews, and updates an Emergency Oerations Plan in order to prevent, protect against, respond to, recover from the effects of incidents in order to reduce the loss of life and property and harm to the envirnoment. All stakeholders are trained on the emergency operation of the school.

Breeden Elementary as a whole is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms, across the campus, and two computer labs. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADs. Our teachers and students are moving to teaching and learning using a

variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. Instructional programs such as Accelerated Reader, Math Prodigy, Brain Pop, Living with Science are available to students. Breeden requires all teachers to be proficient in the area of technology that includes Teacher Access Center (TAC), Tango, and Eduphoria Aware/T-TESS. Teachers are also able to integrate technology to support instruction and learning through Pearson Realize Language Arts, Math, Science, and Social Studies. Additional resources are used to support the various content core areas. Each year, teachers are required to complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. 3rd and 5th Grade classrooms have been provided with COWs through state compensatory funds. Pre-Kinder -2nd grade students and teachers have access to iPads and tablets, a district-wide initiative. All programs are monitored by the campus TST and Administration for usage.

BISD required all teachers to have a minimum of 12 on-going training hours in the integrations of technology in the classroom. Data from the most current technology survey indicates the need for upgrading computers, printers, and projectors, and on-going professional development for teachers.

### **School Processes & Programs Strengths**

#### **Personnel (recruit/support/retain) Strengths:**

1. Teachers involved in the Hiring Process
2. Highly Qualified Teachers
3. Bilingual Certified Teachers with a requirement of 12 on-going hours of Bilingual Education
4. 12 on-going hours of Technology
5. GT Core (30 hours) Trained Teachers/6 on-going hours per year
6. SIOP Trained
7. Language Enrichment trained
8. Highly Qualified Para-Professionals
9. Highly Qualified Administrators
10. Teacher Evaluation Process (T-TESS) helps improve teacher's ability to fulfill their job assignment
11. Teacher Awareness of student needs
12. Teachers are given additional planning days to work on quality lesson plans, literacy centers, routines, targeting skills and developing interventions

#### **Personnel (recruit/support/retain) Needs:**

1. Allow time to work with teachers displaying weak instructional methods and/or in need of classroom management
2. Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum
3. Professional Development targeted to meet the needs of the campus
4. Provide TOT sessions amongst grade levels to strengthen the delivery of instruction
5. Peer Observations amongst grade level teachers to strengthen the delivery of instruction



6. Understanding of the Student Learning Objectives (SLO) and continued support with T-TESS (teacher evaluation system)

### **Instructional and Curricular Strengths:**

1. Knowledge of Curriculum Frameworks
2. Knowledge of TEKS and State Assessment Requirements and Expectations
3. Knowledge of STAAR Blueprints
4. Knowledge of Readiness and Supporting Standards
5. Implement all district and campus goals and objectives
6. Implementation of district instructional frameworks
7. The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
8. Participation in music and theater arts to introduce students to performance experiences
9. Support interventions through after-school tutorials and summer school
10. Professional Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
11. Attend all district and campus staff development throughout the school year (POC and TOT)
12. Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
13. Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, Living with Science, Learning A-Z, Accelerated Reader
14. Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
15. Teacher Fidelity and Commitment to Campus and District Initiatives

### **Instructional and Curricular Needs:**

1. Additional Professional Development in the area of Language Arts (as per 2018-19 Staff CNA Survey)
2. Increase Fluency, Academic Vocabulary, and Comprehension in all grade levels (Assessments: TPRI/Tejas Lee, LION, STAAR) (Sustainability Goal)
3. Increase interventions through after-school tutorials, extended day enrichment, and summer school
4. Increase English language proficiency for ELL students through the use of ELPS, LE, and additional instructions materials
5. Increase the number of novels in the library for classroom use
6. Early identification of highly at-risk students based on previous year's data to provide timely tutorials and interventions
7. Increase understanding of Student Learning Objectives (SLO) and Texas Teacher Appraisal System (T-TESS)
8. Attend conferences/workshops to become knowledgeable in STAAR requirements and expectations
9. Attend all District and Campus staff development throughout the school year (POC and TOT)
10. Increase TELPAS rating percentages
11. Increase Technology Training and Application
12. Additional instructional resources, materials, and supplies to be purchased as needed for instructional use

### **Organizational and Administrative Strengths:**

1. Consistent Administrative Monitoring
2. Administrator Guided Meetings
3. Able to change and reorganize systems to accommodate students' needs
4. Decision-Making by all Stakeholders
5. An established master schedule that ensures that students receive the appropriate grade level subjects and instruction
6. Vertical Alignment meetings are held once per semester and Horizontal meetings are held every Thursday to enhance the instructional methods necessary to build the academic rigor for Campus, District and State Assessments
7. On-going student monitoring (RtI's)
8. Lesson Plans due weekly (Wednesdays)
9. Administrative Instructional Rounds (walkthroughs)
10. Weekly Grade Level Meeting to discuss weekly objectives and student data (Tuesdays)
11. Weekly Grade Level Horizontal meetings to plan lesson plans, discuss TOT information and issues (Thursdays)
12. Teacher planning days with guided professional development to work on quality lesson plans and develop targeted skills and interventions for students
13. Six-weeks collaboration time between SPED/Dyslexia/Speech/Resource/Inclusion teachers to coordinate with general education teachers
14. Faculty Meetings as needed to discuss important issues
15. Hallways separate grade levels (PK/K, 1st /2nd, 3rd -5th Upstairs)
16. Grade level Lead Teacher Assignments, SBDM membership for each grade level
17. Bi-Weekly Guidance/Counseling Presentations that include safety-related issues

### **Organizational and Administrative Needs:**

1. Additional Vertical/Horizontal Alignment meetings to enhance the instructional methods necessary to build the academic rigor of instructions
2. Increase formal and informal communication with parents, staff, and students
3. Increase students participation on various afterschool activities (tutorials, extended day, extra-curricular activities)

### **Technology Strengths:**

1. Use of TAC among administration, teachers, and parents to view students' progress
2. Use of eSchool on-line grading for all teachers
3. Two Computer Labs
4. Computer access for students in all classrooms
5. Student access to Tablets, Laptops, and iPads, funded through State Compensatory, Title I, and bilingual funds
6. School Website
7. Mobile/Computers on Wheels (COW)
8. Mimio Pads (teachers)
9. Mimio Vote (student)

10. Mimio Bar to activate white board
11. Web-based software programs: Living with Science, Math Prodigy, Mentoring Minds. Pearson Realize (ELAR, Social Studies, Math, and Science), Brainpop, Edusmart
12. TST on campus to support campus teachers
13. Computer rotations as needed (45 minutes per week)

#### **Technology Needs:**

1. Additional technology to support classroom instruction and curriculum
2. Increase computer accessibility to all students
3. Increase software and on-line website access needs to be used by all students
4. Increase number of student participation in Coding extended day enrichment
5. Upgrade infrastructural technology (light bulbs for projectors, headphones)
6. Maintain all printers with ink/toner
7. On-going professional development (12 hours as per District requirement) for teachers on how to incorporate technology into the daily schedule and instruction

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Increase Rapid Vocabulary Naming (Pre-Kinder), Fluency in 1st/2nd Grade, Reading Comprehension/Word Reading in 1st Grade and Phonics in 2nd grade in the EOY TPRI assessment . Percentages were below the district score of 70%. **Root Cause:** Implementation of Fluency, Reading Comprehension, Word Reading, Academic Vocabulary, and Phonics with fidelity.

# Perceptions

## Perceptions Summary

### Culture and Climate:

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Through grade level meeting, Administrators and teachers meet to discuss matters related to providing a positive school culture and climate for everyone. Grade level SBDM representatives bring issues and concerns to the grade level meetings. Campus long range plans, policies and procedures, and safety issues are communicated to all students, parents and community members. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education.

No drug and alcohol use among students has been reported. Anti-drug, anti-violence, and anti-bullying presentations are offered through our Guidance Department (counselors) and continued monitoring empower students to report bullying. All visitors must report to the front office and sign in and one security officer is assigned to our campus to monitor suspicious behavior and conducts routine checks for campus security. Discipline and classroom management is recorded on eSchool TAC Discipline Referral data management program to enhance classroom learning and document discipline and monitor student behavior. Students are aware of the academic and behavioral expectations at Breeden Elementary.

Students are encourage to participate in clubs such as choir, after school sports, UIL, Science Fair, Destination Imagination, Chess, Spelling Bee, and Coding. Breeden's school website features students, parents, and staff recognition accomplishments, events, and activities.

In the 2018-19 Student CNA Survey, the students noted the following:(1) feel that they are learning important things in school and look forward to coming to school each day, (2) attested that the Principal, Dean of Instruction and Assistant Principal go into classrooms to see what they are learning, (3) stated they they can go to the counselor if they need to, (4) feel that if they get sick or hurt at school, the school nurse or someone else is readily available to help (5) feel safe at school, (6) stated that discipline rules and consequences are fair, and (7) indicated that the campus is kept clean.

The Staff CNA Survey indicated that (1) teachers feel that the campus is safe and secure, (2) that drugs, tobacco and weapons have no place and not a problem in our campus, (3) that maintaining students discipline is not a problem in our campus, (4) Teachers indicated that they are satisfied with the way counselors address students needs in the following areas: Planning classes for students, Counseling students with personal problems, Providing teachers with help on how to deal with students academic or personal problems, and providing students with career/vocational orientation through workshops, presentations, or speakers, (5) feel that there is an atmosphere of trust and mutual respect between administration and staff at our campus, (6) feel that teachers are involved in the decision making process of important educational issues at our campus, (7) that our campus is kept clean and well maintained, (8) resspoded "yes" to "during teacher preparation days, time is spent strictly for classroom/instructional preparation purposes, (9) that the student code of conduct is applied consistently and fairly among students, and (10) agreed that the anti-violence, anti-drug, and anti-bullying programs are effective.

### Values and Beliefs:

Breeden Elementary is committed to involving parents and community members in the students' education. The parent liaison compiles data on parental participation attendance and meeting agendas from the parent bi-weekly meetings. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

The Site Based Decision making Committee (SBDM) has two parent representatives, two business representative and two community members that are nominated by the school administration and parent liaison. Parents are also given the opportunity to become "parent volunteers" at our school. Bi-weekly meetings are set up by campus parent liaison where parents obtain information and strategies that impact student learning. A campus calendar of family engagement events and activities was followed by each grade level, giving the opportunity for parents to attend different activities throughout the year.

