Brownsville Independent School District

Brite Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

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

Board Approval Date: November 6, 2019
Public Presentation Date: October 3, 2019

Mission Statement

Ben Brite Elementary will prepare students to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources, providing students with a global prespective, and focusing on students needs to ensure equitable opportunities for all students.

Ben Brite Priorities Revised: May 27, 2019

1. Academic Excellence (provide additional support to increase student achievement)

2. Provide students with a rigirious instruction in which they become part of their own learning

3. Students will be provided with differentiated instruction to meet their individual needs

2. Foster a College and Career Readiness Community

3. Student Enrollment, Recruitment, and Retention (provide additional opportunities to recruit, retain, and engage students)

4. Parent and Community Relations (Provide additional opportunities to recruit, retain, and engage parents and community members)

Vision

Ben Brite Strategic Objectives from Five-year Strategic Plan:

• All students will succeed.
• All students will meet and/or exceed state and national standards of achievement.
• All students will make academic progress and excel academically.
• All students will become productive, responsible and contributing members of society.

All students will flourish in a safe and healthy educational enviroment.

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. (prior Obj. 5)

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards. (prior Obj. 6)

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning. (prior Obj. 7)

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. (prior Obj. 8)

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (prior Obj. 9)

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.

Value Statement

Ben Brite Core Beliefs

We believe that:

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

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Comprehensive Needs Assessment

Revised/Approved: January 24, 2019

Needs Assessment Overview

Ben Brite Elementary reviews data acquired from vavious sources, including Tango Software. Weekly tests, unit tests, and six weeks assessments are given in order to monirot students. BOY, MOY, and EOY TRPI/Tejas Lee assessments are also used to monitor students progress through-out the year. Students who are struggling are placed in TIER 2 and TIER 3 and are given small group instruction and assessed every 2 weeks with TRPI and Tejas Lee. Struggling students are also placed in tutorial classes. Fluency is tested, monitored, and recored on a weekly basis by being part of daily instruction. Assessment data, progress reports, and report cards are analyzed during grade level meetings and decisions and plans are made based on these data. The RTI Commettee also gather student data to determine which students need to be placed in an RTI for possible referral to Special Ed., Dylexia, or Speech services. Teachers plan accordinagly for instruction based on TEKS, District Frameworks, and STAAR assessments. Accelerated Reader scores are also discussed during grade level meetings to ensure students are being encouraged and motivated to read and reach individual and/ or grade level goals.

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

- AEIS Report
- District Benchmarks
- Campus Assessments
- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware
- TELPAS/AMOS Reports
- Class Grades
- Student Point Sheets
- Tango Trends Reports

Student data will be analyzed through Aware, Tango-Central, TPRI/Tejas Lee, and TangoTrends, District Benchmarks, Campus Assessments to identify the needs of students and to be able to target instruction.

3rd - 5th Grade All Students STAAR Summary:

The trends identified when student performance scores were compared over a period of 2 years demonstrate that students' scores in Science were the same from 2018 - 87% to 2019 - 87% and 4th grade writing increased from 2018 - 77% to 2019- 87%

Performance variation between all student groups:

Reading: At-Risk 86%, Economic Disadvantaged 86%,, Hispanic 75%, White N/A%, Female 80%, Male 69%, Gifted and Talented 100%, LEP 81%, Migrant 75%, Special Education 43%,

Writing: At-Risk 81%, Economic Disadvantaged 81%,, Hispanic 82%, White N/A, Female 79%, Male 85%, Gifted and Talented 100%, LEP 64%, Migrant 33%, Special Education 41%.

Math:: At-Risk 86% , Economic Disadvantaged 86%,, Hispanic 81%, White 0%, Female 83%, Male 79%, Gifted and Talented 100%, LEP 75%, Migrant 75%, Special Education 48%.

Science: At-Risk 88%, Economic Disadvantaged 88%,, Hispanic 87%, White 100%, Female 73%, Male 73%, Gifted and Talented 100%, LEP 57%, Migrant 67%, Special Education 45%,

Demographics

Demographics Summary

ON APRIL 19, 2006, BOARD TRUSTEES NAMED BROWNSVILLE'S NEWEST ELEMENTARY SCHOOL FOR BELOVED EDUCATOR BEN L. BRITE. The student population at Brite Elementary School for school year 2019-2020 is apporximately 584 students and serves students in grade PREK3 through fifth. According to the PEIMS Data Review of our campus profile, the student poplulation includes: Hispanic 97.2%, White 2.8%, African American 0%, Economically Disadvantaged 95.5%, Limited English Proficiency (LEP) 47.9%, At-Risk 8.1%, Migrant 0.34%, Gifted and Talented 6.34%, Special Education 14.90%. Enrollment numbers for Brite Elementary School have shown a decrease . The mobility rate for the campus has increased. A total of 69.86% of students are identified as at-risk with the highest number of at-risk students being identified under the economically disadvanted. Additionally, the retention rate is 3.16% for all students and at-risk. The attendance rate for the 2019-2020 school was 95.09% for all students and 96.9% for at-risk students. It has a total of 41.8 teachers, 4.8 Professional Support, 3 Campus Administrators, 15 Educational Aides, 1 full time librarian and 2 full time counselors. One hundred percent of the staff is hispanic, 93.9% of the teachers have a bachelors degree and 6.1% have a Masters Degree.

Demographics Strengths

- Attendance Rate 95.9%
- Communication procedures between home and school on students attendance
- ELL student placement into the Bilingual Program within the 20 day period
- Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
- Early RTI plans are in place and are updated continuously with current academic data
- Early screening for Dyslexia and Special Education Referrals
- TIER II Interventions for Migrant, LEP and At-Risk students
- After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
- Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
- Reports are readily available
- Highly Qualified Staff
- Identification of At Risk Students
- Small class siza
- Implementation of RTI
- GT Program Implentation

DEMOGRAPHIC NEEDS:

1. Continue to increase and maintain attenance rates
2. Decrease At-Risk percentages by providing more academic support/interventions for students who are strugglin academically

3. Increase Reading, Math, Writing, and Science assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instructionl materials
4. Provide Migrant students with sumplementatl supplies to increase their attandance
5. At Risk students will be offered tutorials afterschool/Saturday academies and will be monitored in order to meet their needs.
6. Dyslexia teacher will purchase material to meet the needs of identified students.
7. Continue to increase and maintain teacher attendance

Student Academic Achievement

Student Academic Achievement Summary

During the 2019-20 school year, the Curriculum and Instruction Department and Campus Administration provided support to Campus instructional staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health. Through the analysis of data using Tango software, Eduphoria, TEA summary reports, and various surveys, campus needs were identified and then ranked by the DEIC membership in May of 2020.

BISD and Texas STAAR Data for 2018-2019 from TAPR Reports--no STAAR Data is available for Spring 2020 due to COVID 19 cancellation of State Assessments.

TAAR Performance Rates	Year	ALL	Econ	EL	Special
All Grades All Subjects At Approaches Grade Level or Above	2019	86%	85%	89%	44%
	2018	91%	91%	89%	65%
At Meets Grade Level or Above	2019	59%	58%	41%	14%
	2018	62%	62%	24%	32%
At Masters Grade Level	2019	33%	33%	16%	6%
	2018	32%	32%	8%	16%

The entire Campus 2019 TAPR report is attached as an addendum to this plan.

Student Academic Achievement Strengths

- Strong STAAR Reading, Math, Writing, Science Scores (Met Academic Distinction Designations in ELA/Reading, Mathematics, and Science for 2019-2020 school year
- Progress Monitoring Assessments (Campus and District)and State test results (STAAR, TELPAS) are use to improve instruction
- Vertical and Horizontal Alignment Meetings and Discussion to increase Reading, Math, Writing, and Science scores in all grade levels

- Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
- Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
- Teachers consistently hold high academic expectations for all students
- Strong Progress Monitoring Assessments
- TELPAS/AMAO Progress and Attainment
- Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement

STUDENT ACHIEVEMENT NEEDS:

1. Increase fluency rates
2. Provide teachers with additional supplemental instructional resources and staff development in order to increase fluency and rigor in order to reduce retention and improve in the areas of need
3. Provide teachers with computer software in order to increase student progress and achievement
4. Provide students with computers, printers, I-Pads, technology software to increase student achievement and progress
5. Provide teachers with additional supplemental instructional materials (workbooks/resources) for tutorial
6. Reduce retention in 1st grade by providing tutorials and buying additional resources
7. Provide substitutes for teachers in order to attend prof. dev., plan and/or LPAC
8. Disaggregate the data by grade level and by content
9. General Instructional supplies/clothing will be purchased for Migrant students.
10. Provide substitute teacher for planning and professional development.
11. Provide reading materials to students to increase reading on level and comprehension
12. After school program implementation
13. Provide RTI interventions and small group/differentiated instructions to students in need

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Brite implements district curriculum initiatives and assessments as required by the state of Texas. Brite bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepare students for state assessments. In doing this process, Campus Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, time is alloted 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. State results, 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 needs. 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 for all students.

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Curriculum, Instruction and Assessment are supported by various technology programs:

- *Curriculum Resources and Materials   *Tango-Trends Reports*
- *Tango-Central and Trends Reports   *TPRI/Tejas Lee/C-PM Reports*
- *Adopted Class Materials   *Report Cards*
- *Enrichment Materials   *Attendance Reports*
- *RTI Materials   *District Bencharks*
- *Technology   *Campus Benchmarks*
- *Lesson Plans and Delivery of Instruction*
- *Campus Schedules*
- *Benchmark AssessmentsTutorials for At-Risk students*

STAFF RECRUITMENT & RETENTION SUMMARY:

Brite 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 Dean of Instruction, Curriculum/Instruction Specialists and campus Administration provide professional development to support learning in the classroom. Most teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are asked to have 6 hours of on-going Bilingual and GT training. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. 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 Brite 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.

SCHOOL ORGANIZATION:

Brite Elementary analyzes the school context and organization by looking at school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. School and Rotation schedules are set to maximize the amount of time spend on explicit instruction. Rotation schedule includes Library, Music, Physical Education, and Planning. 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 help/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.

Data Sources Reviewed: The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- *School Structure or Make Up*
- *Decision Making Process*
- *Master Schedule*
- *Leadership: Formal or Informal*
- *Supervision Structure*
- *Support Structure*
- *Duty Schedules*
- *School Map & Physical Environment*

TECHNOLOGY:

Brite 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 and across the campus. 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 Istation, Brain Pop, REVIEW 3000, and Learning A-Z are available to all students. Brite 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 Math, Science, and Social Studies. 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. For the 2019-2020 school year, all 5th grade students and teachers will be provided with tablets.

School Processes & Programs Strengths

- A deeper understanding of the TEKS, both Readiness and Supporting Standards (All Content Areas)
- Implementation of 6 weeks assessments to address students' needs based on data.
- Implementation of District Benchmarks to address students' needs based on data.
- Implementation of RTI interventions for students who are struggling
- Provide Research Based Resources for a well rounded TEKS based instruction in all content areas.
- Implementation of after school tutorial for At-Risk Students
- Implementation of K- 3rd TRPI/Tejas Lee and PreK C-PM BOY, MOY, and EOY
- Knowledge of Curriculum Frameworks
- Knowledge of TEKS and State Assessment Requirements and Expectations
- Knowledge of STAAR Blueprints
- Knowledge of Readiness and Supporting Standards
- Reached "Met Standard" status by implementing all district and campus goals and objectives
- Implementation of district instructional frameworks
- 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
- Support interventions through after-school tutorials and summer school
- Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
- Attend all district and campus staff development throughout the school year (POC and TOT)
- Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
- Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, AWARE 3000, LEARNING A-Z
- Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
- Teacher Fidelity and Commitment to Campus and District Initiative
- Professional Development in the areas of Reading, Math, Writing, and Science to increase percentages on all STAAR tests.

- Increase interventions through after-school tutorials, extended day enrichment, and summer school
- Increase English language proficiency for ELL students through the use of ELPS, LE, and additional instructions materials
- Attend conferences/workshops to become knowledgeable in STAAR requirements and expectations
- Attend all District and Campus staff development throughout the school year (POC and TOT)
- Increase TELPAS rating percentages Increase Technology Training and Application

CURRICULUM, INSTRUCTION, & ASSESSMENT NEEDS:

1. Increase the use of ESL strategies to meet the needs of ELL learners and increase AMOS and TELPAS scores.
2. Purchase supplemental and instructional materials in order to apply learned strategies acquired at various PD sessions.
3. Provide general supplies, additional supplemental resources such as: laminating machines, computers, printers,computer software, I-Pads, and academic subscritions for all student's academic achievement and progress.
4. Increase Number of students reaching Index 1, 2, and 3
5. Provide RTI interventions for all struggling students.
6. Administer Science,Math, Reading, and Writing Campus 6 weeks assessments
7. *Target Testing Content Instruction using Tango Trends data analysis*
8. *Students in BI units will receive incentives to encourage academic success.*
9. *Professional Development on Student Achievement*
10. *Provide student incentives to encourage student success*
11. *Provide vocabulary in all STAAR testing content areas*
12. *Implement TLI strategies in Reading and through-out content areas*
13. *Incorporate technology programs in Science, Math, and Reading*
14. *Implementation of after school tutorials for At-Risk Students*
15. *Implementation of the extended day program*
16. *Dean of Instruction will provide Professional Development Sessions for Campus Staff*
17. *Supplement the Pre-K and PREK 3 Program to provide foundational learning experiences in order to better prepare at-risk students*
18. *Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement,*
19. *Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in public performances.*
20. Fine Arts students and teachers will be provided professional development training annually.
21. Provide school supplies for Migrant students to help them be successful in the classroom.
22. Provide supplemental instructional resources and supplies such as:furntirue, supplental resources, paper and ink to help teachers implent daily instruction.
23. Provide students with curricular activities, field trips, trophies, awards, and incentives to promote acadmic achievement.
24. Implement TPRI/Tejas Lee and PreK C-PM - BOY, MOY, and EOY
25. Target Fluency and Comprehension for sustainablity
26. Students will go to the library on a weekly basis to take AR tests, improve reading skills, and foster a love for reading
27. Parent Liaison will ensure support services for students identified as homeless Population:

28. Implemntation of a Family Engagment Plan with the Librarian and PreK teachers/students to promote the love of reading and parent involvement.

STAFF RECRUITMENT & RETENTION STRENGTHS:

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  - ◦ Teachers involved in the Hiring Process
  - ◦ Highly Qualified Teachers
  - ◦ Bilingual Certified Teachers
  - ◦ GT Core (30 hours) Trained Teachers
  - ◦ SIOP Trained
  - ◦ Language Enrichment trained
  - ◦ Strong CSR teacher in 5th grade
  - ◦ Highly Qualified Para-Professionals
  - ◦ Highly Qualified Administrators
  - ◦ Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment
  - ◦ Teacher Awareness of student needs
  - ◦ Friendly Environment
  - ◦ High Expectations of Teachers and Students
  - ◦ Assist staff development with district departments
  - ◦ Turn Around Trainings for teachers and staff in content areas: Reading, ELA, Science, Social Studies, and Math
  - ◦ Allow time to work with teachers displaying weak instructional methods and/or in need of classroom management
  - ◦ Additional innovative resources and instructional supplies and materials with be purchased to strngthen the rigor of the curriculum
  - ◦ Professional Development will be targeted to meet the needs of the campus
  - ◦ Provide TOT sessions amongst grade levels to strengthen the delivery of instruction
  - ◦ Peer Observations amonngst grade level teachers to strengthen the delivery of inistructi

STAFF QUALITY, RECRUITMENT, AND RETENTION NEEDS:

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Improve or increase student and teacher attendance by showing appreciation through incentives such a sperfect attendance certificates, ribbons, etc.
2. Teachers & students will be recognized for perfect attendance and teacher appreciation.
3. Increase the level of support for teachers by implementing grade level meetings on a weekly basis to keep teachers informed and provide support to better help students' succeed.
   One area of improvement is to focus and taget trainings on specific topics and specific groups according to data. Based on our strengths and areas of improvement, we would need training and collaboration with the Curriculum and Technology Department to successfully provide online training to

administration, teachers, and staff on the following areas:

5. Implenet award cermonies for student incentives
6. Implent of RTI interventions for at-risk students
7. Implent saturday academies and after school tutorials for at-risk students
8. Implent after school extended day enrichment program
9. Counselor will monitor intervention programs to reduce retention rates

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2019-2020 Campus Improvement Plan.

SCHOOL ORGANIZATION STRENGHTS:

- *SBDM involved in decision making process*
- *Regular grade level and curriculum meeting scheduled*
- *School map provided to everyone with evacuation routes*
- *Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff, & community through campus distribution of SCC*
- *District Website, and campus presentations to ensure all students are afforded due process and their rights*
- *Develop and maintain an Emergency Operations Plan*
- *Implement an identification security system*
- *Visitors must present an identification at sign-in and all points of entry must be locked and monitored at all times*
- *Provide general custodial supplies to provide a clean and orderly school environment.*

SCHOOL ORGANIZATION NEEDS:

1. *Vertical Alignment meetings to be held once per semester*
2. *Horizontal meetings to be held every two weeks to enhance the instrucitonal methods necessary to build the academic rigor of the STAAR assessments*
3. *Increase formal and informal communication with parents, staff, and students*
4. *Increase students participation on various afterschool activites (tutorials, extendad day, extra-curricular activities)*

TECHNOLOGY STRENGTHS:

- *Use of TAC among administration, teachers, and parents to view students' progress*
- *Use of eSchool on-line grading for all teachers*
- *Two Computer Labs*
- *Computer access for students in all classrooms*
- *School Website*
- *Mobile laptops (COW)*

- *Mimio Pads (teachers)*
- *Mimio Vote (student)*
- *Mimio Bar to activate white board*
- *Web-based software programs:*

TECHNOLOGY NEEDS:

1. *Technology to support classrom instruction and curriculum*
2. *Meet the 12 hour Technology requirement of the District*
3. *Increase computer accessibility, I-Pads, equipment, and technology software to all students*
4. *Increase software, printers, and on-line website access needs to be used by all students*
5. *eSchool on-line grading training for new teachers*
6. *Increase number of student participation in Coding extended day enrichment*
7. *Increase STEAM Academic Enrichment activities to develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.*

Summary of Needs: *After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:*

1. *Students in grades K-5th will have access to computers equipped with content based programs in order to increase academic achievement in Math, Science, and ELA and students interaction and engagement in the learning process*
2. *Staff will receive training in Technology to integrate in content areas. Document Cameras, & Projectors will be purchased to be used in the classroom to provide instruction. To gain internet access and present lessons*
3. *Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS to ensure that technology is integrated throughout the curriculum areas*
4. *Purchase license to continue using software in order to increase student content area skills (Math, Science, and ELA) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement*

Perceptions

Perceptions Summary

FAMILY & COMMUNITY ENGAGEMENT:

Brite Elementary has a warm and inviting atmosphere and welcomes all parents, community members and district staff. The parent liaison works well with district personnel in informing parents of all parental involvement meetings and activities. Weekly meetings are held by various campus and district staff members to inform parents of different topics such as curriculum, assessment, safety, nutrition, health and wellness, etc. Parents at Brite Elementary are encouraged to volunteer through the parent liaison. A cworkroom is available for parents who come in to volunteer and work in assisting with instructional material preparation. All parents are given the opportunity to sign up to the Home Access Center. Parents are invited to their family engagement activities throughout the year. They are always invited and encouraged to fill out volunteer applications.

SCHOOL CULTURE AND CLIMATE SUMMARY:

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 Review 360 online Behavior of Concerns data management program to enhance classroom learning and document discipline and monitor student behavior. Students are aware of the academic and behavioral expectations at BrITE Elementary. Students are encourage to participate in clubs such as choir, after school sports, UIL, Science Fair, Destination Imagination, Chess, Spelling Bee, and Coding. The Campus' website features students, parents, and staff recognition accomplishments, events, and activities.

Perceptions Strengths

FAMILY & COMMUNITY ENGAGEMENT STRENGTHS:

- Increased the number of Parent Volunteers

- Parent Center/Parent Liaison
- Parent participation in school events, field trips, and "Meet the Teacher" orientation
- Parents invited to six week/EOY award ceremonies
- Parents work on instructional materials for teachers
- Feedback given from parents regarding school needs through surveys
- Administration and teacher readily available to parents (parent conferences)
- Most of the Parent are knowledgeable of the different programs and services provided by this campus
- Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together
- School participation in different community functions throughout the school year
- School website update continuously with information for parents and families

FAMILY & COMMUNITY ENGAGEMENT NEEDS:

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

SCHOOL CULTURE AND CLIMATE STRENGTHS:

- Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
- Parental Involvement Meetings
- Administrative support to teachers
- An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
- Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
- During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
- Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
- Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
- Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
- Nurse involvement on Health Presentations to students
- Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Spelling Bee, Afterschool sports, and Coding)
- "STAAR" Student (per classroom) of the Six Weeks

- Six Weeks Award Ceremonies
- Meet the Teacher Night
- Review 360 for Behavior Plans and Documentation
- College Awareness Day (every Thursday)to emphasize Higher Education
- Charro Days Mini Festival, Christmas Program
- Family Night at Restaurant Fundraiser

SCHOOL CULTURE AND CLIMATE NEEDS:

1. Bullying, Safety, and Drug/Alcohol Prevention presentations for all students will take place at the beginning of the school year to promote a safe, comfortale and learning environment
2. Decrease discipline issues through the use of a school-wide discipline behavior plan (Review 360) and Emergency Operation Plan
3. Additional instructional resources, materials, and supplies will be purchased as needed for instructional use
4. Promote school uniforms Promote extra-curricular activities
5. Provide a clean and safe school environment
6. Awards will be purchased for student incentives
7. Counselor will monitor student achievement
8. Execution of a overall health plan to improve overall student health

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
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR 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
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

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
- Action research results

- Other additional data

Goals

Revised/Approved: May 27, 2019

Goal 1: 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: Brite student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.

> **Evaluation Data Sources:** STAAR scores / TPRI/TJL/CPALLS scores / TELPAS scores
>
> **Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Provide teachers/campus administration with professional development opportunities to 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 through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary.	**Nov**	**Feb**	**Apr**	**June**
Population: All teachers teaching core content and special education, dyslexia, and other academic areas Timeline: Aug. 2019 - July 2020 ST. ACH. #9, CURR. INST. & ASS. NEEDS #9, 16	85%	85%	90%	→

Strategy's Expected Result/Impact: Formative Evaluation:
Student Work; Sign-in-Sheets; Agenda; Transcripts
Summative Evaluation:
Report Card; Evaluations; STAAR Scores

Monitor: Principals
Dean
Lead teachers

Title I Schoolwide Elements: 2.4

Funding Sources: SAL/WAGES FOR SUBST. TEACHERS - 211 Title I-A - 211-11-6112-00-140-Y-30-AYP-Y - $1,500, EMPLOYEE TRAVEL - 211 Title I-A - 211-23-6411-23-140-Y-30-0F2-Y - $2,000, EXTRA DUTY PAY/OVERTIME-SUP PE - 211 Title I-A - 211-11-6121-00-140-Y-30-ASP-Y - $3,000, SOCIAL SECURITY MEDICARE - 211 Title I-A - 211-11-6146-00-140-Y-30-ASP-Y - $466, TRS - 211 Title I-A - 211-11-6148-00-140-Y-30-ASP-Y - $2,867, PROFESSIONAL EXTRA DUTY PAY - 211 Title I-A - 211-11-6118-00-140-Y-30-ASP-Y - $32,110, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-11-6299-62-140-Y-30-0F2-Y - $8,000, EMPLOYEE BENEFITS-LOCALLY DEF - 211 Title I-A - 211-11-6148-00-140-Y-30-ASP-Y - $75, EMPLOYEE BENEFITS - 211 Title I-A - 211-11-6149-00-140-Y-30-ASP-Y - $482, EMPLOYEE SALARY - 211 Title I-A - 211-11-6129-06-140-Y300F2 - $29,514, EMPLOYEE SALARY - 211 Title I-A - 211-11-6129-06-140-Y300F6 - $31,603, EMPLOYEE SALARY - 211 Title I-A - 211-12-6129-06-140-Y300F2 - $28,108, EMPLOYEE SALARY - 211 Title I-A - 211-33-6119-00-140-Y300F2 - $23,362, EMPLOYEE SALARY - 211 Title I-A - 211-61-6129-00-140-Y300F2 - $34,979, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-23-140-Y-99-000-Y - $1,200, EXTRA DUTY PAY/OVERTIME-SUP-PE - 199 Local funds - 199-51-6121-47-140-Y-99-000-Y - $500, State Comp. Substitutes Teachers - 162 State Compensatory - 162-11-6112-00-140-Y-30-00Y - $3,600

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Utilize and provide research-based instructional, technology, Supplemental, and general instructional resources (such as printers, laminating machines, and laptops), furniture, supplies, books/novels, and magazines subscriptions for classrooms and library to target interventions, and instruction, at the campuses to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national).	**Nov**	**Feb**	**Apr**	**June**

Items will be purchased for the following content areas to help students be successful in mastering the TEKS objectives:

Reading, Math, Science, Writing, Social Studies

| 85% | 85% | 90% | → |

POPULATION: All students
Sp. Ed.
ELL
Female
Male
At Risk
Migrant
Special Services
BI

TIMELINE:
Aug. 2019 -
May 2020
ST. ACHIEV. #2,3,4,8,10

Strategy's Expected Result/Impact: Formative:
Campus Benchmark data (Fall and Spring)
BISD Instructional Feedback Form data (walkthrough data)
SOY, BOY and MOY Campus, district, and state assessments
Summative:
STAAR scores
TPRI/TJL/C-PM Data
TELPAS and TERRA NOVA/Supera