Communication to parents is made via school messenger, school website, flyers and on-going parent conferences. Teachers also use Class Dojo to communicate to parents of important events, student behavior, class projects, and activities. All teachers are required to keep a parent communication log to document all contact with parents.

Only 42 parents completed the 2018-19 parent CNA survey which indicated the following: (1) "The quality of instruction in my child's school is good" and that the "regular education program at my child's school does a good job of educating students", (2) "My child is taught the appropriate subject at school" and the teachers in my child's school expect my child to do his/her very best", (3) Parents indicated that they are very satisfied with how teachers work with them to improve the educational experience of each child, the availability of materials/supplies, technology resources, and the variety of Fine Arts activities available at school...Several indicated that they did not know if the special education, bilingual/ESL and migrant programs did a good job of educating students, (4) They feel welcome at our campus, stated that they are encouraged to be involved at school and that they were able to attend school activities, (5) Parents stated that the school is cleaned, well maintained, and a safe place for their children, (6) School Administration, school counselor, teachers, and school nurse are readily available to take concerns, assist, and care for their children, and (7) Parents stated that they would like for the school to offer more extra-curriculum activities and more parental involvement.

After thorough review of all surveys, the SBDM met and finalized the revisions to the Campus Improvement Plan on May 21, 2019.

## **Perceptions Strengths**

### **School Culture and Climate Strengths:**

1. Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
2. Parental Involvement Meetings
3. Administrative support to teachers
4. An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
5. Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
6. During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
7. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
8. Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers

9. Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
10. Nurse involvement on Health Presentations to students
11. Promote healthy, physically, and emotionally students with physical fitness and nutrition activities and participation in the CATCH program
12. Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Spelling Bee, Sports, and Coding)
13. "STAR" Student (per classroom) of the Six Weeks
14. Six Weeks Award Ceremonies
15. Meet the Teacher Night
16. eSchools TAC Discipline Referral Process Plans and Documentation
17. College Awareness Day (every Thursday) to emphasize Higher Education
18. Charro Days Mini Festival, Christmas Program
19. Family Night at Restaurant Fundraiser

### **School Culture and Climate Needs:**

1. Continue educating parents and students on bullying and how it is defined in the educational setting
2. Provide training to students, parents, and teachers on appropriate use of internet
3. Promote extra-curricular activities and increase the number of staff volunteers to help out with extra-curricular activities
4. Incentives to improve and promote school climate
5. Maintain, review, and update Emergency Operation Plan

### **Values and Beliefs: Family and Community Involvement Strengths:**

1. Parent Center/Parent Liaison
2. Bi-Weekly Meetings with Parents
3. Parent representation on the following committees: LPAC, SBDM, CIP, Parent/Family Engagement Policy, School/Parent/Student Compact, Title I Policy
4. Parent participation in school events, field trips, and "Meet the Teacher" orientation
5. Parents invited to six week/EOY award ceremonies
6. Parents work on instructional materials for teachers
7. Feedback given from parents regarding school needs through surveys
8. Administration and teacher readily available to parents (parent conferences)
9. Most of the Parent are knowledgeable of the different programs and services provided by this campus
10. Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together, Class Dojo, parent communication log
11. School participation in different community functions throughout the school year
12. Parent monthly calendar and School website update continuously with information for parents and families

### **Values and Beliefs: Family and Community Involvement Needs:**

1. More active parent participation in students' academic needs through parent contact logs (Parent/School Communication)
2. Increase parent attendance at campus bi-weekly meetings and Title I Parent meeting by providing more invitations via flyers and School Messenger
3. Make parents aware of educational programs and school activities through monthly parent calendar
4. Increase the number of Parent Volunteers
5. Increase percent of home visits due to student attendance (Parent Liaison)
6. Increase student functions (performances @ Christmas, Charro Days, special events, etc) for parents to attend
7. Increase school participation in different community functions throughout the school year
8. Increase number of parents taking the Parent Survey
9. Provide after-working hour meetings to parents

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Lack of parent participation during bi-weekly meetings and campus events. **Root Cause:** Increase family engagement by providing more campus event opportunities and after-working hour meetings.

# 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
- Local Accountability Systems (LAS) 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## **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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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**

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: May 21, 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:** Breeden student performance for all students in grades 3rd -5th grade will exceed the 2019 STAAR percent in Meets Grade Level and Masters Grade Level performance in reading, writing, mathematics and science 3 percentage points.





**Evaluation Data Source(s) 1:** STAAR Performance Reports













**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** STAAR Results not available due to COVID-19, however, some progress was made based on District and Campus Benchmarks.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) ELAR: Focus on strategies for literacy: Fluency, Reading Comprehension, Phonics, Academic Vocabulary, Words Reading and Rapid Vocabulary Naming instructional routines through the use of Reading Readiness (PK/K), Esperanza and Language Enrichment (1st/2nd) so that students are developed and successful at EOY as measured by C-PALLS and TPRI/Tejas Lee assessments  Population: Pre-Kinder to 2nd Grade Students Timeline: BOY/MOY/EOY CNA: SA (Need #5)		Dean of Instruction, Classroom Teachers	Formative: Evidence usage of BISD curriculum and initiatives, Reading Fluency Charts, District Frameworks, Novel Reading and Content Area Journals  Summative: 70% of our students will be successful at EOY as measured by the BOY/MOY/EOY C-PALLS and TPRI/TJL Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) ELAR: (1) Provide Bilingual students daily reading strategies through ESL instruction to support student transition into English by increasing oral language skills to develop listening, speaking, reading and writing proficiency in English to improve student achievement. (2) Remain pro-active in keeping parental denials at a minimum. (3) The LPAC Committee will meet to assess the language proficiency and assessment of the English Learners.</p> <p>Population: Bilingual/ESL Students Timeline: August, 2019-May, 2020 CNA: DEMO (Need #2), SA (Need #3,4), SPP/IC (Need #4)</p>		LPAC Chairperson; Bilingual Classroom Teachers; Bilingual Clerk	<p>Formative: SIOP Training, 6-hours of on-going Bilingual Training, Bilingual Clerk checks on every new registrant, LPAC Chair informs parents of the benefits of staying in the Bilingual Program, LPAC reviews of data</p> <p>Summative: LPAC EOY Documentation, 2020 PBMAS Report</p>				
<b>Funding Sources:</b> 163 State Bilingual - 1500.00							
<p>3) ELAR/Writing: Pre-Kinder -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions and submit one monthly sample to Administration for review.</p> <p>Population: All Students Timeline: August, 2019-March, 2020 CNA: SA (Need #7)</p>	2.4	Dean of Instruction; Classroom Teachers	<p>Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring</p> <p>Summative: Writing Portfolios</p>				
<p>4) Math: Continue to implement an integrated challenging, standard-based, inquiry centered math curriculum in order to increase students conceptual knowledge at their appropriate grade level and to address critical thinking skills.</p> <p>Population: All Students Timeline: August, 2019-May, 2020 CNA: SA (Strength #1/Need #3)</p>	2.4	Dean of Instruction; Classroom Teachers	<p>Formative: Walkthroughs, Lesson Plans, District Framework , Progress Monitoring Assessments</p> <p>Summative: STAAR Math Results, Progress Reports, Report Card Grades</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Science: PK-5th grade students will integrate science skills such as safety, inferences, tools and scientific methods during science instruction. Students in 3rd -5th grade will learn the scientific process through the creation of science fair projects. 5th grade students will attend the Living with Science Lab on a weekly basis for instruction in the areas of Life, Physical, Earth, and Nature of Science objectives. Devote 45 minutes per day to standards-based, inquiry-centered science instruction (K-5), (80% of instructional time to classroom/field investigations in K-1st), (60% of instructional time to classroom/field investigations in 2nd -3rd), (50% of instructional time to classroom/field investigations in 4th -5th) to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the Science TEKS. 3rd-5th Grade students will participate in the campus and district's Annual Science Fair to increase student awareness of Science Technology, Engineering and Mathematics Concepts building a pathway for STEM and college/career readiness.</p> <p>Population: All Students (3rd-5th grade student participants in Science Fair)  Timeline: August, 2019- May, 2020  (Science Fair-November 2019)  CNA: SA (Strength #1/Need #8)</p>	2.4	Dean of Instruction; Classroom Teachers	<p>Formative: Walkthroughs, District Framework, Lesson Plans, Progress Reports, Report Card Grades, Science Fair Projects</p> <p>Summative: STAAR Science Results, Science Progress Monitoring Results, Report Card</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Social Studies: The campus will organize civic activities such as but not limited to: (1) School assemblies, classroom patriotic celebrations and projects that students will build in order to be introduced to community, state, and national heritage, (2) Celebrate El Dia del Nino to increase self-awareness (PK-1st ), (3) Participate in Kids Voting USA to learn about being an active citizen by exercising their right and privilege to vote, (4) Celebrate National Hispanic Heritage Month to increase awareness of the Hispanic culture and heritage.</p> <p>Population: All Students Timeline: August, 2019- June, 2020</p>		Dean of Instruction; Classroom Teachers	<p>Formative: District Framework, Lesson Plans, Walkthroughs</p> <p>Summative: Assemblies, Celebrations, Projects, Kids Voting USA, Career Day Presenters, College Awareness Presentations, Parade Participation</p>				
<p>7) Supplemental research-based instructional materials, resources, toner, and supplies will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff development. Purchase consumable supplies, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.</p> <p>Population: All Students Timeline: August, 2019- December, 2020 CNA: DEMO (Need #2), SA (Need #2), SPP/IC (Need #12)</p>		Dean of Instruction; School Secretary	<p>Formative: Use of instructional materials (hands-on practice)</p> <p>Summative: STAAR, TELPAS, TPRI/Tejas LEE, C-PM, Campus PMAs Results, Progress Reports, Report Card Grade</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 24514.34, 199 Local funds - 15734.00, 162 State Compensatory - 24189.00, 263 Title III-A Bilingual - 5291.00, 166 State Special Ed. - 3560.00, 163 State Bilingual - 6425.00</p>							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							











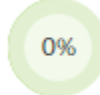

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

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

**Next Year's Recommendation 2:** EOY TPRI/TEJAS LEE/CPM not available due to COVIDI-19, however, some progress was made during the MOY results.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Support Early Childhood Education in order to increase early literacy and student school readiness for high quality 3 year old program. PK-3 para-professional will support teacher with small group instruction as needed.  Population: PK3-year-old students as of September 1st Timeline: July 2019-May 2020 CNA: SA (Need #6)		PK-3 Teacher and Paraprofessional	Formative: BOY and MOY C-PM Test, PK OWL Student Screening Assessments, Walk-throughs, Lesson Plans  Summative: EOY C-PM and OWL results, Purchase Orders				
2) Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically.  Population: PK/K students Timeline: August 2019-May 2020 CNA: DEMO (Strength #4)		PK/K Teachers and Paraprofessionals	Formative Results: eSchoolPLUS Master Schedule  Summative Impact: Improved EOY CIRCLE-PM, TPRI/Tejas LEE, Attendance Rate and Retention Rate				
 = Accomplished  = Continue/Modify  = 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 Breeden Migrant students will be on grade level within 2 years and 70% will be at Meets on all STAAR assessments.