Monitor: Campus
Administration

Title I Schoolwide Elements: 2.4

Funding Sources: READING MATERIALS-SUBSCRIPTI - 211 Title I-A - 211-11-6325-00-140-Y-30-0F2-Y - $1,745, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-140-Y-30-0F2-Y - $4,748, MISCELLANEOUS/SOFTWARE - 211 Title I-A - 211-11-6299-62-140-Y-30-0F2-Y, COPY PAPER - 199 Local funds - 199-11-6396-00-140-Y-11-000-Y - $3,000, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-140-Y-11-000-Y - $4,115, READING MATERIALS - 199 Local funds - 199-12-6329-00-140-Y-99-000-Y - $500, GENERAL SUPPLIES - 199 Local funds - 199-12-6399-00-140-Y-99-000-Y - $500, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-140-Y-11-000-Y - $600, TECHNOLOGY & SOFTWARE - 163 State Bilingual - 163-11-6396-00-140-Y-25-000-Y - $7,175, TECHNOLOGY & SOFTWARE - 263 Title III-A Bilingual - 263-11-6396-00-140-Y-25-000-Y - $6,601, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-140-Y-99-000-Y - $1,800

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Support all students by providing teacher professional development opportunities to enhance implementation of strategies including: RtI, sheltered instruction, differentiated instruction, reading comprehension cognitive strategy routines (TLI) in all content areas (oral language skills that increase listening/speaking and reading/writing proficiency) based on student performance data to close the achievement gap and demonstrate progress. Population: TI-A Teachers ,TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library), TI-A Students, All students Timeline: AUG. 2019 - JULY 2020 ST. ACHIEV. #2,16,18,	**Nov**	**Feb**	**Apr**	**June**
	85%	85%	90%	→
Strategy's Expected Result/Impact: Formative: Classroom observations Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis Workshop agendas and Sign-in sheets Summative: STAAR scores TPRI/Texas Lee/C-PM scores TELPAS TERRANOVA Supera data Texas Literacy				
Monitor: Campus Administration				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives and computer assisted supports to meet the needs of the students and ensure their success.	**Nov**	**Feb**	**Apr**	**June**

Write for Success, Writing Portfolios, Tango Software, TLI Routines/Strategies SIOP / ELPS Bilingual Model Adaptive Curriculum Mind Play Dyslexia Lab AWARE 300 LEARNING A-Z
 	
Population
TI, MI, ELL, SE, AR, GT, DYS, All students
 	
Aug. 2019 - July 2020
 	
ST. ACHIEV. #3
    Strategy's Expected Result/Impact: Formative:
    Classroom observations,
    Benchmark Scores,
    BOY/MOY/EOY data analysis meeting PK-3,
    Fluency checks noted in elementary report card
    Summative:
    STAAR scores,
    TPRI/Tejas Lee/CIRCLE-PM scores,
    TELPAS,
    TERRA NOVA
    ACHIEVE 300
    A-Z reports
    Monitor: Campus administrators
    Campus Teachers
    Funding Sources: SOFTWARE/TECHNOLOGY - 162 State Compensatory - 162-11-6395-62-140-Y-30-000-Y - $4,031, State Comp. Software Updates - 162 State Compensatory - 162-11-6299-62-140-Y-30-000-Y - $140, Dean of Instruction - 162 State Compensatory - 162-13-6119-00-140-Y--000-Y - $87,286
	85%	85%	90%	→

Strategy 5 Details		Reviews			
Strategy 5: Provide annual Response to Intervention (RtI) Training of Trainers (TOT) for campus staff to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: Aug. 2019 - May 2020 ST. ACHIEV. #6,9 CURR. & INST. #9,5		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
		85%	85%	90%	→
Strategy's Expected Result/Impact: Workshop agenda Sign-in sheets Formative: RtI plans and progress monitoring reports Summative: STAAR scores, TPRI/TJL/CPM data, TELPAS, **Monitor:** Campus administrators PreK -5th Teachers **Title I Schoolwide Elements:** 2.4					

Strategy 6 Details	Reviews			
Strategy 6: Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tablets, Sensors/Interface Technology, interactive whiteboards, document cameras, student response systems, and graphing calculators in order to differentiate instruction and meet accessibilities / modifications. Population: All students Timelines: Aug. 2019 - June 2020 TECH. #1,2,4 **Strategy's Expected Result/Impact:** 100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda Formative: Classroom observation, PDS Session Evaluations, Summative: STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, **Monitor:** Campus administrators Prek - 5th teachers	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	80%	85%	90%	→

Strategy 7 Details	Reviews			
Strategy 7: In an effort to promote physically and emotionally healthy students, the campus will implement CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as sexual abuse of children. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: Aug. 2019 - May 2020 SCH. CULT. #8 **Strategy's Expected Result/Impact:** Formative: Classroom observation, Professional development evaluations Summative: Fitness Gram results **Monitor:** Campus administrators Lead Teachers, PreK to 5 Teachers	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	90%	90%	95%	→

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Parent Trainers and Parent Liaisons educate parents so that they can better assist their children through the educational process and ultimately increase student achievement and attendance. POPULATION: Parental Involvement Staff TIMELINE: August 2019 - JUlY 2020 FAM. & COMM. ENGA. #1, 2, 3, 7	**Nov**	**Feb**	**Apr**	**June**
	80%	85%	90%	→

Strategy's Expected Result/Impact: Formative:
Parent Trainer
Visitation Reports,
Contact Logs,
Benchmark Scores
Summative:
Completed Title I-A
Parental Involvement
Compliance
Checklist, EOY Parent
Survey, Parent
Attendance Rates,
Student Attendance
Rates
State Assessment
Scores

Monitor: Campus
Administrators
Parental
Involvement
Coordinator

Title I Schoolwide Elements: 3.2

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.	**Nov**	**Feb**	**Apr**	**June**

Population: PK-3 - 5th Grade Students
Population: All students.
Timeline: AUG. 2019 - JULY 2020
 	
ST. ACHIEV. # 12 - CURR. & INSTR. #5
    Strategy's Expected Result/Impact: Formative:
    Teacher Observations, Lesson Plans, Student
    Classroom Grades and Progress Reports, CIRCLEPM BOY, MOY Test Results.
    Summative:
    TTESS, Job Description/Evaluations, PDS Session
    Evaluations, State Assessment Results (STAAR,
    TPRI, Tejas Lee, EOY
    Monitor: Campus
    administration
	80%	85%	100%	100%

Strategy 10 Details	Reviews			
	Formative			**Summative**
Strategy 10: Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A) Population: PK-3 - 5th Grade Sp. Ed. ELL Female Male At Risk Migrant Special Services BI students Population: Teachers in Certified Areas of Need Timeline: Aug. 2019 - May 2020 ST. ACHIEV. # 2, 6, CURR. & INST. #9, 12, 16,	**Nov**	**Feb**	**Apr**	**June**
	90%	95%	100%	100%
Strategy's Expected Result/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Summative: TTESS, Job Description/ Evaluations, State Assessment Scores (STAAR				
Monitor: Principals, Deans of Instruction				

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Teachers will make academic assessment decisions in the following content areas: Reading, Math, Writing, and Science to improve student academic performance.	Nov	Feb	Apr	June
Population: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI students Timeline: AUG. 2019-JUNE 2020 ST. ACHIEV. # 9 **Strategy's Expected Result/Impact:** Formative: Classroom observations P.D. Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis meeting PK-5 Summative: STAAR scores TPRI/C-PM scores TELPAS **Monitor:** Campus Administrators, Lead Teachers, PreK through 5 Teachers	90%	90%	95%	→

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: Strategies to attract and keep high quality teachers in our school wide campus include the following: Lead teachers stipends, masters degree stipend, health medical insurance,and incentives for teacher appreciation week	Nov	Feb	Apr	June

August 2019-
July 2020
 	
Population: Teachers
 	
STAFF QUALITY # 2, 4,
    Strategy's Expected Result/Impact: Formative: District and Campus Benchmark Scores,
    Teacher Observations, Student Progress Reports,
    Training Evaluations
    Summative: PDAS, Job Description/ Evaluations,
    State Assessment Scores
    Monitor: Principal, Assistant
    Principal, Dean of
    Instruction
	100%	100%	100%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
Strategy 13: PK through 5th grades and Special Education students will attend fixed schedule library classes weekly, accessing current print and non-print materials to improve reading, research, and technology skills. POPULATION:	Nov	Feb	Apr	June

TI
MI
ELL
SE
AR
GT
DYS
TIMELINE:
Weekly
August 2019- July 2020
    Strategy's Expected Result/Impact: Formative Evaluation:
    Walkthroughs, student work, Library Lesson plans, Circulation Log, AR Participation, Reading Report Cards
    Grads
    Monitor: Librarian
    Library Clerk
    Classroom teachers
    Dean
    Principal
	100%	100%	100%	100%

Strategy 14 Details	Reviews			
	Formative			**Summative**
Strategy 14: Core content area maintenance meetings for grades PK - 5 will be held in order to provide training for classroom teachers on instructional strategies and computer-assisted instructional programs to support student learning throughout the school year.	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2019 - July 2020 ST. ACHIEV. #9 STAFF QUALITY #3 **Strategy's Expected Result/Impact:** Formative: T.O.T. documentation Sign-in sheets Classroom visitation Coaching documentation PDS documentation Summative: PDS Evaluations **Monitor:** Campus administrators Teachers	80%	85%	95%	→
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: 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: Early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The Campus will support Early Childhood Education and PK 4 in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020 CURR. & iNST. #17	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	90%	95%	95%	→
Strategy's Expected Result/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, WalkThroughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results **Monitor:** TI-A Three-Year-Old Program Staff, Campus administrators **Title I Schoolwide Elements:** 2.5 **Funding Sources:** Pk4 State Comp. Teachers - 162 State Compensatory - 162-11-6119-000-140-Y-34-000-Y - $94,057				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Provide resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Language Enrichment (Niehaus)	**Nov**	**Feb**	**Apr**	**June**
Learning A-Z Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software Population: All student groups Timeline: Aug. 2019 - July 2020 TECH. #1, 3, 4, 6 **Strategy's Expected Result/Impact:** Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera **Monitor:** Campus administrators Teachers	80%	85%	90%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Locally funded Pre-kindergarten Full Day OR half-day sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020 CURR. & INST. # 17	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, , Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results **Monitor:** Curriculum and Instruction staff Principals, Deans of Instruction NINOS Head Start Staff	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Population: 3-4 year old Migrant Students Timeline: August 2019 - July 2020 DEMO. # 4,5 - CURR. & INST. #17, 18	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program **Monitor:** Campus Principals/administrators Recruiters Migrant Lead Clerk	100%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020 CURR. & INSTR. # 17	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, WalkThroughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results **Monitor:** TI-A Three-Year-Old Program Staff, Principals, Deans of Instruction NINOS Head Start Staff	100%	100%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020 CURR. & INSTR. # 17 **Strategy's Expected Result/Impact:** Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, WalkThroughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results **Monitor:** TI-A Three-Year-Old Program Staff, Principals, Deans of Instruction NINOS Head Start Staff **Title I Schoolwide Elements:** 2.4	Formative			Summative
	Nov	Feb	Apr	June
	80%	90%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Population: Elementary PK-K students Timeline: August 2019- July 1920 CURR. & INSTR. # 17 **Strategy's Expected Result/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate **Monitor:** Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
	90%	90%	100%	100%

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

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Campus #140
May 7, 2021 11:03 AM

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2019-July 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
	85%	90%	100%	100%
Strategy's Expected Result/Impact: Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance **Monitor:** Migrant Funded: Teachers Migrant Counselor Recruiters Campus administrators				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

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

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

    Evaluation Data Sources: Regional and state competition participation numbers

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			

Strategy 1: Teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level.
Population: Grades 3-5 teachers and students
Timeline: Aug. 2019 - July 2020
 	
    Strategy's Expected Result/Impact: Formative Results:
+Increase number of students in STEM classes
Summative Impact:
+Increase number of campus entries, district entries, Regional and State Entries.
 	
    Monitor: Curriculum Specialists for Math and Science,
Science Fair Coordinators, Campus administration
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	85%	85%	90%	→

Strategy 2 Details	Reviews			

Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness.
Population: Grades 3-5 teachers and students
Timeline: July 2019 - June 2020
 	
    Strategy's Expected Result/Impact: Formative Results:
Training agendas and flyers, PDS attendance and evaluation reports
Summative Impact:
+Increase number of campus entries, district entries, Regional and State Entries.
 	
    Monitor: Curriculum Specialists for Math and Science,
Science Fair Coordinators, Campus administration, 3 - 5 teachers and sponsor
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	85%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, UIL Academics, and Night of DI, Population: Grades K-5 teachers and students (especially G/T identified students) Timeline: August 2019 - July 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	85%	95%	95%	→

Strategy's Expected Result/Impact: Formative Results:
Training agendas and flyers, PDS attendance and evaluation reports
Summative Impacts:
+Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level.
+Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels.
+Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels.
(4th-5th) 10% increase in student participation at the district level.
+UIL Academics (4th-5th) 10% increase in student participation at the district and state level.

Monitor: Campus Teachers
Campus
Administration
Campus
Coordinators

Strategy 4 Details	Reviews			
Strategy 4: teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. Population: Grades 3-5 teachers Timeline: Aug. 2019 - July 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	80%	85%	95%	→

Strategy's Expected Result/Impact: Formative Results:
Training agendas and flyers
PDS attendance and evaluation reports
Summative Impact:
+10% increase in campus entries for History Day at
the district, regional, and state level.

Monitor: Campus
Administrators,
Social Studies
Specialists

Strategy 5 Details	Reviews			
Strategy 5: Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level.	**Formative**			**Summative**
Population: Grades 3-5 teachers and students	Nov	Feb	Apr	June
Timeline: Aug. 2019 - July 2020	❌	❌	❌	❌
Strategy's Expected Result/Impact: Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. **Monitor:** Campus administrators, Social Studies Specialists				

Strategy 6 Details	Reviews			
Strategy 6: The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary schools will participate in.	**Formative**			**Summative**
Population: All 3-5th grade students	Nov	Feb	Apr	June
Timeline: November 2019 - February 2020	80%	100%	100%	100%
Strategy's Expected Result/Impact: Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels **Monitor:** Campus administrators				

Strategy 7 Details	Reviews			
Strategy 7: in-school opportunities and after school clubs to learn coding for fourth and 5th grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 4-5 students Timeline: August 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance **Monitor:** Teachers, Principals **Title I Schoolwide Elements:** 2.5	Formative			Summative
	Nov	Feb	Apr	June
	80%	90%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Population: all students K-5 Timeline: August 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases **Monitor:** Campus administrators Campus directors and teachers	Formative			Summative
	Nov	Feb	Apr	June
	60%	85%	100%	100%

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Population: PFS and Migrant Students Timeline: August 2019- July 2020 **Strategy's Expected Result/Impact:** Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades Summative: +End of year state assessment scores **Monitor:** Campus Principals Migrant Campus Clerks Migrant Teachers DMC MS	**Nov**	**Feb**	**Apr**	**June**
	75%	90%	100%	100%
	0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All campus program areas will purposely promote energy savings activities to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: Aug. 2018- July 2020 Need: Board approved goal priority **Strategy's Expected Result/Impact:** Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Monitor:** Campus Administration Facilities and maintenance staff	**Formative**			**Summative**
	Nov	Feb	Apr	June
	80%	85%	95%	→

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: Aug. 2019 - July 2020 Need: Board approved goal priority **Strategy's Expected Result/Impact:** Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Monitor:** Campus Administration Facilities and maintenance staff	**Formative**			**Summative**
	Nov	Feb	Apr	June
	80%	85%	90%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: will create a Multi-purpose performing arts Center Committee including representation from all appropriate stakeholders to meet to develop the plan.	**Nov**	**Feb**	**Apr**	**June**
Population: BISD Stakeholders Timeline: Aug. 2019- July 2020 Need: Board approved goal priority **Strategy's Expected Result/Impact:** Plan to be used to move forward with the design and funding of a multi-purpose center. Formative: committee agendas and minutes Summative: Plan of design for use to establish funding **Monitor:** Campus Administration Facilities and maintenance staff	80%	80%	85%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all appropriate stakeholders.

Evaluation Data Sources: Presented draft plans

Summative Evaluation: Met Objective

Strategy 1 Details			Reviews			
Strategy 1: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Campus will provide a clean and safe school environment. Population: all students and staff Timeline: August 2019 - July 2020 ST. ACHIEV. #8, 9, CURR. & INST. #3, 18, 22			40%	50%	80%	→
Strategy's Expected Result/Impact: Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities						
Monitor: Campus Administration Facilities and maintenance staff						
Funding Sources: EXTRA DUTY/OVERTIME - 199 Local funds - 199-23-6121-00-140-Y-99-000-Y - $350, SUPPLIES FOR MAINTENANCE & OPERATIONS - 199 Local funds - 199-51-6315-00-140-Y-99-000-Y - $5,000, GENERAL SUPPLIES - 199 Local funds - 199-51-6399-00-140-Y-99-000-Y - $1,000						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 3: The Campus 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: The Campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

    Summative Evaluation: Met Objective

Strategy 1 Details			Reviews			
Strategy 1: The Campus will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Campus Stakeholders Timeline: Aug. 2019- July 2020 Need: Board approved goal priority **Strategy's Expected Result/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure report **Monitor:** Campus Administration SBDM Committees			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
			45%	55%	90%	→
	0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 3: The Campus 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: The Campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

    Evaluation Data Sources: Compensation plan including improved funding for teachers.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives.	Nov	Feb	Apr	June
Population: high poverty/ high minority/ low performing campuses students Timeline: Aug. 2019- July 2020 Need: Equity Plan need and Board approved goal priority **Strategy's Expected Result/Impact:** Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan **Monitor:** Campus administration HR Administration	70%	85%	90%	→

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

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

Performance Objective 3: The Campus will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate.	**Formative**			**Summative**
Population: all BISD faculty and staff	**Nov**	**Feb**	**Apr**	**June**
Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Monitor:** SBDM Committees campus administration	40%	65%	85%	→
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: The campuse 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: The Campus will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote the history and origins along with current accomplishments weekly through the website and media venues.	**Formative**			**Summative**
Population: Campus Stakeholders	**Nov**	**Feb**	**Apr**	**June**
Timeline: Aug. 2019 - July 2020				
Strategy's Expected Result/Impact: Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles **Monitor:** Campus Administration	35%	50%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: The Campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
Population: Campus Stakeholders	**Nov**	**Feb**	**Apr**	**June**
Timeline: Aug. 2019 - July 2020				
Strategy's Expected Result/Impact: Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases **Monitor:** Campus Administration	60%	75%	85%	→

Strategy 3 Details	Reviews			
Strategy 3: The campus will update websites at least monthly including showcasing student and community activities.	**Formative**			**Summative**
Population: Campus Stakeholders	**Nov**	**Feb**	**Apr**	**June**
Timeline: Aug. 2019 - July 2020				
Need: Decreasing enrollment/ Board approved goal priority				
Strategy's Expected Result/Impact: Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results **Monitor:** Campus Administration	75%	85%	90%	→

Strategy 4 Details	Reviews			
Strategy 4: Increase Parent and Community awareness of Distribution of Campus Wide Attendance Initiatives held each semester by Pupil Services Department. Population: all students Timeline: one each in Fall 2019 and Spring 2020 Semesters **Strategy's Expected Result/Impact:** Formative results: Published list of campuses receiving awards, Awarding of donated funds and prizes Summative impact: +Increased PEIMS District and Attendance Percentage rates. **Monitor:** Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
	55%	70%	85%	→

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

Goal 4: The campuse 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: The campus will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

    Evaluation Data Sources: School calendar showing earlier start date.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The Campus will provide information through various media on the District of Innovation Plan.	**Formative**			**Summative**
Population: BISD Stakeholders Timeline: Aug. 2019 - July 2020 Need: Decreasing enrollment/ Board approved goal	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar **Monitor:** Public Information Officer, Campus Administration	80%	90%	95%	→
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Discipline referrals for removals or placements will decrease by 5%.

Evaluation Data Sources: data for 2018-2019 and 2019-2020, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data .

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: In order to prevent discipline incidents and/or referrals all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	**Formative**			**Summative**
Population: All Students/parents; campus personnel	**Nov**	**Feb**	**Apr**	**June**
Timeline: Aug. 2019-July 2020 **Strategy's Expected Result/Impact:** Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced referrals **Monitor:** Campus Behavior Coordinators, Campus administration **Title I Schoolwide Elements:** 3.1	80%	85%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans.	**Formative**			**Summative**
Population: All Students	**Nov**	**Feb**	**Apr**	**June**
Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data **Monitor:** RtI Administrator/Commitee Campus RtI Administrator Campus Counselor Principal **Title I Schoolwide Elements:** 2.6	75%	80%	95%	→

Strategy 3 Details	Reviews			
Strategy 3: Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration. Population: All special education students Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC. **Monitor:** Special Services Administration BAC Administration	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	85%	90%	95%	→

Strategy 4 Details	Reviews			
Strategy 4: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. Population: All Students Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus. **Monitor:** Guidance & Counseling Administrator, Campus Behavior Coordinator and/or designee, Campus adminsitrator **Title I Schoolwide Elements:** 2.6	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	85%	85%	90%	→

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

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Sources:
ISS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged,or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All new teachers will be provided with training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: August 2018 to March 2019 **Strategy's Expected Result/Impact:** Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS compared to previous school year. **Monitor:** Behavior Specialists Campus RtI Administrator and RtI committee Campus Counselor Campus administrators	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	80%	90%	90%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020 **Strategy's Expected Result/Impact:** Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Monitor:** Security Services Administrator Campus administrators	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	80%	85%	85%	→

Strategy 3 Details	Reviews			
Strategy 3: 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 placements for special populations. Population: all students Timeline: August 2019 to June 2020 **Strategy's Expected Result/Impact:** Formative Results: ISS placements of special education and other targeted student groups will decrease by 5% at the campus level Summative Impact: PBMAS (now on DVM Discipline indicators for 2019) discipline indicator performance levels and staging will decrease **Monitor:** RTI Administrator, Campus administrators	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	80%	80%	90%	→

Strategy 4 Details	Reviews			
Strategy 4: Campus Officers and 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, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Truancy, Population: All Students and parents/guardians Timeline: August 2019 to June 2020 **Strategy's Expected Result/Impact:** Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Monitor:** Guidance & Counseling Department	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	85%	85%	90%	→

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

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan.	**Formative**			**Summative**
Population: All Students Timeline: Aug. 2019 - July 2020	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2020 **Monitor:** Security Services Department	75%	80%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Place and assign security officers throughout the year at the campus.	**Formative**			**Summative**
Population: All Students Timeline: August 2019 to June 2020	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place **Monitor:** Security Services Department, campus adminsitrations	90%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Campus Administration, Security Staff, 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, Sexual Harassment, Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 to June 2020 Edit Remove	**Formative**			**Summative**
	Nov	Feb	Apr	June
	80%	80%	100%	100%
Strategy's Expected Result/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Monitor:** Security Services Administration, Guidance and Counseling Administration, and Campus Administration				

Strategy 4 Details	Reviews			
Strategy 4: Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: Aug. 2019 - July 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills. **Monitor:** Security Services Campus Administration	75%	80%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: The campus initiate professional train the trainers for teaching campus faculty and staff appropriate procedures for all hazards with turn around of training within one month of TOT during 2018-2019. Population: Campus faculty and staff Timeline: August 2019 to June 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT **Monitor:** Security Services Campus Administration	70%	85%	100%	100%

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

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

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting the campus and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: Aug. 2019 -July 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	100%	100%	100%	100%
Strategy's Expected Result/Impact: Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs. **Monitor:** Parent Liaison Campus administrations Migrant teachers State Comp. Staff				

Strategy 2 Details	Reviews			

Strategy 2: Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: Aug. 2019 -July 2020		Formative		Summative
	Nov	Feb	Apr	June
	100%	100%	100%	100%

Strategy's Expected Result/Impact: Formative results:
Completed Parental Involvement Policies, Campuses S-P-S Compacts
Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas
Summative Impact:
100% Completed Title I-A Parental Involvement Compliance Checklist
100% Signed S-P-S Compact
Training Session Evaluations

Monitor: Parents , campus Staff, parent liaison.

Title I Schoolwide Elements: 3.1

Strategy 3 Details	Reviews			

Strategy 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: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: Aug. 2019 -July 2020 Edit		Formative		Summative
	Nov	Feb	Apr	June
	40%	50%	85%	→

Strategy's Expected Result/Impact: Formative results:
Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts,
DIP, Calendars, Meeting Agendas
Summative impact:
+Training Session Evaluations,

Monitor: Parents , campus Staff, parent liaison.