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

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** STAAR Results not available due to COVID-19, however, some progress was made based on District and Campus Benchmarks.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Priority for Service (PFS) migrant students will (1) Receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed; (2) Receive interventions as needed in order to comply with their academic success; (3) Receive grade appropriate school supplies to provide them with the necessary tools to complete their classroom and homework; (4) Have an equal opportunity to attend Extended Day tutorial sessions and District summer school program to ensure promotion if needed or, to participate in the enrichment migrant summer program.  Population: PFS/Migrant Students Timeline: August, 2019-May, 2020 CNA: DEMO (Strength #10/Need #4)	2.6	Assistant Principal, Dean of Instruction Classroom Teachers who have the migrant students	Formative: NGS Campus Report, Supplemental Support Services to PFS migrant students (priority) and Completed PFS Reports on a Six Weeks basis, Eligibility List, Migrant survey  Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Increased Promotion Rates, Summer School Project Smart Student List and participation, on-time graduation rates				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							







**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:** Breeden will increase the number of students in co-curricular and extra-curricular activities, advancing in Math, Science, Social Studies, ELA, and Fine Arts programs by 5% over 2018-2019 participation.

**Evaluation Data Source(s) 4:** District, Regional and State competition participation numbers

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Continue to increase the number of students in co-curricular and extra-curricular activities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy, in order to support their understanding of various genres, develop critical thinking, multi-tasking skills, teamwork by participating in Destination Imagination, Chess, Coding, UIL, and Stock Market Games extra-curricular activities. Teacher sponsors and coaches will be provided with professional development and materials to promote participation in DI, Chess, Coding, UIL, and Stock Market Game.	2.5	Teacher Sponsors; UIL Coordinator	Formative: Participation of Sponsored Events, Training agendas and flyers, PDS attendance and evaluation reports  Summative: Students Work Projects and increase participation in DI , Chess, UIL, Coding, and Stock market Games activities				
Population: PK-5th Teachers and Students Timeline: August, 2019-May, 2020 CNA: PERC/SCC (Strength #12)	<b>Funding Sources:</b> 199 G/T Advanced Academics - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Students will be given the opportunity to participate in co-curricular activities such as: (1) Honors Choir (5th grade) to build a foundation in music (2) Ukulele guitar (3rd-5th grade) as a means to introduce them to large ensemble performance experience Timeline: August, 2019-June, 2020 (3) UIL Music Memory and Art (4th-5th grade) to develop aural listening skills and expose them to art history Timeline: August-December 2019 (4) Spelling Bee Competition Timeline: November, 2019-February, 2020 (5) Science Fair (3rd-5th) Timeline: Fall Semester, 2019  Population: Students participating in co-curricular activities CNA: PERC/SCC (Strength #12)	2.5	Music Teacher UIL Coordinator Spelling Bee Sponsor	Formative: Music Rotation Schedule, Lesson Plans, Classroom Observations, Practice Schedule, Participation Lists, Spelling Bee results  Summative: UIL Music Memory/Art performance ratings, Increase Spelling Bee level of competition beyond the district and regional levels, Science Fair participant list and results				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							









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









**Performance Objective 1:** Breeden Elementary will implement an energy savings plan; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling maintenance and/or improvement work orders for at least 20% of the instructional facility annually over the next 5 years.

**Evaluation Data Source(s) 1:** Monthly and annual comparison of energy usage and EOY number of work orders completed.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue to implement the energy savings plan by maintaining the current facility.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Breeden will be kept clean and well maintained to ensure that students are being provided with a safe and disciplined environment conducive to student learning.  Population: Custodial Staff, All Students and Staff at Breeden Elementary  Timeline: Year Round CNA: PERC (Strength #5)		Custodial Staff	Formative: Daily maintenance of Campus, Administrative inspections  Summative: Well-maintained campus, Head Custodian reports				
Funding Sources: 199 Local funds - 10600.00							
2) Breeden Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy saving plan. Population: Campus Facility Timeline: Year Round CNA: PERC (Strength #5)		Campus Head Custodian	Savings energy will result in decreased energy usage compared to prior year.  Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Breeden Elementary will create and implement a systematic approach to the upgrade or improvement of facilities to include prioritizing based on safety and needs of the district. Population: Campus Facility Timeline: Year Round CNA: PERC (Strength #5)		Campus Head Custodian	Formative: Prioritization of work order submitted to Facilities and Maintenance Department  Summative: EOY number of work orders submitted and completed				
 = Accomplished  = Continue/Modify  = 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:** Breeden Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all its stakeholders.

**Evaluation Data Source(s) 1:** Monthly expenditure reports.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Due to COVID-19, very little funds were left in the budget that will be regained during the 2020-21 school year.









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Breeden Elementary will effectively and efficiently use 100% of its available budgeted funds to meet the needs of all its state holders.  Population: Breeden Stakeholders Timeline: August, 2019- July 2020 CNA: DEMO (Strength #2)		Dean of Instruction SBDM Committee	Formative: monthly expenditure reports  Summative: Funding reports will indicate all funds were expended based on prioritized needs, SBDM and Grade Level meeting to discuss budgets				
 = Accomplished  = Continue/Modify  = 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:** Breeden Elementary will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 2:** Campus Needs Assessment Survey.

**Summative Evaluation 2:** Exceeded Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Create employee incentives and recognition to improve campus morale and climate. Promote teachers to enroll in Master of Education cohorts/programs.  Population: Highly Qualified Teachers Timeline: August 2019-May, 2020 CNA:PERC/SCC (Strength #7 and Need #4)		Campus Administration	Formative: Teacher Appreciation Week Activities, Thanksgiving and Christmas Luncheons, Snacks during Grade Level Meetings, Planning Days  Summative: Retaining 100% of Breeden Teachers, Number of Teachers with Master degrees				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

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

**Performance Objective 1:** Breeden Elementary will provide the BISD Public Information Office with feature articles, student recognitions, co-/extra-curricular activities, and parent/community events.

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

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Breeden Elementary will... Promote its history and origins along with current weekly accomplishments such as feature articles, students, parents, and staff recognition and accomplishments , co-/extra-curricular activities, and parent/community events and activities through its continuously updated school website. Population: Students, Parents, and Staff Stakeholders Timeline: August 2019- May 2020 CNA: PERC/Summary		Campus PIO Counselors Parent Liaison	Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs  Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases				
 = Accomplished  = Continue/Modify  = 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:** Breeden Elementary will follow the District of Innovation to support opportunities for more learning time prior to assessments.

**Evaluation Data Source(s) 2:** Follow District approved 2019-20 calendar.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Due to COVID-19, Remote Learning started on March 23, 2020.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Breeden Elementary will promote our District of Innovation through our school website by featuring students, parents, and staff recognitions, accomplishments, events, and activities.  Population: Students, Parents, and Staff Stakeholders Timeline: August 2019- May 2020 CNA: PERC Summary		Campus PIO	Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs, Parent Monthly Newsletter  Summative Impact: Continuously updating campus website, annual compilation of articles, presentations, and showcases				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							



















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

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

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

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All staff will be provided professional development on discipline and classroom management to enhance classroom learning and document discipline and monitor behavior RtI plans.  Population: Administration Faculty/Staff, Counselors, and Para-Professionals Timeline: August, 2019 CNA: PERC/SCC (Strength #16)		Principal, Assistant Principal	Formative: Sign-in Sheets, Agenda, a safe and disciplined school environment conducive to student learning  Summative: TAC/eSchools and PEIMS Discipline Reports				
2) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Population: all students Timeline: August 2019 to May 2020 CNA: PERC/SCC (Strength #16)		Campus RtI/PEIMS Administrator, All Teachers	Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5%, immediate parent notification of discipline concerns  Summative Impact: Weekly TAC/eSchool Reports, Communication Logs				













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Pre-Teen Community Emergency Response Team (CERT), and Truancy,  Population: All Students and parents/guardians Timeline: August 2019 to June 2020 CNA: PERC/SCC (Strength #8/#9)		Counselors	Formative Results: copies of Presentations, Sign-In sheets and Agendas  Summative Impact: Decrease in the number of students discipline incidents compared to prior school year				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

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

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

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

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school.</p> <p>Population: All Students, Campus Staff and Faculty, Counselors, Administration, and Parents Timeline: August, 2019-May, 2020 CNA: PERC/SCC (Need #5)</p>		EOP Campus Team	<p>Formative: Six Weeks Practice Drills, Training on the Emergency Operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets</p> <p>Summative: Practice Drills and Real-Life Situations</p>				
<p>2) Breeden will conduct Active Shooter or other hazardous lock down drills at least twice per semester (EOP PLAN).</p> <p>Population: all students/staff Timeline: August, October 2019 and January, March 2020 CNA: PERC/SCC (Need #5)</p>		Security Services Campus Administration	<p>Formative Results: Practice drill reports</p> <p>Summative Impact: Two practice drills per semester</p>				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							