Title I Schoolwide Elements: 3.2

Strategy 4 Details	Reviews			
Strategy 4: Capitalize on the campus community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
*Walk for the future *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, Fairs and seminars. *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Population: Parents and Community Timeline: Aug. 2019 -July 2020 **Strategy's Expected Result/Impact:** Formative results: MOU's/Agreements,Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets Summative impact: +Increased Partnerships and Parent Volunteers by 5% **Monitor:** Parent and Family Engagement Coordinator and Staff Public Information Officer Human Resource Specialist **Funding Sources:** Walk for the Future - 162 State Compensatory - 162-61-6399-00-140-Y-30-WTF-1 - $100	35%	50%	85%	→

Strategy 5 Details	Reviews			
Strategy 5: Meet with the Title I-A District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Parents Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions **Monitor:** Parent and Bilingual, GT, Principals Parent Liaisons **Title I Schoolwide Elements:** 3.2	50%	50%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Provide ample Parent Education opportunities through parent conferences, campus and district support group meetings and parent training sessions at the campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:	Nov	Feb	Apr	June

Strategy 6: Provide ample Parent Education opportunities through parent conferences, campus and district support group meetings and parent training sessions at the campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:
-Early Childhood Literacy Strategies
-Effective teaching strategies
-Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)
College Readiness
-Drop-out and Violence Prevention
-Health and Wellness Education
-Community agencies and organizations
Building Capacity:
-Technology
-Special Education processes, procedures as well as services, procedural safeguards.
Parents will be provided snacks, refreshments, and supplies needed.
Population: Parents
Timeline: Aug. 2019 -July 2020
FAMILY & COMM. ENG. #3

Formative reviews: Nov 65%, Feb 80%, Apr 85%, June →

Strategy's Expected Result/Impact: Formative results:
Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes
Summative impact:
+Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool

Monitor: Parent and Family
Engagement and
Migrant
Coordinators
and Staff

Title I Schoolwide Elements: 3.1

Funding Sources: GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-140-Y-30-OF2-Y - $900, MILEAGE - 211 Title I-A - 211-61-6411-00-140-Y-30-OF2-Y - $900, FOOD/SNACKS - 211 Title I-A - 211-61-6499-00-140-Y-30-OF2-Y - $900

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. Population: Parent and Family Engagement and Migrant funded Staff and Parents Timeline: August 2019-July 2020 **Strategy's Expected Result/Impact:** Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments **Monitor:** Parents , campus Staff, parent liaison.	Nov	Feb	Apr	June
	65%	85%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Population: Parents Timeline: Aug. 2019 -July 2020 **Strategy's Expected Result/Impact:** Formative results: Session Evaluations, Meeting Minutes, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report and State Assessment Scores +Increased parental participation +Decreased Discipline Referral **Monitor:** Parent and Family Engagement Staff **Title I Schoolwide Elements:** 3.2	Nov	Feb	Apr	June
	55%	80%	90%	→

Strategy 9 Details	Reviews			
Strategy 9: Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the Campus webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers. Population: all Pre-kindergarten faculty, staff and parents Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents Pre-K program **Monitor:** Curriculum Early Childhood staff Campus principals	Formative			Summative
	Nov	Feb	Apr	June
	40%	75%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Parents of migrant PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. *Migrant parents will be provided with strategies and means to access reading and math resources to support their children. Population: PFS and Migrant Student and Parents Timeline: Aug. 2019 -July 2020 **Strategy's Expected Result/Impact:** Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate **Monitor:** campus administrators, parent liaison. **Title I Schoolwide Elements:** 3.2	Formative			Summative
	Nov	Feb	Apr	June
	70%	80%	90%	100%

Strategy 11 Details	Reviews			
Strategy 11: Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Population: All migrant parents Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities **Monitor:** District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC	Formative			Summative
	Nov	Feb	Apr	June
	55%	75%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: Migrant funded parent liaison will assist the campuses by providing awareness sessions to migrant parents upon request during the campuses monthly meetings in order to keep them current with migrant issues that may be impacting their children's academic special needs. Population: Migrant parents Timeline: September 2019-July 2020 **Strategy's Expected Result/Impact:** Formative: Agendas, Sign in sheets Summative: +3% Increase in participation on PAC Meetings +Increase on-time graduation +Parents surveyed with greater understanding of migrant program **Monitor:** Campus Migrant Coordinator Migrant Parent Liaison Campus administrators	Nov	Feb	Apr	June
	80%	80%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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.
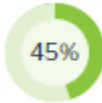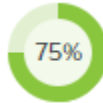
Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers/campus administration with professional development opportunities to 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. Population: All teachers teaching core content and special education, dyslexia, and other academic areas Timeline: Aug. 2019 - July 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	70%	85%	90%	→
Strategy's Expected Result/Impact: Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams. **Monitor:** District Lead Teachers, Principals, Deans/ Deans, Lead Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.	Formative			Summative
	Nov	Feb	Apr	June
Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR assessment scores by 5 percentage points. **Monitor:** Specialists/ District Lead Teachers Principals/ Deans Campus teachers	80%	85%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide respective teachers with training for selected resources to adequately implement the district K-5 Science, Technology, and Mathematics initiative and STEM program.	Formative			Summative
	Nov	Feb	Apr	June
Population: Pilot STEAM Teachers Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, walkthroughs will indicate implementation of developed project-based learning experiences. **Monitor:** Lead Teachers, Principals/Deans, Campus Lead Teachers	80%	85%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All grade level teachers Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, **Monitor:** Principals and Deans Curriculum Specialist,	30%	60%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: PK-3 to 5th teachers Timeline: August 2019 to June 2020 **Strategy's Expected Result/Impact:** Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports **Monitor:** Special Programs Administrator and Supervisors Principals, Deans of Instruction	✗	25%	85%	→

Strategy 6 Details	Reviews			
Strategy 6: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Timeline: Aug. 2019 - July 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities. **Monitor:** Special Programs Administrator and Supervisors Principals, Deans of Instruction	65%	75%	85%	→

Strategy 7 Details	Reviews			
Strategy 7: Fine arts students and teachers will be provided professional development training annually. Population: all K-5 students and teachers Timeline: Aug. 2019 - July 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions **Monitor:** Campus directors and teachers	35%	50%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skill. Population: Migrant support staff Timeline: August 2019 to May 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments **Monitor:** Campus Coordinator Campus Administration	45%	75%	100%	100%

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, and decrease the retention .Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: All students, At-risk Students Timeline: Aug. 2019 - July 2020 (As needed)	**Nov**	**Feb**	**Apr**	**June**
	80%	90%	100%	100%
Strategy's Expected Result/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention				
Monitor: Principals, Deans of Instruction State Compensatory Education and Homeless Youth				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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

Performance Objective 1: The Campus 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 Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All students will have accessibility to technology based instruction across all subject areas by providing new software, such as Office 365, hardware, and printers at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district. Population: All Students Timeline: Aug. 2019 - July 2020 ST. ACH. #4, CURR. & iNSTR. # 3 , TECH. #3	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	85%	90%	→
Strategy's Expected Result/Impact: Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +StarChart Surveys 5. +Benchmarks **Monitor:** Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration **Funding Sources:** Supplies for Gobbling - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6399-00-140-Y-24-STM-Y - $522.90				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. Population: All Students and teaching faculty Timeline: Aug. 2019 - July 2020 Need: District policy **Strategy's Expected Result/Impact:** Formative Results: 1.Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS **Monitor:** Tech Services Professional Development Adm. Principals	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	55%	75%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: Aug. 2019 - July 2020 **Strategy's Expected Result/Impact:** Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report **Monitor:** Tech. Services Administrator Principals	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	75%	85%	85%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. Population: all 5th grade students Timeline: Aug. 2019- July 2020 **Strategy's Expected Result/Impact:** Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores **Monitor:** Technology Lead Teachers, Principals	Nov	Feb	Apr	June
	60%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 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. I-Pads for students.	**Nov**	**Feb**	**Apr**	**June**
Specific settings and purchasing include but are not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Computers, I-Pads, Chrome Books, Student response systems Graphing calculators Equipment for Carts Population: all students grades PK-5 Timeline: Aug. 2019 - July 2020 ST. ACH. 4, CURR. & INST. 3, TECH. 3	85%	90%	95%	100%

Strategy's Expected Result/Impact: Formative Results:
    Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of
    walkthroughs will indicate application of the skills acquired during the professional development.
    Summative Impact:
    Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA
    +The district will have a 5 percentage point increase in the number of students meeting the 2018 state assessment
    passing standards
    Monitor: District
    Lead Teachers,
    Principals/Deans,
    Dept Chairs &
    Campus Lead
    Teachers,
    Technology Service
    Staff
    Funding Sources: FIX ASSETS - TECHNOLOGY/SUPPLIES & MATERIALS-LCL DEFI - 211 Title I-A -
    211-11-6398-00-140-Y-30-0F2-Y - $24,369, Equipment Joey Carts - 211 Title I-A - 211-11-6398-00-140-
    Y-30-0F2-Y - $5,551				

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

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

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

    Evaluation Data Sources: Campus attendance rates, At-Risk Student Attendance.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: PEIMS Training on the implementation of new TSDS statewide system for Student Accounting will be provided to new Campus staff.	**Formative**			**Summative**
Population: Campus attendance Personnel Timeline: 2019 Fall Semester	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative Results: PEIMS Sign-In Sheets, PEIMS Reports Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors **Monitor:** PEIMS Administrator Campus Administrator	55%	80%	95%	→

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
Population: all Student with absenteeism Timeline: 2019 Fall Semester and 2020 Spring Semester	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase **Monitor:** Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons	90%	95%	100%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available.	**Nov**	**Feb**	**Apr**	**June**
Population: all Students Timeline: January 2019 - - June 2020 **Strategy's Expected Result/Impact:** Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates **Monitor:** Pupil Services Administrator PEIMS Administrator Campus Principals	35%	50%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School at-risk Students Timeline: Aug. 2019- June 2020 ST. ACHIEV. #2,4,5,8,10,11 - CURR. & INST. #2,3,9,10,13,14,18,22 STAFF REC. & RET. #3,4, 5,	100%	100%	100%	100%

Strategy's Expected Result/Impact: Formative Results:
eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report,
Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores,
Student Progress Reports
Summative Impact:
Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students

Monitor: Campus administration

Title I Schoolwide Elements: 2.5, 2.6

Funding Sources: SSI TUTORIAL - 162 State Compensatory - 162-11-6118-00-140-Y-24-SSI-Y - $5,348, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-140-Y-30-000-Y - $32,400, COPY PAPER - 162 State Compensatory - 162-11-6396-00-140-Y-30-000-Y - $3,969, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-140-Y-30-000-Y - $12,834, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-62-140-Y-30-000-Y - $1,000, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-16-140-Y-30-000-Y - $2,000, TRAVEL AND SUBSISTENCE-STUDENTS - 199 Local funds - 199-11-6412-00-140-Y-11-000-Y - $2,000, RECLASSIFIED TRANSPORTA EXP/EX - 199 Local funds - 199-11-6494-00-140-Y-11-000-Y - $2,500, MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-23-6499-53-140-Y-99-000-Y - $500, AWARDS - 199 Local funds - 199-11-6498-00-140-Y-11-000-Y - $1,500, GENERAL SUPPLIES-COUNSELOR - 199 Local funds - 199-11-6498-00-140-Y-11-000-Y - $300, GENERAL SUPPLIES-HEALTH SERVICE - 199 Local funds - 199-33-6399-00-140-Y-99-000-Y - $300, GENERAL SUPPLIES-HEALTH SERVICE - 199 Local funds - 199-33-6399-65-140-Y-99-000-Y - $100, MISCELLANEOUS OPERATING COSTS-AWARD - 199 Local funds - 199-11-6498-00-140-Y-11-000-Y - $1,000, MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-11-6499-53-140-Y-11-000-Y - $1,000

Strategy 2 Details	Reviews			
Strategy 2: Provide campus with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary, At-risk Students Timeline: Aug. 2019 -July 2020 **Strategy's Expected Result/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Monitor:** Campus Administration	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	60%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary, School At-risk Students Timeline: Aug. 2019- June 2020 **Strategy's Expected Result/Impact:** Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Monitor:** Campus Administration **Title I Schoolwide Elements:** 2.6	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	70%	90%	100%

Strategy 4 Details	Reviews			
Strategy 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: Elementaryl At-risk Students; Dyslexic Students Timeline: August 2018- June 2019 **Strategy's Expected Result/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY **Monitor:** Campus Administration	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	75%	90%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: Aug. 2019 - June 2020 **Strategy's Expected Result/Impact:** Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, , and Completion Rate **Monitor:** State Compensatory Education administration Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
	65%	80%	90%	→

Strategy 6 Details	Reviews			
Strategy 6: The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline: August 2018 - **Strategy's Expected Result/Impact:** Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: Assessment results Increased promotion rates **Monitor:** Campus Principals Migrant Funded teachers DM Counselor **Title I Schoolwide Elements:** 2.5	Formative			Summative
	Nov	Feb	Apr	June
	30%	90%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Elementary migrant students will have an equal opportunity to attend the school campus summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. Population: All Migrant students Timeline: June 2020 **Strategy's Expected Result/Impact:** Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance **Monitor:** Campus Principals Migrant Teachers Migrant Clerks MSC	Nov	Feb	Apr	June
	35%	75%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: campus counselor will monitor and coordinate intervention programs to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: all students Timeline: Aug. 2019 - May 2020 (Daily) SCH. CULT. #2,3,7 **Strategy's Expected Result/Impact:** Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Monitor:** counselor Campus Administration **Title I Schoolwide Elements:** 2.4 **Funding Sources:** GENERAL SUPPLIES - 199 Local funds - 199-31-6399-00-140-Y-99-000-Y	Nov	Feb	Apr	June
	30%	75%	100%	100%

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

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, the campus will utilize the -CATCH (Coordinated Approach to Child Health) program, and sexual abuse of children. Population: All students Timeline: Aug. 2019 - May 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
	30%	55%	85%	100%
Strategy's Expected Result/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
Monitor: Campus administrators, Campus Lead Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Assistance 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, will be carried out by Health Services (nurses). Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: Aug. 2019 - May 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
	35%	50%	90%	→
SCH. CULT. #5,8				
Strategy's Expected Result/Impact: Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.				
Monitor: Health Services Administrator, Campus administration				
Funding Sources: GENERAL SUPPLIES - NURSE - 199 Local funds - 199-33-6399-00-140-Y-99-000-Y, GENERAL SUPPLIES - NURSE - 199 Local funds - 199-33-6399-65-140-Y-99-000-Y				

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

State Compensatory

Budget for Brite Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-140-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$5,348.00
162-11-6118-00-140-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$36,000.00
	6100 Subtotal:	**$41,348.00**
6300 Supplies and Services		
162-11-6395-62-140-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	$5,000.00
162-11-6396-00-140-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	$3,000.00
162-11-6399-00-140-Y-30-000-Y	6399 General Supplies	$12,974.00
162-11-6399-16-140-Y-30-000-Y	6399 General Supplies	$2,000.00
162-11-6399-62-140-Y-30-000-Y	6399 General Supplies	$1,000.00
	6300 Subtotal:	**$23,974.00**

Personnel for Brite Elementary

Name	Position	Program	FTE
ANABEL SALAZAR	PRE-KINDER TEACHER	STATE COMPENSATORY	.50
DELIA BATTISTA	PRE-KINDER TEACHER	STATE COMPESATORY	.50
MICHELLE YBARRA	PRE-KINDER TEACHER	STATE COMPENSATORY	.50
ROSA CERVANTES	DEAN OF INSTRUCTION	STATE COMPENSATORY	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Brite Elementary follows a continuous improvement cycle. This means that the campus is both continuously and periodically reviewing data to assess and re-assess progress towards meeting campus and district goals and performance objectives. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the campus level to be used as part of the comprehensive needs assessment. The SBDM Committee meets quartly and during these meetings, progress reports are reviewed and strategies are reviewed and revised. The membership of the SBDM includes parents, community members, business members and elected teachers and non-teaching professionials from the community (please refer to SBDM Committee on plan). This group reviews quarter 3 progress and a range of data sources (refer to data documentation section) to review existing strengths and needs to determine any changes in these areas. The committee members re-ranked needs and determined priority areas.