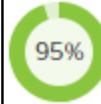

**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch.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









**Performance Objective 1:** There will be a 5% increase of parents involved in campus/district parental involvement activities from 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:** Continue to promote parental involvement during the 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Parent Liaison will provide bi-weekly meetings and home visits for the purpose of educating parents with current information that address issues and expectations that impact academic and attendance needs of children.  Population: Parents and Family Engagement Timeline: August 2019-May 2020 CNA: PERC/FCI (Strength #1)	3.2	Parent Liaison	Formative: Contact Log, Bi-weekly Meeting Sign-in Sheets, Agendas  Summative: Title I-A Compliance Checklist, Binder Documentation,				
<b>Funding Sources:</b> 211 Title I-A - 2700.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Conduct the following annual Title I-A required activities:</p> <p>Review, Revise and Disseminate a Parental Involvement Policy that delineate how parents will be actively involved at the district/campus level.</p> <p>Review, Revise and Disseminate a School-Parent-Student Compact indicating group responsibilities to ensure student achievement.</p> <p>Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs.</p> <p>Population: Parents and Family Engagement Timeline: September-December, 2019, March, 2020 CNA: PERC/FCI (Strength #2 and Need #2)</p>	3.1	Parent Liaison	<p>Formative: Parent Meeting, Sign-in Sheets, Agendas, Campus/District Parental Involvement Policy, School-Parent-Student Compact Forms, Title I Survey , Campus Website</p> <p>Summative: Title I-A Compliance Checklist, Parental Involvement Policy, Returned signed compact forms to be place in student PRC folders, Composite of EOY Survey</p>				
<p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Campus Improvement Plan, Parent/Family Engagement Policy, School-Parent-Student Compact, LPAC and SBDM committees.</p> <p>Population: Parents Timeline: November, 2019, February, 2019 and May, 2020 CNA: PERC/FCI (Strength #3)</p>	3.1	LPAC/SBDM Chairpersons, Parent Liaison	<p>Formative: Sign-in Sheets, Agendas, Minutes of Meetings, PI Policy, SPS Compact</p> <p>Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide parent educational opportunities through community resources, agencies partnership resources, parent conferences, fairs, district support group meetings and parent training sessions to disseminate information about public services, referrals to agencies that address the needs of children, effective teaching strategies and literacy, college readiness, Health and Wellness education, drop-out and Violence Prevention, technology, and Special Education processes and procedures</p> <p>Population: Parents Timeline: September, 2019, November, 2019, and April 2020 CNA: PERC/FCI (Strengths #2, #9)</p>	3.2	Parent Liaison ; Invited Presenters	<p>Formative results: Parent Trainer Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets</p> <p>Summative Impact: Training Session Evaluations</p>				
<p>5) Breeden will follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically.</p> <p>Population: Pre-Kinder Staff and Parents Timeline: August 2019 to May, 2020 CNA: PERC/FCI (Strength #9) and SA (Need #6)</p>		Dean of Instruction; Pre-Kinder Staff & Parents	<p>Formative results: parent meeting agendas, sign-in sheets</p> <p>Summative Impact: Increase parent participation and attendance to meetings</p>				
<p>6) Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively, especially for literacy.</p> <p>Population: PFS and Migrant Student and Parents Timeline: September, 2019 CNA: PERC/FCI (Strength #2)</p>	2.6	District Migrant Coordinator Parent Liaison	<p>Formative: Pre- and Post-Parent Surveys</p> <p>Summative: EOY Assessment Results Increased Promotion Rate</p>				
 = Accomplished  = Continue/Modify  = 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Professional Development: Teachers and Administration will attend in-district and out-district conferences and professional development to acquire the latest, most up-to-date Reading, Writing Math, Science, and Technology research-based reform strategies and best practices that supports explicit instruction, lesson design, and classroom organization to improve student learning and academic performance.  Population: Teachers  Timeline: August, 2019-May , 2020 CNA: SPP/IC (Strength#10 and Need #1, 8, 9)		Classroom Teachers	Formative Results: Walkthroughs, Sign-in Sheets, Workshops, Conferences, Agendas, Evaluations, TOT  Summative Impact: EOY Assessment Results				
	<b>Funding Sources:</b> 211 Title I-A - 3500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Professional Development, Alignment and Planning Meetings: Hold vertical and horizontal alignment meetings to (1) Share teaching practices and strategies in order to facilitate students transition from PK-5th grade (2) Increase the level of rigor in lessons and instruction (3) Plan and align high quality instruction, and (4) Analyze Progress Monitoring Assessment Data to plan curriculum that pertains to the TEKS, Reporting Categories, Readiness and Supporting Standards.</p> <p>Population: Teachers Timeline: Every other Six Weeks and end of BOY/MOY/EOY Progress Monitoring Assessment results CNA: SA (Need #1), SPP/OA (Need #1)</p>		Dean of Instruction; Classroom Teachers	<p>Formative Results: Sign-in Sheets, Agendas, BOY, MOY, EOY Data Analysis results</p> <p>Summative Impact: Progress Monitoring Reports</p>				
	<p><b>Funding Sources:</b> 211 Title I-A - 9131.00, 199 Local funds - 2000.00</p>						
<p>3) Professional Development: Enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Population: Teachers Timeline: January-February, 2020</p> <p>CNA: DEMO (Strength #8/Need #2), SA (Need #9), SPP/IC (Strength #10 and Need #1,8,9)</p>		Dean of Instruction; Campus Teachers	<p>Formative Results: Walkthroughs, Lesson Plans</p> <p>Summative Impact: STAAR Performance Results</p>				
	<p><b>Funding Sources:</b> 263 Title III-A Bilingual - 2000.00</p>						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Enhance the knowledge to teachers on the provision of services of at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate on: (1) Identification of at-risk students via state and local criteria, (2) Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and (3) Budget and Program Compliance  Population: At-Risk Students Timeline: August-October, 2019 and as needed CNA: SPP/IC (Need #6)	2.6	Campus PIEM Administrator; Data-Entry Clerk	Formative Results: Verified Homeless and Unaccompanied Youth Enrollment, eSchoolPLUS At-Risk Progress Report,  Summative Impact: Decrease At-Risk Retention				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							





## 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:** Breeden 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:** Exceeded Performance Objective

**Next Year's Recommendation 1:** Due to COVID-19, teacher preparations and staff development was done remotely from home beginning March 23, 2020.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Pre-Kinder to 5th grade students will have access to technology during daily Classroom Instruction, Library and Computer weekly rotations to address technology skills in order to complete classroom assignments that promote critical thinking skills, and develop projects that foster creativity, innovation, communication, fluency, and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency among LEP students.  Population: All Students Timeline: Daily/Computer Rotation once per week CNA: SPP/Tech (Strengths and Needs)		Classroom Teachers, Campus TST	Formative: Library/Computer Rotation Schedules, Classroom Projects, Student Competitions  Summative: Students will be able to apply computer literacy strategies and skills that will help them with online assessments, science fair projects, classroom projects, use of internet, Accelerated Reader, Testing Skills support	 65%	 85%	 95%	
<b>Funding Sources:</b> 162 State Compensatory - 113160.00, 211 Title I-A - 82215.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Educational programs, software, and technology supplies will be used to help our student be academically successful in meeting the rigor of the state assessments in reading, writing, math, and science.</p> <p>Population: All Students Timeline: September 2019-May, 2020 CNA: PP/Tech (Strengths #3,1 1 and Need #3, 4)</p>		Classroom Teachers, Campus TST	<p>Formative Results: Student Usage Reports</p> <p>Summative Impact: Increase in Technology Literacy usage</p>				
<b>Funding Sources:</b> 162 State Compensatory - 1600.00, 211 Title I-A - 1148.66							
<p>3) As per BISD, teachers will participate in a minimum of 12 hours of technology professional development to better prepare and assist with the integration of technology into the subject areas. A TST (Technology Support Teacher) will support the campus in the integration of technology into instruction.</p> <p>Population: All Teachers Timeline: Daily CNA: SPP/Tech (Need #7)</p>		Classroom Teacher, TST	<p>Formative: Daily use of Technology, , eSchool for on-line grading and attendance, technology such as Excel, Microsoft Word, PowerPoint, Publisher, Eduphoria, Aware, and Outlook, Professional Development System evaluations, Administrative Walkthroughs, Certificates of Completion of Training, TST schedule, Software usage reports</p> <p>Summative: eSchool Program Reports, T-TESS evaluations, StarChart Survey, Campus Technology Training records from PDS, EOY application Management reports</p>				
<p>4) With the help of the Coding Sponsor, 1st-5th grade students will participate in an after-school club to learn coding and "Hour of Code" The focus of this initiative will be on the lasting benefits of building the following skills sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Population: Coding Students Timeline: September, 2018-May, 2020 CNA: SPP/Tech (Need #4)</p>		Coding Sponsor Coding Teachers	<p>Formative: Club Rosters, Payroll Forms</p> <p>Summative: After school Coding Participation List, Coding Projects, Student Competition, BISD EOY Coding Participation, Hour of Code participation lists, Summer School "Girls can Code" participation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: (1) Computer labs (2) Interactive tablets (3) Sensors/Interface Technology (4) Interactive whiteboards (5) Document cameras (6) Student response systems  Population: All Students Timeline: August 2019-May 2020 CNA: SPP Tech (Strengths #3-11, 13/Need #2,3,5,6)		Classroom Teachers, Campus TST,	Formative Results: Classroom Observations  Summative Impact: Delivery of Explicit Instruction	 60%	 90%	 95%	
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							









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













**Performance Objective 1:** Increase Breeden's attendance rate to 98% and improve At-Risk Student Attendance Rate by 5% over prior year attendance.

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

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Current Attendance as of March 13, 2020: 97.4%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Breeden will implement district and state attendance goals that address procedures, roles, and responsibilities of staff involved in working with campus attendance and providing daily updates of attendance to stake holders.  Population: Campus Staff, Parent Liaison, Attendance Personnel Timeline: Daily CNA: DEMO (Strength#1 and Need#3)		Campus PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk	Formative: Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Parent Truancy court Notice Letters, No Credit process, and Student Attendance Plan  Summative: TAPR Report, Campus Percent Weekly Reports, PEIMS Attendance Percentage Rates				
<b>Funding Sources:</b> 162 State Compensatory - 100.00							
2) To better support student achievement and improve student attendance, campus Parent Liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Population: All Students Timeline: Daily CNA: DEMO (Strength#1 and Need#3)		Campus PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk	Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters  Summative Impact: PEIMS Districts and Campus Attendance Percentage Rates				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) At the end of every six weeks, students will be rewarded with a perfect attendance certificate and restaurant coupons for their perfect attendance. At the end of the year, students will be recognized for their overall attendance achievement.  Population: All Students Timeline: End of every Six Weeks and EOY Award Ceremonies CNA: DEMO (Strength #10 and Need #5))		Counselors	Formative: Six Weeks Perfect Attendance Reports, ADA Report, Report Card Attendance Record, Perfect Attendance Lists, Daily announce Classrooms with Perfect Attendance  Summative: EOY Award Ceremonies, Perfect Attendance, a Celebration, Field Trips, TAPR Report, Yearly ADA Report				
	<b>Funding Sources:</b> 211 Title I-A - 5000.00, 199 Local funds - 4015.00						
4) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: Daily CNA: DEMO (Need#3, 5)		All Campus Staff Parent Liaison	Formative Results: School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents (TPM)  Summative Impact: PEIMS attendance data shows increase				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

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

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

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

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement.  Population: At-Risk Students Timeline: August, 2019-May 2020 CNA: DEMO (Strengths #11 and Need #1), SA (Strengths #5-6 and Need #3-4, 9)	2.6	Dean of Instruction, Classroom Teachers	Formative: eSchool Plus generated Tutorial Schedule, Walkthroughs, Tutorial Lesson Plans, Tutorial Attendance Report, Student Progress Reports, PMA Scores  Summative: EOY/MOY/EOY Assessment Results, Retention Rates				
<b>Funding Sources:</b> 211 Title I-A - 41700.00, 162 State Compensatory - 52700.00							
2) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention and dropout rates.  Population: At-Risk Students Timeline: August, 2019-May, 2020 CNA: SPP/Tech (Strengths #3,4,7)	2.6	Campus TST Classroom Teachers	Formative Results: Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans  Summative Impact: Assessment Results, Increase Attendance and Decrease Retention, and Dropout Rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Migrant students will have equal opportunity to attend extended day tutorials, summer school and migrant enrichment programs so that timely interventions are provided to ensure promotion and on-time graduation. First grade migrant students will be monitored closely to ensure successful grade level completion and ultimately secure promotion to Second grade.  Population: Migrant Students Timeline: August, 2019-June, 2020 CNA: DEMO (Strength #10 and Need #4), SA (Need #3, 4)	2.6	Dean of Instruction Assistant Principal	Formative Results: BOY/MOY/EOY Assessment Results, Report Card Grades, PFS Monitoring Tool  Summative Impact: Increase Promotion Rates, STAAR Performance				
Funding Sources: 212 Title I-C (Migrant) - 200.00							
4) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: At-Risk Dyslexic Students Timeline: August 2019- May, 2020 CNA: DEMO (Strength #7-8), SA (Need #3-4)	2.6	Campus Administration; Dyslexia Teachers	Formative Results: eSchoolPLUS Master Schedule, Dyslexia Teacher Lesson Plans and Classroom Observations,  Summative Impact: BOY/MOY/EOY Assessment Results, Decrease Retention Rate compared to prior year				
5) Immediate identification and enrollment of homeless and unaccompanied youth and promote awareness throughout our campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. (Full protection of the McKinney-Vento Act)  Population: At-Risk Homeless students Timeline: Timeline: August 2019-May, 2020 CNA: DEMO (Strength #9)	2.6	Campus Administration, Office Personnel, Data-Entry Clerk	Formative Results: Homeless and Unaccompanied Youth Identification Criteria as defined by the McKinney-Vento Act, Campus Registration Packet, Homeless List provided by the Homeless Youth Project Office, Parent Conference Logs at the Homeless Youth Project Office. Student Progress Reports  Summative Impact: BOY/MOY/EOY Assessment Results, Attendance/Retention Rates				
= Accomplished            = Continue/Modify            = No Progress            = Discontinue							







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









**Performance Objective 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:** Due to COVID-19, the coordinated school health system was not met.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) To promote physically and emotionally healthy students and ensure physical fitness: students in grades Pre K-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. Campus will use the Parenting and Paternity Awareness curriculum (PAPA), Coordinated Approach to Child Health (CATCH) and other indicators recommended by the School Health Advisory Committee (SHAC). (Compliance: Senate Bill 530)</p> <p>Population: All Students Timeline: Daily CNA: PERC/SCC (Strength #11)</p>		Physical Education Teachers	<p>Formative: Physical Activities, Classroom Observations</p> <p>Summative: Fitness Assessment Data, Health School Index Assessment Tool results, Jump Rope for Heart Participation rosters, Field Day participation, Community Physical Fitness Activity participation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Campus School Nurse will assist in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance. Nurse will also monitor daily health issues, notify parents of any emergencies and co-plan with coaching staff on puberty, dental and CATCH presentations.</p> <p>Population: Campus Nurse Timeline: Daily CNA: PERC/SCC (Strength #10-11)</p>		Nurse	<p>Formative Results: Monthly reports, UTRGV Mobile Unit providing clinical services to students</p> <p>Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p>				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

# State Compensatory

## Budget for Breeden Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-144-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$6,426.00
162-11-6118-00-144-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$46,274.00
<b>6100 Subtotal:</b>		<b>\$52,700.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6299-62-144-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$1,600.00
<b>6200 Subtotal:</b>		<b>\$1,600.00</b>
<b>6300 Supplies and Services</b>		
162-11-6399-00-144-Y-30-000-Y	6399 General Supplies	\$24,189.00
162-61-6399-00-144-Y-30-WTF-Y	6399 General Supplies	\$100.00
<b>6300 Subtotal:</b>		<b>\$24,289.00</b>

## Personnel for Breeden Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ada Fernandez	Dyslexia Teacher	State Compensatory	.50
Leticia Gonzalez	Pre-Kinder Teacher	State Compensatory	.50
Loyda Poy	Dean of Instruction	State Compensatory	1
Maria Isabel Galvan	Pre-Kinder Teacher	State Compensatory	.50
Mayra Perez	Pre-Kinder Teacher	State Compensatory	.50
Norma Chapa	Dyslexia Teacher	State Compensatory	.50

# **Title I Schoolwide Elements**

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

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

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after thorough review of multiple data sources and meetings with teachers/staff members and parents...Finalized on May 21, 2019 (SBDM Meeting).

- (1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)
- (2) Use of data from academic assessments (STAAR/TELPAS/TPRI & Tejas LEE)
- (3) Data Analysis Meetings (BOY/MOY/EOY TPRI/TEJAS LEE, LION, Benchmark Results)...record of dates, agendas, sign-in sheets with Campus Administration
- (4) 5th Grade 1st and 2nd administration of the Reading and Math STAAR results
- (5) Number of students failing per six weeks and ultimately attending summer school based on report card grade (six weeks failing reports)
- (6) Number of students on RtI's and students accepted into the Dyslexia and SPED Programs
- (7) Formal and informal communication with parents (conferences via Class Dojo and communication logs)

The above allowed to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students.

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

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

The following stakeholders addressed the needs of the Campus Improvement Plan on May 21, 2019:

- Principal
- Assistant Principal
- Dean of Instruction

- Parent Liaison
- SBDM Parents (2)
- SBDM Business Representatives (2)
- SBDM Community Representatives (2)
- Campus SPDM
- PK-5th Grade Lead Teachers
- Curriculum and Instruction District Personnel

All agreed that the CIP goals would include strategies that addressed the following:

- opportunities for all students to meet the challenging State academic standards
- strengthen the academic program
- increase the amount and quality of learning time
- provide an enrichment and accelerated curriculum (extended day program/tutorials)
- address the needs of all students, especially the At-Risk child

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

The CNA/CIP will be monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level teachers, and parents.

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

The CIP will be made available to the parents and the community via the schools' website and discussions during bi-weekly parent meetings. Upon request, campus Parent Liaison will also make the CIP (hard copy) available to parents and community members and when possible help translate information in Spanish to the non-English speaking parents.

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

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

- Early Childhood Education to increase early literacy and school readiness
- Focused critical thinking skill and strategies for Literacy: fluency, academic vocabulary, and comprehension through the use of Reading Readiness, Esperanza, Language Enrichment, and TLI routines
- Writing skills to increase effective written communication
- Provide Bilingual students with oral language skills to develop listening, speaking, reading, and writing proficiency in English
- Tools and scientific methods during Science instruction that includes field and experimental investigations
- Supplemental research-based instructional materials available to all student
- Research-based accelerated instruction to decrease retention rates and improve student achievement

- Language and literacy interventions for all Dyslexia students
- Use of technology for all students (projects, research, intervention programs)
- Provide migrant students and their parents with information on how to access resources and strategies

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

The Campus Improvement Plan contains instructional strategies in English Language Arts/Writing, Mathematics, Social Studies and Science that strengthen the academic program. Music, Theater Arts, Arts, and extra-curricular activities (UIL, Destination Imagination, Chess, Stock Market Games, Coding, Spelling BEE) provide opportunities to work on spontaneous, creative, logical thinking, problem solving, persistence, collaboration, and communication activities aligned to literacy to support understanding of various genres, develop critical thinking, multi-tasking skills and teamwork. Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement. The goal is to increase learning time and a well-rounded education through an enriched and accelerated curriculum for all students.

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

The CIP addresses the needs of all student in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards by providing them with research-based intervention tutorials and remediation strategies in the foundation curriculum during daily TIER II time, extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement.

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

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

The campus will develop and distribute to parents and family members of participating students a written parent and family engagement policy, agreed on jointly by parents. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. An Annual Title I-A meeting will be convene at a convenient time to inform parents of services and activities provided through Title I funds. Continuously involve parents in the planning, review, and improvement of programs under Title I-A, including the Parent and Family Engagement Policy.

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

Parents will be offered flexible number of meetings including biweekly meetings on Tuesdays throughout the school year to provide them information on...