The committee members re-ranked needs and determined priority areas along with BISD Board priorities to complete the CNA process at the May 2019 SBDM meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus and program area needs assessments are aggregated to use in determining the needs to be addressed through the campus improvement plan (see CNA information). The SBDM Committee meets to review, revise and update the prior year improvement plan. Annually the CIP approved plan is submitted for BISD Board of Trustees approval of the campus goals and performance targets.

2.2: Regular monitoring and revision

The District Improvement Plan strategies are monitored quarterly and revised by the DEIC supported by program area facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State Compensatory funds and non-salary local funds are included in plans, as appropriate. Updates to the plan are noted by revision dates in the specific strategies or performance objectives during the current year. The initial plan for 2019-2020 was approved by the DEIC membership on May 13, 2019

The SBDM Committee Members met on the following dates to revise and review the plan:

May 27, 2019

August 21, 2019

January 23, 2020

April meeting cancelled due to covid 19

May 27, 2020

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

The Campus Improvement Plans is crurently written in English and translated to Spanish upon request. The district and campuse are seeking a feasible process for getting all plans completely translated as of the summer of 2019. The plan is currently available via the campus website and in paper at the campus main office upon request.

2.4: Opportunities for all children to meet State standards

Most of the strategies for meeting State standards are found in Goal 1 which focuses on improving all instruction campus-wide. The linked strategies are the major ones addressing opportunities across the campus.

2.5: Increased learning time and well-rounded education

The campus utilizes the different fundings available to support extended day, week and summer learning time opportunities. In addition, the campus is provided with staff support from special education services, dyslexia and 504 services, Bilingual/ESL services, and Advanced Academic Services. Most of these staff work with the implementation of these programs at the campus level and monitoring compliance with program requirements.

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

The main strategies for struggling students are found in Goal 1 and Goal 9. These include extended learning time, additional activities for retention, dropout prevention, etc. Refer to selected strategies for key strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district Parental and Community Involvement staff provide the campus with support for reviewing and revising their Parent and Family Engagement policies and activities.The district and campus staff support the distribution of the documents and ensuring that meetings are held along with any required activities.

The SBDM Committee Members (see plan) and the following parents assisted with the development of the Parent and Family Engagement Policy:

Rosario Velez

Ana Gonzalez

Gloria Ruiz

amily Engagement Policy was distributed at the Parent and Family Engagement Meetings, hard copy mailed home, and posted on Brite's website for accessability to parents.

The Parent and Family Engagement Policy was provided to parents in English and in Spanish when requested.

3.2: Offer flexible number of parent involvement meetings

The district provided the campus with guidance and support for regular scheduled weekly meetings and for additional meetings to provide opportunities at times outside of the regular school day.This campus also hosts a variety of parental involvement meetings during the school year.

Examples: on campus and other district sites

Campus: Wednesdays at 1:10 p.m. and quartly afterschool at 5:00

Title I Personnel

Name	Position	Program	FTE
DELIA WERBISKI	PRE-KINDER AIDE	TITLE I-A AIDE	1
ISELA ROCHA	PRE-KINDER AIDE	TITLE-1-A AIDE	1
JESUS GARZA	AIDE	TITLE-A AIDE	1
ROEL RAMIREZ	PARENT LIAISON	TITLE-I-A	1
ROSARIO GOMEZ	LIBRARY AIDE	TITLE I-A AIDE	1

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nicole Clint	PRINCIPAL
Non-classroom Professional	SANTOS RECIO	ASSISTANT PRINCIPAL
Facilitator	ROSA CERVANTES	DEAN OF INSTRUCTION
Classroom Teacher	SANDRA BARREDA (Y1)	2ND GRADE TEACHER
Classroom Teacher	OLGA ZAMORA (Y1)	1ST GRADE TEACHER
Special Programs Teacher	ALICIA TREVINO (Y2)	SP.ED. TEACHER
Classroom Teacher	ELIZABETH TORRES	5TH GRADE TEACHER
Classroom Teacher	PERLA GOMEZ (Y1)	KINDER TEACHER
Classroom Teacher	DAHLIA MENDOZA (Y2)	PREK TEACHER
Classroom Teacher	DENISE RAMIREZ (Y2)	4TH GRADE TEACHER
Non-classroom Professional	Elma Johnson (Y2)	NON CLASSROOM PROF.
Business Representative	REBECCA SANCHEZ (Y2)	BUSINESS REP.
Community Representative	VICENTE MENDEZ (Y2)	COM. REP.
Community Representative	JOEY TAMAYO (Y2)	COM. REP.
Parent	ROSARIO VELEZ	PARENT
Paraprofessional	JESUS GARZA (Y2)	PREK Paraprofessional
Classroom Teacher	ANABEL SALAZAR (Y2)	PREK4 TEACHER
Classroom Teacher	GABRIELA PINEDA (Y2)	3RD GRADE TEACHERS
Classroom Teacher	JASMINE ORTIZ (Y2)	BI TEACHER
Non-classroom Professional	ROEL RAMIREZ	Clerical Assistant II
Parent	Ana Gonzalez	Parent
Parent	Gloria Ruiz	Parent
Business Representative	JOSH OLAZARAN (Y2)	SALESMAN

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	EMPLOYEE TRAVEL	199-23-6411-23-140-Y-99-000-Y	$1,200.00
1	1	1	EXTRA DUTY PAY/OVERTIME-SUP-PE	199-51-6121-47-140-Y-99-000-Y	$500.00
1	1	2	COPY PAPER	199-11-6396-00-140-Y-11-000-Y	$3,000.00
1	1	2	GENERAL SUPPLIES	199-11-6399-00-140-Y-11-000-Y	$4,115.00
1	1	2	READING MATERIALS	199-12-6329-00-140-Y-99-000-Y	$500.00
1	1	2	GENERAL SUPPLIES	199-12-6399-00-140-Y-99-000-Y	$500.00
1	1	2	GENERAL SUPPLIES	199-11-6399-51-140-Y-11-000-Y	$600.00
1	1	2	GENERAL SUPPLIES	199-23-6399-00-140-Y-99-000-Y	$1,800.00
2	2	1	EXTRA DUTY/OVERTIME	199-23-6121-00-140-Y-99-000-Y	$350.00
2	2	1	SUPPLIES FOR MAINTENANCE & OPERATIONS	199-51-6315-00-140-Y-99-000-Y	$5,000.00
2	2	1	GENERAL SUPPLIES	199-51-6399-00-140-Y-99-000-Y	$1,000.00
9	2	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-11-6412-00-140-Y-11-000-Y	$2,000.00
9	2	1	RECLASSIFIED TRANSPORTA EXP/EX	199-11-6494-00-140-Y-11-000-Y	$2,500.00
9	2	1	MISCELLANEOUS OPERATING COSTS	199-23-6499-53-140-Y-99-000-Y	$500.00
9	2	1	AWARDS	199-11-6498-00-140-Y-11-000-Y	$1,500.00
9	2	1	GENERAL SUPPLIES-COUNSELOR	199-11-6498-00-140-Y-11-000-Y	$300.00
9	2	1	GENERAL SUPPLIES-HEALTH SERVICE	199-33-6399-00-140-Y-99-000-Y	$300.00
9	2	1	GENERAL SUPPLIES-HEALTH SERVICE	199-33-6399-65-140-Y-99-000-Y	$100.00
9	2	1	MISCELLANEOUS OPERATING COSTS-AWARD	199-11-6498-00-140-Y-11-000-Y	$1,000.00
9	2	1	MISCELLANEOUS OPERATING COSTS	199-11-6499-53-140-Y-11-000-Y	$1,000.00
9	2	8	GENERAL SUPPLIES	199-31-6399-00-140-Y-99-000-Y	$0.00
9	3	2	GENERAL SUPPLIES - NURSE	199-33-6399-00-140-Y-99-000-Y	$0.00
9	3	2	GENERAL SUPPLIES - NURSE	199-33-6399-65-140-Y-99-000-Y	$0.00
				Sub-Total	$27,765.00
				Budgeted Fund Source Amount	$27,765.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State Comp. Substitutes Teachers	162-11-6112-00-140-Y-30-00Y	$3,600.00
1	1	4	SOFTWARE/TECHNOLOGY	162-11-6395-62-140-Y-30-000-Y	$4,031.00
1	1	4	State Comp. Software Updates	162-11-6299-62-140-Y-30-000-Y	$140.00
1	1	4	Dean of Instruction	162-13-6119-00-140-Y--000-Y	$87,286.00
1	2	1	Pk4 State Comp. Teachers	162-11-6119-000-140-Y-34-000-Y	$94,057.00
6	1	4	Walk for the Future	162-61-6399-00-140-Y-30-WTF-1	$100.00
9	2	1	SSI TUTORIAL	162-11-6118-00-140-Y-24-SSI-Y	$5,348.00
9	2	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-140-Y-30-000-Y	$32,400.00
9	2	1	COPY PAPER	162-11-6396-00-140-Y-30-000-Y	$3,969.00
9	2	1	GENERAL SUPPLIES	162-11-6399-00-140-Y-30-000-Y	$12,834.00
9	2	1	GENERAL SUPPLIES	162-11-6399-62-140-Y-30-000-Y	$1,000.00
9	2	1	GENERAL SUPPLIES	162-11-6399-16-140-Y-30-000-Y	$2,000.00
				Sub-Total	$246,765.00
				Budgeted Fund Source Amount	$246,765.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	TECHNOLOGY & SOFTWARE	163-11-6396-00-140-Y-25-000-Y	$7,175.00
				Sub-Total	$7,175.00
				Budgeted Fund Source Amount	$7,175.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SAL/WAGES FOR SUBST. TEACHERS	211-11-6112-00-140-Y-30-AYP-Y	$1,500.00
1	1	1	EMPLOYEE TRAVEL	211-23-6411-23-140-Y-30-0F2-Y	$2,000.00
1	1	1	EXTRA DUTY PAY/OVERTIME-SUP PE	211-11-6121-00-140-Y-30-ASP-Y	$3,000.00
1	1	1	SOCIAL SECURITY MEDICARE	211-11-6146-00-140-Y-30-ASP-Y	$466.00
1	1	1	TRS	211-11-6148-00-140-Y-30-ASP-Y	$2,867.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	211-11-6118-00-140-Y-30-ASP-Y	$32,110.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-62-140-Y-30-0F2-Y	$8,000.00
1	1	1	EMPLOYEE BENEFITS-LOCALLY DEF	211-11-6148-00-140-Y-30-ASP-Y	$75.00
1	1	1	EMPLOYEE BENEFITS	211-11-6149-00-140-Y-30-ASP-Y	$482.00
1	1	1	EMPLOYEE SALARY	211-11-6129-06-140-Y300F2	$29,514.00
1	1	1	EMPLOYEE SALARY	211-11-6129-06-140-Y300F6	$31,603.00
1	1	1	EMPLOYEE SALARY	211-12-6129-06-140-Y300F2	$28,108.00
1	1	1	EMPLOYEE SALARY	211-33-6119-00-140-Y300F2	$23,362.00
1	1	1	EMPLOYEE SALARY	211-61-6129-00-140-Y300F2	$34,979.00
1	1	2	READING MATERIALS-SUBSCRIPTI	211-11-6325-00-140-Y-30-0F2-Y	$1,745.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-140-Y-30-0F2-Y	$4,748.00
1	1	2	MISCELLANEOUS/SOFTWARE	211-11-6299-62-140-Y-30-0F2-Y	$0.00
6	1	6	GENERAL SUPPLIES	211-61-6399-00-140-Y-30-OF2-Y	$900.00
6	1	6	MILEAGE	211-61-6411-00-140-Y-30-OF2-Y	$900.00
6	1	6	FOOD/SNACKS	211-61-6499-00-140-Y-30-OF2-Y	$900.00
8	1	5	FIX ASSETS - TECHNOLOGY/SUPPLIES & MATERIALS-LCL DEFI	211-11-6398-00-140-Y-30-0F2-Y	$24,369.00
8	1	5	Equipment Joey Carts	211-11-6398-00-140-Y-30-0F2-Y	$5,551.00
				Sub-Total	$237,179.00
				Budgeted Fund Source Amount	$237,179.00
				+/- Difference	$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	TECHNOLOGY & SOFTWARE	263-11-6396-00-140-Y-25-000-Y	$6,601.00
				Sub-Total	$6,601.00
				Budgeted Fund Source Amount	$6,601.00
				+/- Difference	$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Supplies for Gobbling	289-11-6399-00-140-Y-24-STM-Y	$522.90
				Sub-Total	$522.90

289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$522.90
				+/- Difference	$0.00
				Grand Total	$526,007.90

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **BRITE EL**

Campus Number: **031901140**

2019 Accountability Rating: **B**

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: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

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

		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)
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	80%	**80%**	-	80%	-	-	-	-	-	25%	*	81%	78%	80%	73%
	2018	77%	80%	**85%**	-	85%	-	-	*	-	-	71%	*	86%	75%	85%	79%
At Meets Grade Level or Above	2019	45%	46%	**52%**	-	52%	-	-	-	-	-	0%	*	52%	56%	53%	42%
	2018	43%	42%	**50%**	-	51%	-	-	*	-	-	29%	*	53%	25%	48%	37%
At Masters Grade Level	2019	27%	26%	**31%**	-	31%	-	-	-	-	-	0%	*	31%	33%	32%	22%
	2018	25%	22%	**30%**	-	31%	-	-	*	-	-	14%	*	32%	13%	29%	21%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	85%	**82%**	-	82%	-	-	-	-	-	33%	*	84%	67%	82%	78%
	2018	78%	86%	**90%**	-	90%	-	-	*	-	-	44%	*	89%	100%	90%	89%
At Meets Grade Level or Above	2019	49%	56%	**55%**	-	55%	-	-	-	-	-	0%	*	55%	56%	55%	47%
	2018	47%	54%	**60%**	-	59%	-	-	*	-	-	33%	*	63%	25%	58%	53%
At Masters Grade Level	2019	25%	27%	**32%**	-	32%	-	-	-	-	-	0%	*	34%	22%	32%	29%
	2018	23%	27%	**40%**	-	40%	-	-	*	-	-	22%	*	43%	13%	40%	34%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	83%	**80%**	-	80%	*	-	-	-	-	29%	*	82%	60%	78%	81%
	2018	73%	79%	**94%**	-	94%	-	-	-	-	-	67%	-	94%	100%	95%	91%
At Meets Grade Level or Above	2019	44%	51%	**53%**	-	53%	*	-	-	-	-	12%	*	57%	20%	51%	44%
	2018	46%	49%	**62%**	-	62%	-	-	-	-	-	50%	-	62%	63%	62%	58%
At Masters Grade Level	2019	22%	23%	**28%**	-	28%	*	-	-	-	-	6%	*	31%	0%	27%	22%
	2018	24%	23%	**33%**	-	33%	-	-	-	-	-	33%	-	29%	63%	32%	22%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	82%	**81%**	-	81%	*	-	-	-	-	41%	*	83%	60%	80%	80%
	2018	78%	86%	**94%**	-	94%	-	-	-	-	-	50%	-	95%	88%	95%	93%
At Meets Grade Level or Above	2019	48%	53%	**50%**	-	49%	*	-	-	-	-	24%	*	55%	10%	47%	48%
	2018	49%	56%	**69%**	-	69%	-	-	-	-	-	13%	-	69%	75%	70%	57%
At Masters Grade Level	2019	28%	30%	**34%**	-	33%	*	-	-	-	-	18%	*	37%	10%	33%	31%
	2018	27%	30%	**41%**	-	41%	-	-	-	-	-	13%	-	39%	63%	42%	33%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	78%	**82%**	-	82%	*	-	-	-	-	41%	*	86%	50%	81%	80%
	2018	63%	74%	**78%**	-	78%	-	-	-	-	-	33%	-	79%	63%	78%	77%
At Meets Grade Level or Above	2019	35%	44%	**57%**	-	58%	*	-	-	-	-	12%	*	61%	30%	55%	57%
	2018	39%	48%	**57%**	-	57%	-	-	-	-	-	22%	-	58%	50%	59%	45%
At Masters Grade Level	2019	11%	14%	**19%**	-	19%	*	-	-	-	-	6%	*	21%	0%	19%	15%
	2018	11%	14%	**16%**	-	16%	-	-	-	-	-	11%	-	15%	25%	16%	11%
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	91%	**97%**	-	97%	-	-	-	-	-	82%	-	97%	*	97%	91%
	2018	84%	90%	**96%**	-	96%	*	-	-	-	-	89%	-	95%	100%	95%	96%
At Meets Grade Level or Above	2019	54%	56%	**57%**	-	57%	-	-	-	-	-	27%	-	58%	*	58%	31%
	2018	54%	59%	**59%**	-	58%	*	-	-	-	-	44%	-	59%	50%	59%	58%

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**31%**	-	31%	-	-	-	-	-	0%	-	31%	*	32%	9%
	2018	26%	28%	**26%**	-	25%	*	-	-	-	-	11%	-	26%	33%	26%	28%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**97%**	-	97%	-	-	-	-	-	73%	-	97%	*	97%	91%
	2018	91%	97%	**99%**	-	99%	*	-	-	-	-	100%	-	100%	83%	99%	100%
At Meets Grade Level or Above	2019	58%	70%	**80%**	-	80%	-	-	-	-	-	18%	-	80%	*	78%	63%
	2018	58%	74%	**81%**	-	80%	*	-	-	-	-	50%	-	84%	33%	81%	81%
At Masters Grade Level	2019	36%	46%	**55%**	-	55%	-	-	-	-	-	18%	-	56%	*	53%	40%
	2018	30%	43%	**46%**	-	46%	*	-	-	-	-	30%	-	48%	17%	47%	54%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**87%**	-	87%	-	-	-	-	-	45%	-	88%	*	88%	71%
	2018	76%	85%	**89%**	-	89%	*	-	-	-	-	60%	-	91%	67%	90%	94%
At Meets Grade Level or Above	2019	49%	60%	**66%**	-	66%	-	-	-	-	-	18%	-	68%	*	66%	43%
	2018	41%	51%	**56%**	-	55%	*	-	-	-	-	20%	-	57%	33%	56%	63%
At Masters Grade Level	2019	24%	28%	**30%**	-	30%	-	-	-	-	-	0%	-	30%	*	32%	14%
	2018	17%	20%	**26%**	-	25%	*	-	-	-	-	0%	-	26%	17%	26%	30%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**86%**	-	86%	*	-	-	-	-	44%	100%	88%	68%	85%	80%
	2018	77%	78%	**91%**	-	91%	*	-	*	-	-	65%	*	91%	84%	91%	90%
At Meets Grade Level or Above	2019	50%	52%	**59%**	-	59%	*	-	-	-	-	14%	100%	61%	37%	58%	47%
	2018	48%	49%	**62%**	-	62%	*	-	*	-	-	32%	*	63%	45%	62%	57%
At Masters Grade Level	2019	24%	23%	**33%**	-	33%	*	-	-	-	-	6%	60%	34%	17%	33%	23%
	2018	22%	21%	**32%**	-	32%	*	-	*	-	-	16%	*	32%	31%	32%	29%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**86%**	-	86%	*	-	-	-	-	43%	*	87%	74%	86%	81%
	2018	74%	74%	**92%**	-	92%	*	-	*	-	-	77%	*	92%	91%	92%	89%
At Meets Grade Level or Above	2019	48%	47%	**54%**	-	54%	*	-	-	-	-	13%	*	56%	39%	54%	40%
	2018	46%	44%	**57%**	-	57%	*	-	*	-	-	41%	*	58%	45%	57%	51%
At Masters Grade Level	2019	21%	18%	**30%**	-	30%	*	-	-	-	-	3%	*	31%	17%	30%	19%
	2018	19%	17%	**30%**	-	29%	*	-	*	-	-	18%	*	29%	36%	29%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**87%**	-	87%	*	-	-	-	-	48%	*	89%	70%	86%	82%
	2018	81%	85%	**95%**	-	95%	*	-	*	-	-	67%	*	95%	91%	95%	94%
At Meets Grade Level or Above	2019	52%	57%	**62%**	-	62%	*	-	-	-	-	15%	*	64%	39%	60%	51%
	2018	50%	55%	**70%**	-	70%	*	-	*	-	-	33%	*	72%	45%	70%	64%
At Masters Grade Level	2019	26%	31%	**41%**	-	41%	*	-	-	-	-	13%	*	43%	22%	40%	33%
	2018	24%	28%	**43%**	-	42%	*	-	*	-	-	22%	*	44%	32%	43%	41%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**82%**	-	82%	*	-	-	-	-	41%	*	86%	50%	81%	80%
	2018	66%	71%	**78%**	-	78%	-	-	-	-	-	33%	-	79%	63%	78%	77%
At Meets Grade Level or Above	2019	38%	44%	**57%**	-	58%	*	-	-	-	-	12%	*	61%	30%	55%	57%
	2018	41%	45%	**57%**	-	57%	-	-	-	-	-	22%	-	58%	50%	59%	45%
At Masters Grade Level	2019	14%	15%	**19%**	-	19%	*	-	-	-	-	6%	*	21%	0%	19%	15%
	2018	13%	13%	**16%**	-	16%	-	-	-	-	-	11%	-	15%	25%	16%	11%

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 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%	**87%**	-	87%	-	-	-	-	-	45%	-	88%	*	88%	71%
	2018	80%	82%	**89%**	-	89%	*	-	-	-	-	60%	-	91%	67%	90%	94%
At Meets Grade Level or Above	2019	54%	55%	**66%**	-	66%	-	-	-	-	-	18%	-	68%	*	66%	43%
	2018	51%	51%	**56%**	-	55%	*	-	-	-	-	20%	-	57%	33%	56%	63%
At Masters Grade Level	2019	25%	21%	**30%**	-	30%	-	-	-	-	-	0%	-	30%	*	32%	14%
	2018	23%	19%	**26%**	-	25%	*	-	-	-	-	0%	-	26%	17%	26%	30%

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

School Progress Domain - Academic Growth Score by Grade and Subject

		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)
Grade 4 ELA/Reading	2019	61	69	**70**	-	69	*	-	-	-	-	47	*	69	75	69	72
	2018	63	65	**73**	-	73	-	-	-	-	-	83	-	71	88	72	78
Grade 4 Mathematics	2019	65	64	**66**	-	66	*	-	-	-	-	71	*	68	50	67	70
	2018	65	66	**73**	-	73	-	-	-	-	-	50	-	72	88	75	71
Grade 5 ELA/Reading	2019	81	78	**69**	-	69	-	-	-	-	-	70	-	70	*	68	59
	2018	80	81	**94**	-	94	*	-	-	-	-	100	-	94	92	94	98
Grade 5 Mathematics	2019	83	88	**91**	-	91	-	-	-	-	-	90	-	92	*	90	90
	2018	81	87	**96**	-	96	*	-	-	-	-	90	-	96	100	96	97
All Grades Both Subjects	2019	69	69	**74**	-	74	*	-	-	-	-	67	*	75	62	73	73
	2018	69	71	**84**	-	84	*	-	-	-	-	82	-	84	91	85	87
All Grades ELA/Reading	2019	68	67	**69**	-	69	*	-	-	-	-	56	*	69	68	68	67
	2018	69	69	**84**	-	84	*	-	-	-	-	93	-	83	89	83	89
All Grades Mathematics	2019	70	71	**78**	-	78	*	-	-	-	-	78	*	80	57	79	78
	2018	70	72	**85**	-	85	*	-	-	-	-	72	-	84	93	86	85

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 599

Campus Name: BRITE EL

2018-19 Campus Prior Year and Student Success Initiative

Grade Span: PK - 05

Campus Number: 031901140

School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**50%**	-	50%	-	-	-	-	-	29%	48%	47%
	2018	38%	44%	**84%**	-	84%	-	-	-	-	-	67%	85%	83%
Mathematics	2019	45%	57%	**45%**	-	45%	-	-	-	-	-	38%	43%	22%
	2018	47%	57%	**84%**	-	84%	-	-	-	-	-	60%	86%	89%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**86%**	-	86%	-	-	-	-	-	64%	86%	57%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**14%**	-	14%	-	-	-	-	-	36%	14%	43%
STAAR Cumulative Met Standard														
	2019	86%	91%	**97%**	-	97%	-	-	-	-	-	82%	97%	90%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**96%**	-	96%	-	-	-	-	-	64%	95%	90%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**4%**	-	4%	-	-	-	-	-	36%	5%	10%
STAAR Cumulative Met Standard														
	2019	90%	96%	**97%**	-	97%	-	-	-	-	-	73%	97%	90%