- (1) Title IA required activities and funding,
- (2) Parental Involvement 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 achievement,

- (4) An Annual Title I meeting 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Salazar, RN	Nurse	Title IA	.40
Erika Rodriguez	Parent Liaison	Title IA	1
Maria Cabrera Hernandez	Teacher Aide	Title IA	1
Myrna Cardenas	Dylexia Aide	Title IA	1
Nereida Avila	Library Aide	Title IA	1

# 2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mandy Delgado	Principal
Meeting Facilitator	Nohemi Garza	Assistant Principal
Meeting Facilitator	Loyda Poy	Dean of Instrucion
Non-classroom Professional	Leslie Castanon (Y5)	Counselor
Parent	Jessica Longoria (Y6)	Parent
Parent	Blanca Pena (Y5)	Parent
Business Representative	Jorge Aboytes (6)	Business Representative
Business Representative	Beth Salinas (5)	Business Representative
Community Representative	Roberto Castanon (4)	Community Representative
Community Representative	Laura Carpio (Y4)	Community Representative
District-level Professional	Dahlia Castro (Y3)	Math Specialist
Classroom Teacher	Norma I. Chavez (Y3)	4th Grade Teacher
Classroom Teacher	Betty E. Filizola (Y3)	5th Grade Teacher
Non-classroom Professional	Ada Cabrera (Y3)	Dyslexia Teacher
Non-classroom Professional	Elisa Ramirez (Y6)	Librarian
Classroom Teacher	Alicia DelosReyes-Garcia (Y3)	Pre-Kinder Teacher
Classroom Teacher	Miriam G. Macias (Y1)	SPED Teacher
Classroom Teacher	Nora Snodgrass (Y1)	2nd Grade Teacher
Classroom Teacher	Georgina Solis (Y1)	2nd Grade Teacher

# Campus Funding Summary

<b>199 Local funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	Copy Paper	199-11-6396-00-144-Y-11-000-Y	\$8,000.00
1	1	7	General Supplies	199-11-6399-00-144-Y-11-000-Y	\$2,434.00
1	1	7	General Supplies-PE	199-11-6399-51-144-Y-11-000-Y	\$500.00
1	1	7	General Supplies-Toner	199-11-6399-62-144-Y-11-000-Y	\$2,000.00
1	1	7	General Supplies-Media Center	199-11-6399-16-144-Y-11-000-Y	\$1,500.00
1	1	7	General Supplies-Guidance and Counseling	199-31-6399-00-144-Y-99-000-Y	\$1,000.00
1	1	7	General Supplies-Health Services	199-33-6399-16-144-Y-99-000-Y	\$300.00
2	1	1	Custodial Supplies/Maintenance	199-51-6315-00-144-Y-99-000-Y	\$10,000.00
2	1	1	Custodial Overtime-Head Custodian	199-51-6121-47-144-Y-99-000-Y	\$50.00
2	1	1	Capital Outlay-Radios/Speaker	199-23-6398-00-144-Y-99-000-Y	\$500.00
2	1	1	Overtime-Paraprofessionals	199-23-6121-08-144-Y-99-000-Y	\$50.00
7	1	2	Teacher Planning Days	199-11-6112-18-144-Y-11-000-Y	\$2,000.00
9	1	3	EOY Award Ceremony for 5th Grade	199-11-6269-00-144-Y-00-000-Y	\$1,015.00
9	1	3	Transportation for Field Trips, Jump Rope for Heart, District Field Day	199-11-6494-00-144-Y-11-000-Y	\$3,000.00
<b>Sub-Total</b>					\$32,349.00
<b>Budgeted Fund Source Amount</b>					\$32,349.00
<b>+/- Difference</b>					<b>\$0</b>
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	General Supplies-Instructional Materials/Supplies and STAAR Materials	162-11-6399-00-144-Y-30-000-Y	\$24,189.00

<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
8	1	1	Technology: Desktops, COWS	162-11-6398-62-144-Y-30-337-Y	\$113,160.00
8	1	2	Living with Science and Edusmart	162-11-6299-62-144-Y-30-000-Y	\$1,600.00
9	1	1	Walk for the Future		\$100.00
9	2	1	Professional Extra Duty Pay-SSI	162-11-6118-00-144-Y-24-SSI-Y	\$6,426.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-144-Y-30-ASP-Y	\$46,274.00
<b>Sub-Total</b>					\$191,749.00
<b>Budgeted Fund Source Amount</b>					\$191,749.00
<b>+/- Difference</b>					<b>\$0</b>
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	LPAC	163-11-6112-00-144-Y-25-000-Y	\$1,500.00
1	1	7	Instructional Supplies	163-11-6399-00-144-Y-25-000-Y--000-Y	\$6,425.00
<b>Sub-Total</b>					\$7,925.00
<b>Budgeted Fund Source Amount</b>					\$7,925.00
<b>+/- Difference</b>					<b>\$0</b>
<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	General Supplies-SPED Toner (PPCD/Life Skills/Resource)	166-11-6399-62-144-Y-23-000-Y	\$2,000.00
1	1	7	SPED Copy Paper	166-11-6396-00-144-Y-23-000-Y	\$1,560.00
<b>Sub-Total</b>					\$3,560.00
<b>Budgeted Fund Source Amount</b>					\$3,560.00
<b>+/- Difference</b>					<b>\$0</b>
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	General Supplies	211-11-6399-00-144-Y-30-0F2-Y	\$16,077.34

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Toner	211-11-6399-62-144-Y-30-0F2-Y	\$1,000.00
1	1	7	Media Center Supplies	211-11-6399-16-144-Y-30-0F2-Y	\$1,000.00
1	1	7	Reading Novels	211-12-6329-00-144-Y-30-0F2-Y	\$1,937.00
1	1	7	Copy Paper	211-11-6396-00-144-Y-30-0F2-Y	\$3,000.00
1	1	7	Supplies/Materials Printer	211-11-6398-62-144-Y-30-0F2-Y	\$1,500.00
6	1	1	Mileage for Parent Liaison/Home Visits	211-61-6411-00-144-Y-30-Of2-Y	\$900.00
6	1	1	Miscellaneous Operations/Parents	211-61-6499-53-144-Y-30-0F2-Y	\$900.00
6	1	1	General Supplies/Laminating Machine	211-61-6399-00-144-Y-30-F2-Y	\$900.00
7	1	1	Employee Travel: Professional Development/Teachers	211-13-6411-23-144-Y-30-AYP-Y	\$1,000.00
7	1	1	Professional Development-Stipends	211-13-6117-00-144-Y-30-AYP-Y	\$2,500.00
7	1	2	Professional Development/Substitutes	211-11-6112-18-144-Y-30-AYP-Y	\$9,000.00
7	1	2	Employee Benefits (Social Security/Medicare)		\$131.00
8	1	1	Technology: Desktops, Laptops	211-11-6398-62-144-Y-30-0F2-Y-	\$82,215.00
8	1	2	Purchase briefcases for Laptops	211-11-6399-00-144-T-30-0F2-Y	\$1,148.66
9	1	3	Awards, Trophies, Ribbons, Certificates	211-11-6498-00-144-Y-30-0F2-Y	\$5,000.00
9	2	1	Professional Extra Duty Pay-ASP	211-11-6118-00-144-Y-30-ASP-Y	\$37,195.00
9	2	1	Employee Benefits (Teacher Retirement, Social Security, Medicare)		\$4,505.00
<b>Sub-Total</b>					\$169,909.00
<b>Budgeted Fund Source Amount</b>					\$169,909.00
<b>+/- Difference</b>					<b>\$0</b>
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	Supplies for Migrant Students	212-11-6399-00-144-Y-24-0F2-Y	\$200.00
<b>Sub-Total</b>					\$200.00
<b>Budgeted Fund Source Amount</b>					\$200.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					<b>+/- Difference</b>
					<b>\$0</b>
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Supplemental Materials/Supplies to Support Reading, Math, Writing, and Science Instruction	263-11-6399-00-144-Y-25-000-Y	\$5,291.00
7	1	3	Professional Development/Substitutes	263-11-6112-00-Y-25-000-Y	\$2,000.00
					<b>Sub-Total</b>
					\$7,291.00
					<b>Budgeted Fund Source Amount</b>
					\$7,291.00
					<b>+/- Difference</b>
					<b>\$0</b>
					<b>Grand Total</b>
					\$412,983.00

# Addendums

# **2018-19 Texas Academic Performance Report**

District Name: **BROWNSVILLE ISD**

Campus Name: **BREEDEN EL**

Campus Number: **031901144**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**