District Name: BROWNSVILLE ISD

Campus Name: BRITE EL

Campus Number: 031901140

Total Students: 599

Grade Span: PK - 05

(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**86%**	73%	73%	-	-	-	20%	-	20%	83%	69%	70%
	2018	77%	78%	**91%**	83%	83%	-	-	-	*	*	-	92%	83%	84%
At Meets Grade Level or Above	2019	50%	52%	**59%**	28%	28%	-	-	-	0%	-	0%	52%	26%	29%
	2018	48%	49%	**62%**	40%	40%	-	-	-	*	*	-	31%	40%	40%
At Masters Grade Level	2019	24%	23%	**33%**	12%	12%	-	-	-	0%	-	0%	30%	11%	13%
	2018	22%	21%	**32%**	19%	19%	-	-	-	*	*	-	8%	19%	19%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**86%**	71%	71%	-	-	-	40%	-	40%	89%	69%	71%
	2018	74%	74%	**92%**	79%	79%	-	-	-	*	*	-	83%	79%	80%
At Meets Grade Level or Above	2019	48%	47%	**54%**	18%	18%	-	-	-	0%	-	0%	56%	17%	21%
	2018	46%	44%	**57%**	30%	30%	-	-	-	*	*	-	17%	29%	28%
At Masters Grade Level	2019	21%	18%	**30%**	8%	8%	-	-	-	0%	-	0%	33%	7%	10%
	2018	19%	17%	**30%**	13%	13%	-	-	-	*	*	-	0%	13%	12%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**87%**	79%	79%	-	-	-	20%	-	20%	78%	75%	75%
	2018	81%	85%	**95%**	90%	90%	-	-	-	*	*	-	100%	90%	91%
At Meets Grade Level or Above	2019	52%	57%	**62%**	35%	35%	-	-	-	0%	-	0%	44%	32%	34%
	2018	50%	55%	**70%**	46%	46%	-	-	-	*	*	-	50%	46%	47%
At Masters Grade Level	2019	26%	31%	**41%**	20%	20%	-	-	-	0%	-	0%	44%	18%	21%
	2018	24%	28%	**43%**	26%	26%	-	-	-	*	*	-	17%	27%	26%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**82%**	67%	67%	-	-	-	*	-	*	80%	61%	64%
	2018	66%	71%	**78%**	60%	60%	-	-	-	-	-	-	-	60%	60%
At Meets Grade Level or Above	2019	38%	44%	**57%**	33%	33%	-	-	-	*	-	*	60%	30%	36%
	2018	41%	45%	**57%**	30%	30%	-	-	-	-	-	-	-	30%	30%
At Masters Grade Level	2019	14%	15%	**19%**	0%	0%	-	-	-	*	-	*	0%	0%	0%
	2018	13%	13%	**16%**	10%	10%	-	-	-	-	-	-	-	10%	10%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**87%**	67%	67%	-	-	-	*	-	*	-	57%	57%
	2018	80%	82%	**89%**	93%	93%	-	-	-	-	-	-	*	93%	93%
At Meets Grade Level or Above	2019	54%	55%	**66%**	33%	33%	-	-	-	*	-	*	-	29%	29%
	2018	51%	51%	**56%**	59%	59%	-	-	-	-	-	-	*	59%	57%
At Masters Grade Level	2019	25%	21%	**30%**	17%	17%	-	-	-	*	-	*	-	14%	14%
	2018	23%	19%	**26%**	22%	22%	-	-	-	-	-	-	*	22%	21%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**74%**	74%	74%	-	-	-	63%	-	63%	70%	73%	73%
	2018	69%	71%	**84%**	93%	93%	-	-	-	-	-	-	*	93%	93%
All Grades ELA/Reading	2019	68%	67%	**69%**	67%	67%	-	-	-	*	-	*	80%	68%	69%
	2018	69%	69%	**84%**	93%	93%	-	-	-	-	-	-	*	93%	93%
All Grades Mathematics	2019	70%	71%	**78%**	81%	81%	-	-	-	*	-	*	60%	78%	76%
	2018	70%	72%	**85%**	93%	93%	-	-	-	-	-	-	*	93%	94%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**50%**	50%	50%	-	-	-	*	-	*	*	50%	47%
	2018	38%	44%	**84%**	83%	83%	-	-	-	-	-	-	*	83%	83%
Mathematics	2019	45%	57%	**45%**	20%	20%	-	-	-	*	-	*	-	22%	22%
	2018	47%	57%	**84%**	88%	88%	-	-	-	-	-	-	*	88%	89%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 599

Campus Name: BRITE EL

2018-19 Campus STAAR Participation

Grade Span: PK - 05

Campus Number: 031901140

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**95%**	-	95%	*	-	-	-	-	91%	95%	89%
Not Included in Accountability													
Mobile	4%	2%	**5%**	-	5%	*	-	-	-	-	9%	5%	10%
Other Exclusions	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	*	-	*	-	-	99%	100%	100%
Included in Accountability	94%	95%	**94%**	-	94%	*	-	*	-	-	78%	94%	89%
Not Included in Accountability													
Mobile	4%	3%	**5%**	-	5%	*	-	*	-	-	20%	5%	7%
Other Exclusions	1%	2%	**1%**	-	1%	*	-	*	-	-	1%	1%	3%
Not Tested	1%	0%	**0%**	-	0%	*	-	*	-	-	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	*	-	-	1%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	*	-	-	0%	0%	0%

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

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**96.9%**	-	96.9%	*	-	-	-	-	95.7%	96.9%	97.1%
2016-17	95.7%	95.8%	**96.9%**	-	97.0%	*	-	-	-	-	96.6%	96.9%	96.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 599

Campus Name: BRITE EL

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

Grade Span: PK - 05

Campus Number: 031901140

School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

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

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD

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

Campus Name: BRITE EL

Campus Number: 031901140

Total Students: 599

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) *
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) *
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates) *
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 599
Campus Name: BRITE EL
2018-19 Campus Student Information
Grade Span: PK - 05
Campus Number: 031901140
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students	599	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	116	19.4%	8.0%	4.4%
Kindergarten	59	9.8%	5.9%	6.9%
Grade 1	73	12.2%	6.8%	7.1%
Grade 2	81	13.5%	6.6%	7.2%
Grade 3	77	12.9%	6.5%	7.3%
Grade 4	98	16.4%	6.9%	7.6%
Grade 5	95	15.9%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	582	97.2%	98.3%	52.6%
White	17	2.8%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	572	95.5%	88.5%	60.6%
Non-Educationally Disadvantaged	27	4.5%	11.5%	39.4%
Section 504 Students	36	6.0%	8.7%	6.5%
English Learners (EL)	287	47.9%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	23	3.8%	5.4%	3.6%
At-Risk	408	68.1%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	83			
By Type of Primary Disability				
Students with Intellectual Disabilities	22	26.5%	55.3%	42.4%
Students with Physical Disabilities	23	27.7%	11.5%	21.9%
Students with Autism	*	*	12.2%	13.7%
Students with Behavioral Disabilities	33	39.8%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	71	14.6%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	71	14.6%		
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	9.0%	10.7%	3.1%	0.0%	16.2%	5.5%
Grade 2	10.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	0.0%	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	19.7	19.2	18.9
Grade 1	15.5	17.8	18.8
Grade 2	16.7	17.8	18.7
Grade 3	17.4	19.2	18.9
Grade 4	22.1	21.6	19.2
Grade 5	21.8	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

Texas Academic Performance Report

Total Students: 599

Campus Name: BRITE EL

2018-19 Campus Staff Information

Grade Span: PK - 05

Campus Number: 031901140

School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	56.8	100.0%	100.0%	100.0%
Professional Staff:	41.8	73.6%	56.5%	64.1%
Teachers	34.1	60.0%	44.0%	49.8%
Professional Support	4.8	8.4%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	5.3%	2.9%	3.0%
Educational Aides:	15.0	26.4%	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	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	56.8	100.0%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	34.1	100.0%	90.3%	27.7%
White	0.0	0.0%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.0	17.6%	32.0%	23.8%
Females	28.1	82.4%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	32.0	93.9%	79.4%	73.6%
Masters	2.1	6.1%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	1.0	2.9%	14.3%	28.9%
6-10 Years Experience	8.0	23.5%	17.6%	19.0%
11-20 Years Experience	22.0	64.6%	39.3%	29.3%
Over 20 Years Experience	3.1	9.0%	26.0%	15.7%
Number of Students per Teacher	17.6	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.8	6.3
Average Years Experience of Principals with District	9.0	8.4	5.4
Average Years Experience of Assistant Principals	8.5	8.4	5.3
Average Years Experience of Assistant Principals with District	8.5	8.2	4.7
Average Years Experience of Teachers:	12.9	15.1	11.1
Average Years Experience of Teachers with District:	12.5	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	$44,569	$49,170	$50,408
6-10 Years Experience	$48,480	$50,423	$52,786
11-20 Years Experience	$52,228	$55,575	$56,041
Over 20 Years Experience	$77,645	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$53,418	$55,810	$54,122
Professional Support	$78,260	$67,073	$64,069
Campus Administration (School Leadership)	$76,989	$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

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

District Name: BROWNSVILLE ISD
Campus Name: BRITE EL
Campus Number: 031901140

Total Students: 599
Grade Span: PK - 05
School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	275	45.9%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	37	6.2%	12.0%	8.1%
Special Education	83	13.9%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	4.4%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.1	0.3%	0.5%	2.0%
Regular Education	29.4	86.4%	78.8%	71.4%
Special Education	3.1	9.0%	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

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **BRITE EL**

Early Childhood Literacy Progress Measure 1   Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 73% to 78% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	75%	76%	77%	78%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	74%	78%	72%	80%
2021	75%	79%	73%	81%
2022	76%	80%	74%	82%
2023	77%	81%	75%	83%
2024	78%	82%	76%	84%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1   Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	92%	92%	90%	87%
2021	93%	93%	91%	88%
2022	94%	94%	92%	89%
2023	95%	95%	93%	90%
2024	96%	96%	94%	91%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BRITE EL**

Early Childhood Literacy Progress Measure 2 — Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 87% to 92% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
88%	89%	90%	91%	92%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner
2020	87%	91%	86%	85%
2021	88%	92%	87%	86%
2022	89%	93%	88%	87%
2023	90%	94%	89%	88%
2024	91%	95%	90%	89%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2 — Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 68% to 73% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	70%	71%	72%	73%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	69%	69%	57%	39%
2021	70%	70%	58%	40%
2022	71%	71%	59%	41%
2023	72%	72%	60%	42%
2024	73%	73%	61%	43%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 86% to 91% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
87%	88%	89%	90%	91%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner	Special Education
2020	88%	83%	88%	88%	41%
2021	89%	84%	89%	89%	42%
2022	90%	85%	90%	90%	43%
2023	91%	86%	91%	91%	44%
2024	92%	87%	92%	92%	45%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **BRITE EL**

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

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 31% to 36% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	36%	32%	32%
2021	37%	33%	33%
2022	38%	34%	34%
2023	39%	35%	35%
2024	40%	36%	36%

Minimum size criteria set to 10 or more students.

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

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 81% to 86% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
82%	83%	84%	85%	86%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	82%	81%	82%
2021	83%	82%	83%
2022	84%	83%	84%
2023	85%	84%	85%
2024	86%	85%	86%

Minimum size criteria set to 10 or more students.

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

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 42% to 47% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
43%	44%	45%	46%	47%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	41%	40%	35%	14%
2021	42%	41%	36%	15%
2022	43%	42%	37%	16%
2023	44%	43%	38%	17%
2024	45%	44%	39%	18%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **BRITE EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade   Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 27% to 32% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	29%	30%	31%	32%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade   Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 53% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54%	55%	56%	57%	58%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	58%	57%	58%	21%
2021	59%	58%	59%	22%
2022	60%	59%	60%	23%
2023	61%	60%	61%	24%
2024	62%	61%	62%	25%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **BRITE EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 44% to 49% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	45%	48%	32%
2021	46%	49%	33%
2022	47%	50%	34%
2023	48%	51%	35%
2024	49%	52%	36%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	53%	54%	47%	1%
2021	54%	55%	48%	2%
2022	55%	56%	49%	3%
2023	56%	57%	50%	4%
2024	57%	58%	51%	5%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 52% to 57% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
53%	54%	55%	56%	57%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	53%	54%	43%	1%
2021	54%	55%	44%	2%
2022	55%	56%	45%	3%
2023	56%	57%	46%	4%
2024	57%	58%	47%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 55% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	56%	56%	48%	1%
2021	57%	57%	49%	2%
2022	58%	58%	50%	3%
2023	59%	59%	51%	4%
2024	60%	60%	52%	5%

Minimum size criteria set to 10 or more students.