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District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 3 Reading																	
At Approaches Grade Level or Above		2019	76%	80%	<b>84%</b>	-	84%	-	-	-	-	48%	*	84%	89%	79%	82%
		2018	77%	80%	<b>94%</b>	*	94%	-	-	-	-	92%	*	95%	83%	95%	94%
At Meets Grade Level or Above		2019	45%	46%	<b>51%</b>	-	51%	-	-	-	-	14%	*	52%	44%	48%	49%
		2018	43%	42%	<b>73%</b>	*	74%	-	-	-	-	69%	*	77%	50%	74%	67%
At Masters Grade Level		2019	27%	26%	<b>32%</b>	-	32%	-	-	-	-	10%	*	33%	22%	30%	29%
		2018	25%	22%	<b>44%</b>	*	44%	-	-	-	-	15%	*	47%	25%	44%	40%
Grade 3 Mathematics																	
At Approaches Grade Level or Above		2019	79%	85%	<b>92%</b>	-	92%	-	-	-	-	67%	*	91%	100%	90%	93%
		2018	78%	86%	<b>95%</b>	*	95%	-	-	-	-	86%	*	96%	92%	96%	94%
At Meets Grade Level or Above		2019	49%	56%	<b>71%</b>	-	71%	-	-	-	-	43%	*	70%	78%	70%	68%
		2018	47%	54%	<b>81%</b>	*	81%	-	-	-	-	71%	*	83%	67%	81%	77%
At Masters Grade Level		2019	25%	27%	<b>43%</b>	-	43%	-	-	-	-	14%	*	44%	33%	45%	40%
		2018	23%	27%	<b>53%</b>	*	52%	-	-	-	-	21%	*	54%	42%	52%	49%
Grade 4 Reading																	
At Approaches Grade Level or Above		2019	75%	83%	<b>89%</b>	*	89%	-	-	-	-	46%	*	91%	81%	87%	94%
		2018	73%	79%	<b>92%</b>	-	92%	-	-	-	-	50%	*	92%	89%	92%	88%
At Meets Grade Level or Above		2019	44%	51%	<b>64%</b>	*	63%	-	-	-	-	31%	*	69%	38%	62%	61%
		2018	46%	49%	<b>63%</b>	-	63%	-	-	-	-	33%	*	63%	67%	65%	57%
At Masters Grade Level		2019	22%	23%	<b>33%</b>	*	34%	-	-	-	-	0%	*	37%	13%	33%	33%
		2018	24%	23%	<b>28%</b>	-	28%	-	-	-	-	17%	*	28%	22%	29%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above		2019	75%	82%	<b>88%</b>	*	88%	-	-	-	-	46%	*	91%	75%	86%	90%
		2018	78%	86%	<b>91%</b>	-	91%	-	-	-	-	44%	*	92%	90%	92%	91%
At Meets Grade Level or Above		2019	48%	53%	<b>70%</b>	*	69%	-	-	-	-	38%	*	76%	38%	67%	69%
		2018	49%	56%	<b>65%</b>	-	65%	-	-	-	-	22%	*	65%	60%	65%	63%
At Masters Grade Level		2019	28%	30%	<b>41%</b>	*	41%	-	-	-	-	8%	*	45%	19%	40%	35%
		2018	27%	30%	<b>31%</b>	-	31%	-	-	-	-	11%	*	31%	30%	31%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above		2019	67%	78%	<b>85%</b>	*	85%	-	-	-	-	38%	*	88%	69%	82%	90%
		2018	63%	74%	<b>86%</b>	-	86%	-	-	-	-	40%	-	86%	89%	86%	81%
At Meets Grade Level or Above		2019	35%	44%	<b>49%</b>	*	48%	-	-	-	-	15%	*	53%	25%	47%	47%
		2018	39%	48%	<b>51%</b>	-	51%	-	-	-	-	40%	-	49%	78%	52%	40%
At Masters Grade Level		2019	11%	14%	<b>13%</b>	*	13%	-	-	-	-	0%	*	14%	6%	12%	12%
		2018	11%	14%	<b>9%</b>	-	9%	-	-	-	-	20%	-	9%	11%	9%	2%
Grade 5 Reading^																	
At Approaches Grade Level or Above		2019	86%	91%	<b>91%</b>	-	91%	-	-	-	-	31%	*	91%	90%	88%	91%
		2018	84%	90%	<b>99%</b>	-	99%	-	-	-	-	89%	-	98%	100%	99%	100%
At Meets Grade Level or Above		2019	54%	56%	<b>57%</b>	-	57%	-	-	-	-	23%	*	54%	90%	51%	42%
		2018	54%	59%	<b>81%</b>	-	81%	-	-	-	-	67%	-	80%	86%	83%	78%

District Name: BROWNSVILLE ISD  
Campus Name: BREEDEN EL  
Campus Number: 031901144

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

Total Students: 694  
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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level		2019	29%	28%	29%	-	29%	-	-	-	-	8%	*	28%	40%	24%	17%
		2018	26%	28%	44%	-	44%	-	-	-	-	11%	-	45%	29%	43%	42%
Grade 5 Mathematics <sup>A</sup>																	
At Approaches Grade Level or Above		2019	90%	96%	97%	-	97%	-	-	-	-	69%	*	96%	100%	96%	98%
		2018	91%	97%	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above		2019	58%	70%	71%	-	71%	-	-	-	-	31%	*	71%	80%	71%	66%
		2018	58%	74%	81%	-	81%	-	-	-	-	82%	-	81%	71%	81%	81%
At Masters Grade Level		2019	36%	46%	44%	-	44%	-	-	-	-	15%	*	43%	50%	41%	40%
		2018	30%	43%	56%	-	56%	-	-	-	-	36%	-	54%	71%	55%	54%
Grade 5 Science																	
At Approaches Grade Level or Above		2019	75%	84%	85%	-	85%	-	-	-	-	38%	*	84%	90%	79%	77%
		2018	76%	85%	95%	-	95%	-	-	-	-	85%	-	96%	86%	95%	95%
At Meets Grade Level or Above		2019	49%	60%	59%	-	59%	-	-	-	-	23%	*	57%	80%	61%	53%
		2018	41%	51%	68%	-	68%	-	-	-	-	62%	-	68%	71%	66%	71%
At Masters Grade Level		2019	24%	28%	30%	-	30%	-	-	-	-	8%	*	29%	40%	28%	21%
		2018	17%	20%	35%	-	35%	-	-	-	-	31%	-	35%	29%	34%	37%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	89%	*	89%	-	-	-	-	49%	88%	90%	84%	86%	89%
		2018	77%	78%	94%	*	94%	-	-	-	-	79%	86%	94%	90%	94%	92%
At Meets Grade Level or Above		2019	50%	52%	61%	*	61%	-	-	-	-	28%	56%	62%	54%	60%	57%
		2018	48%	49%	70%	*	70%	-	-	-	-	60%	43%	70%	67%	70%	66%
At Masters Grade Level		2019	24%	23%	33%	*	33%	-	-	-	-	8%	31%	34%	25%	31%	29%
		2018	22%	21%	36%	*	36%	-	-	-	-	21%	29%	37%	32%	36%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above		2019	75%	76%	88%	*	88%	-	-	-	-	43%	100%	89%	86%	85%	88%
		2018	74%	74%	94%	*	94%	-	-	-	-	82%	*	95%	89%	95%	93%
At Meets Grade Level or Above		2019	48%	47%	57%	*	57%	-	-	-	-	21%	67%	58%	54%	54%	50%
		2018	46%	44%	71%	*	72%	-	-	-	-	61%	*	72%	64%	73%	66%
At Masters Grade Level		2019	21%	18%	32%	*	32%	-	-	-	-	6%	17%	33%	23%	29%	27%
		2018	19%	17%	38%	*	38%	-	-	-	-	14%	*	39%	25%	38%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above		2019	82%	86%	93%	*	93%	-	-	-	-	62%	83%	93%	89%	91%	94%
		2018	81%	85%	95%	*	95%	-	-	-	-	79%	*	95%	93%	95%	94%
At Meets Grade Level or Above		2019	52%	57%	71%	*	70%	-	-	-	-	38%	83%	72%	60%	70%	67%
		2018	50%	55%	75%	*	74%	-	-	-	-	62%	*	76%	66%	75%	73%
At Masters Grade Level		2019	26%	31%	43%	*	43%	-	-	-	-	13%	67%	44%	31%	42%	38%
		2018	24%	28%	45%	*	45%	-	-	-	-	24%	*	45%	45%	44%	41%
All Grades Writing																	
At Approaches Grade Level or Above		2019	68%	76%	85%	*	85%	-	-	-	-	38%	*	88%	69%	82%	90%
		2018	66%	71%	86%	-	86%	-	-	-	-	40%	-	86%	89%	86%	81%
At Meets Grade Level or Above		2019	38%	44%	49%	*	48%	-	-	-	-	15%	*	53%	25%	47%	47%
		2018	41%	45%	51%	-	51%	-	-	-	-	40%	-	49%	78%	52%	40%
At Masters Grade Level		2019	14%	15%	13%	*	13%	-	-	-	-	0%	*	14%	6%	12%	12%
		2018	13%	13%	9%	-	9%	-	-	-	-	20%	-	9%	11%	9%	2%

District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 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%	<b>85%</b>	-	85%	-	-	-	-	-	38%	*	84%	90%	79%	77%
	2018	80%	82%	<b>95%</b>	-	95%	-	-	-	-	-	85%	-	96%	86%	95%	95%
At Meets Grade Level or Above	2019	54%	55%	<b>59%</b>	-	59%	-	-	-	-	-	23%	*	57%	80%	61%	53%
	2018	51%	51%	<b>68%</b>	-	68%	-	-	-	-	-	62%	-	68%	71%	66%	71%
At Masters Grade Level	2019	25%	21%	<b>30%</b>	-	30%	-	-	-	-	-	8%	*	29%	40%	28%	21%
	2018	23%	19%	<b>35%</b>	-	35%	-	-	-	-	-	31%	-	35%	29%	34%	37%

District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>68</b>	*	67	-	-	-	-	-	42	*	70	50	70	71
	2018	63	65	<b>60</b>	-	60	-	-	-	-	-	58	*	61	44	59	56
Grade 4 Mathematics	2019	65	64	<b>64</b>	*	64	-	-	-	-	-	46	*	67	46	64	61
	2018	65	66	<b>57</b>	-	57	-	-	-	-	-	61	*	58	50	57	56
Grade 5 ELA/Reading	2019	81	78	<b>70</b>	-	70	-	-	-	-	-	90	*	69	89	67	62
	2018	80	81	<b>86</b>	-	86	-	-	-	-	-	83	-	87	71	86	88
Grade 5 Mathematics	2019	83	88	<b>87</b>	-	87	-	-	-	-	-	85	*	86	100	88	87
	2018	81	87	<b>89</b>	-	89	-	-	-	-	-	95	-	89	93	88	88
All Grades Both Subjects	2019	69	69	<b>73</b>	*	73	-	-	-	-	-	63	75	74	67	72	70
	2018	69	71	<b>70</b>	-	70	-	-	-	-	-	77	*	71	62	70	69
All Grades ELA/Reading	2019	68	67	<b>69</b>	*	69	-	-	-	-	-	63	*	69	66	68	66
	2018	69	69	<b>70</b>	-	70	-	-	-	-	-	73	*	72	56	70	69
All Grades Mathematics	2019	70	71	<b>77</b>	*	76	-	-	-	-	-	63	*	78	67	75	74
	2018	70	72	<b>70</b>	-	70	-	-	-	-	-	80	*	70	68	69	69

District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>36%</b>	-	36%	-	-	-	-	-	9%	32%	50%
	2018	38%	44%	<b>81%</b>	-	81%	-	-	-	-	-	*	86%	82%
Mathematics	2019	45%	57%	<b>67%</b>	-	67%	-	-	-	-	-	60%	69%	78%
	2018	47%	57%	<b>72%</b>	-	72%	-	-	-	-	-	*	76%	67%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>86%</b>	-	86%	-	-	-	-	-	18%	86%	78%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>14%</b>	-	14%	-	-	-	-	-	82%	14%	22%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>92%</b>	-	92%	-	-	-	-	-	27%	89%	88%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>93%</b>	-	93%	-	-	-	-	-	45%	91%	88%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>7%</b>	-	7%	-	-	-	-	-	55%	9%	13%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>97%</b>	-	97%	-	-	-	-	-	73%	97%	100%

District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>89%</b>	87%	87%	-	-	-	-	-	-	-	87%	87%
	2018	77%	78%	<b>94%</b>	90%	90%	-	-	-	-	-	-	-	90%	90%
At Meets Grade Level or Above	2019	50%	52%	<b>61%</b>	50%	50%	-	-	-	-	-	-	-	50%	50%
	2018	48%	49%	<b>70%</b>	59%	59%	-	-	-	-	-	-	-	59%	59%
At Masters Grade Level	2019	24%	23%	<b>33%</b>	23%	23%	-	-	-	-	-	-	-	23%	23%
	2018	22%	21%	<b>36%</b>	25%	25%	-	-	-	-	-	-	-	25%	25%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>88%</b>	86%	86%	-	-	-	-	-	-	-	86%	86%
	2018	74%	74%	<b>94%</b>	91%	91%	-	-	-	-	-	-	-	91%	91%
At Meets Grade Level or Above	2019	48%	47%	<b>57%</b>	44%	44%	-	-	-	-	-	-	-	44%	44%
	2018	46%	44%	<b>71%</b>	59%	59%	-	-	-	-	-	-	-	59%	59%
At Masters Grade Level	2019	21%	18%	<b>32%</b>	22%	22%	-	-	-	-	-	-	-	22%	22%
	2018	19%	17%	<b>38%</b>	25%	25%	-	-	-	-	-	-	-	25%	25%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	<b>93%</b>	92%	92%	-	-	-	-	-	-	-	92%	92%
	2018	81%	85%	<b>95%</b>	91%	91%	-	-	-	-	-	-	-	91%	91%
At Meets Grade Level or Above	2019	52%	57%	<b>71%</b>	61%	61%	-	-	-	-	-	-	-	61%	61%
	2018	50%	55%	<b>75%</b>	66%	66%	-	-	-	-	-	-	-	66%	66%
At Masters Grade Level	2019	26%	31%	<b>43%</b>	32%	32%	-	-	-	-	-	-	-	32%	32%
	2018	24%	28%	<b>45%</b>	33%	33%	-	-	-	-	-	-	-	33%	33%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	<b>85%</b>	86%	86%	-	-	-	-	-	-	-	86%	86%
	2018	66%	71%	<b>86%</b>	78%	78%	-	-	-	-	-	-	-	78%	78%
At Meets Grade Level or Above	2019	38%	44%	<b>49%</b>	32%	32%	-	-	-	-	-	-	-	32%	32%
	2018	41%	45%	<b>51%</b>	22%	22%	-	-	-	-	-	-	-	22%	22%
At Masters Grade Level	2019	14%	15%	<b>13%</b>	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	<b>9%</b>	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>85%</b>	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	80%	82%	<b>95%</b>	94%	94%	-	-	-	-	-	-	-	94%	94%
At Meets Grade Level or Above	2019	54%	55%	<b>59%</b>	52%	52%	-	-	-	-	-	-	-	52%	52%
	2018	51%	51%	<b>68%</b>	72%	72%	-	-	-	-	-	-	-	72%	72%
At Masters Grade Level	2019	25%	21%	<b>30%</b>	19%	19%	-	-	-	-	-	-	-	19%	19%
	2018	23%	19%	<b>35%</b>	22%	22%	-	-	-	-	-	-	-	22%	22%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>73%</b>	66%	66%	-	-	-	-	-	-	-	66%	66%
	2018	69%	71%	<b>70%</b>	73%	73%	-	-	-	-	-	-	-	73%	73%
All Grades ELA/Reading	2019	68%	67%	<b>69%</b>	64%	64%	-	-	-	-	-	-	-	64%	64%
	2018	69%	69%	<b>70%</b>	75%	75%	-	-	-	-	-	-	-	75%	75%
All Grades Mathematics	2019	70%	71%	<b>77%</b>	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	70%	72%	<b>70%</b>	72%	72%	-	-	-	-	-	-	-	72%	72%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	48%	<b>36%</b>	50%	50%	-	-	-	-	-	-	-	50%	50%
	2018	38%	44%	<b>81%</b>	82%	82%	-	-	-	-	-	-	-	82%	82%
Mathematics	2019	45%	57%	<b>67%</b>	78%	78%	-	-	-	-	-	-	-	78%	78%
	2018	47%	57%	<b>72%</b>	67%	67%	-	-	-	-	-	-	-	67%	67%

District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 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)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	*	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>98%</b>	*	98%	-	-	-	-	-	98%	98%	97%
Not Included in Accountability													
Mobile	4%	2%	<b>1%</b>	*	1%	-	-	-	-	-	2%	2%	2%
Other Exclusions	1%	2%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	1%
Not Tested	1%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	*	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	*	96%	-	-	-	-	-	93%	96%	93%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	*	3%	-	-	-	-	-	0%	3%	5%
Other Exclusions	1%	2%	<b>1%</b>	*	1%	-	-	-	-	-	7%	1%	1%
Not Tested	1%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%



District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 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)
<b>Attendance Rate</b>													
2017-18	95.4%	95.4%	<b>97.7%</b>	*	97.7%	*	-	*	-	-	96.1%	97.6%	97.8%
2016-17	95.7%	95.8%	<b>98.1%</b>	-	98.1%	*	-	-	-	-	97.3%	98.1%	98.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 694  
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Graduation Profile

Total Students: 694  
 Grade Span: EE - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
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  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 694  
 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)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 694  
 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  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus CCMR-Related Indicators

Total Students: 694  
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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 694  
 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 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
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
<b>Average SAT Score (Annual Graduates) ***</b>													
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
<b>Average ACT Score (Annual Graduates) ***</b>													
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  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 694  
 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-



District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 Grade Span: EE - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	694	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	5	0.7%	0.2%	0.3%
Pre-Kindergarten	107	15.4%	8.0%	4.4%
Kindergarten	72	10.4%	5.9%	6.9%
Grade 1	95	13.7%	6.8%	7.1%
Grade 2	84	12.1%	6.6%	7.2%
Grade 3	105	15.1%	6.5%	7.3%
Grade 4	103	14.8%	6.9%	7.6%
Grade 5	123	17.7%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	2	0.3%	0.1%	12.6%
Hispanic	683	98.4%	98.3%	52.6%
White	8	1.2%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	1	0.1%	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	507	73.1%	88.5%	60.6%
Non-Educationally Disadvantaged	187	26.9%	11.5%	39.4%
Section 504 Students	86	12.4%	8.7%	6.5%
English Learners (EL)	317	45.7%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	67	9.7%	5.4%	3.6%
At-Risk	492	70.9%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	89			
By Type of Primary Disability				
Students with Intellectual Disabilities	23	25.8%	55.3%	42.4%
Students with Physical Disabilities	19	21.3%	11.5%	21.9%
Students with Autism	20	22.5%	12.2%	13.7%
Students with Behavioral Disabilities	21	23.6%	18.9%	20.6%
Students with Non-Categorical Early Childhood	6	6.7%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	9.7%	15.0%	15.4%

District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 Grade Span: EE - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	52	9.7%		
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	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	4.0%	10.7%	3.1%	10.0%	16.2%	5.5%
Grade 2	2.2%	5.9%	1.8%	7.1%	3.0%	2.3%
Grade 3	3.2%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	0.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.4	19.2	18.9
Grade 1	22.3	17.8	18.8
Grade 2	20.1	17.8	18.7
Grade 3	23.4	19.2	18.9
Grade 4	19.4	21.6	19.2
Grade 5	27.5	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD  
Campus Name: BREEDEN EL  
Campus Number: 031901144

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

Total Students: 694  
Grade Span: EE - 05  
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.7	100.0%	100.0%	100.0%
Professional Staff:	49.8	75.8%	56.5%	64.1%
Teachers	41.4	63.1%	44.0%	49.8%
Professional Support	6.2	9.5%	9.5%	10.1%
Campus Administration (School Leadership)	2.1	3.3%	2.9%	3.0%
Educational Aides:	15.9	24.2%	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	1.0	n/a	11.0	1,097.0
Total Minority Staff:	63.6	96.8%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	40.3	97.3%	90.3%	27.7%
White	1.1	2.7%	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	8.3	19.9%	32.0%	23.8%
Females	33.2	80.1%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.1	0.3%	1.2%	1.4%
Bachelors	32.2	77.8%	79.4%	73.6%
Masters	9.1	21.9%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.1	0.3%	2.7%	7.0%
1-5 Years Experience	4.0	9.7%	14.3%	28.9%
6-10 Years Experience	16.0	38.6%	17.6%	19.0%
11-20 Years Experience	17.4	41.9%	39.3%	29.3%
Over 20 Years Experience	4.0	9.6%	26.0%	15.7%
Number of Students per Teacher	16.7	n/a	15.2	15.1

District Name: BROWNSVILLE ISD  
 Campus Name: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 Grade Span: EE - 05  
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.8	6.3
Average Years Experience of Principals with District	3.0	8.4	5.4
Average Years Experience of Assistant Principals	4.5	8.4	5.3
Average Years Experience of Assistant Principals with District	4.5	8.2	4.7
Average Years Experience of Teachers:	12.5	15.1	11.1
Average Years Experience of Teachers with District:	11.9	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$17,341	\$49,007	\$47,218
1-5 Years Experience	\$48,361	\$49,170	\$50,408
6-10 Years Experience	\$48,482	\$50,423	\$52,786
11-20 Years Experience	\$53,635	\$55,575	\$56,041
Over 20 Years Experience	\$64,300	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$52,057	\$55,810	\$54,122
Professional Support	\$59,026	\$67,073	\$64,069
Campus Administration (School Leadership)	\$82,192	\$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: BREEDEN EL  
 Campus Number: 031901144

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

Total Students: 694  
 Grade Span: EE - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	317	45.7%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	49	7.1%	12.0%	8.1%
Special Education	89	12.8%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	2.4%	0.9%	2.7%
Gifted & Talented Education	0.3	0.7%	0.5%	2.0%
Regular Education	34.8	84.0%	78.8%	71.4%
Special Education	5.3	12.9%	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](#)

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

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- 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*



STUDENT WELFARE  
FREEDOM FROM BULLYING

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**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.

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**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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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.
<i>Discipline</i>	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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

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(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.
<i>Improper Conduct</i>	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.
<b>Confidentiality</b>	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.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	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.