

Brownsville Independent School District

Breeden Elementary

2020-2021 Campus Improvement Plan



Board Approval Date: November 4, 2020
Public Presentation Date: November 4, 2020

Mission Statement

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

Vision

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

Value Statement

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

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.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully

participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION CHAPTER 4 OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Revised/Approved: May 13, 2020

Needs Assessment Overview

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

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

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

The current staff at Breeden Elementary School is comprised of 41 faculty members, 3 campus administrators, 2 counselors, 20 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 1 speech pathologist, 3 office staff, 1 parent liaison, and 5 custodians with 98% Hispanic and 2% white. The teaching staff is also 20 % male and 80% female.

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

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

The District conducts comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the surveys (CNA), Breeden concentrates on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2020-2021 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, data-analysis of teacher groups assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

- Attain attendance rates through student motivational activities such as six weeks perfect attendance awards, end of year prize drawings and perfect attendance celebration. Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements.

- Provide tutorials to students that are demonstrating a need to improve. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum.
- Purchase recognition materials (i.e. trophies, plaques, certificates, etc.) to recognize students' achievement (attendance or academic).
- Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues.
- Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies.
- Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet all assessment (TPRI/Tejas Lee, STAAR) standards for all student populations.
- Add technology that will support classroom instruction and provide more computer access for students in all classrooms
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills .
- Increase formal and informal communication with parents, staff, and students.

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

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

Demographics

Demographics Summary

The student population at Breeden Elementary School is approximately 694 as of PEIMS Snapshot (October 30, 2019) and serves students in grades Pre Kinder through Fifth Grade. According to the 2018-19 Texas Academic Performance Report (TAPR) report of our campus profile, student population includes: Hispanic 98.41%, White 1.2%, Asian .1%, African American .3%, Economically disadvantaged 73.1%, Limited English Proficient (LEP) 45.7%, At-Risk 70.9%, Migrant .2%, Gifted and Talented 7.06%, Special Education 12.82%. Enrollment numbers have shown an increase over the past year due to "open enrollment" at the Elementary level. The mobility rate from home campus to neighboring campus or within the district is high. A total of 492 students were identified as at-risk with the highest number being identified under the LEP category. Based on the 2018 Summer School data, the retention rate was high in the 1st grade level (8%). Attendance Percentage for the 2018-2019 school year was 97.7% and Breeden was the recipient of several district based attendance incentives. Currently, the average class size is 22:1 for K-4th grade. PK and-5th grade average size is above 22:1. The academic instructional line for students is Garcia, Oliveria, and Vela Middle Schools and Rivera and Hanna Early College High Schools. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher/parent conferences, and interventions for all at-risk students.

Demographics Strengths

1. Attendance Rate 97.7%
2. Effective and efficient use of budgeted funds
3. Communication procedures between home and school on students attendance
4. Strong Pre-Kinder and Kinder programs that provide foundation learning experiences
5. ELL student placement into the Bilingual Program within the 20 day period
6. Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
7. Early RTI plans are in place and are updated continuously with current academic data
8. Early screening for Dyslexia and Special Education Referrals
9. Immediate identification and enrollment of homeless and unaccompanied youth
10. TIER II Interventions for Migrant, LEP and At-Risk students
11. After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
12. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)

Need Statement 2 (Prioritized): Increase student attendance by offering additional six weeks motivational incentives (movie, popcorn, pizza, etc.) **Data Analysis/Root Cause:** Current yearly attendance (97.4% as of March 13, 2019 due to COVID-19) percentage is .03 points lower than the 2018-2019 attendance rate of 97.7

Need Statement 3: Provide Migrant students with supplemental supplies to increase their attendance rate and assessment scores. **Data Analysis/Root Cause:** The need to help four migrant students with supplemental supplies to sustain their attendance and grades.

Student Learning

Student Learning Summary

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

2019-2020 STAAR Summary of 3rd -5th Grades Tested (All Students)-NONE due to COVID-19

STAAR Test	All Students	Economically Disadvantaged	Title I Part A	Migrant	LEP	Bilingual	Special Education	Gifted and Talented	At-Risk
3 rd Reading									
3 rd Math									
4 th Reading									
4 th Math									
4 th Writing									
5 th Reading									
5 th Math									
5 th Science									

2019-2020 TELPAS Summary (Composite Rating):

Listening, Speaking, Reading, Writing	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Beginning						
Intermediate						
Advanced						
Advanced High						

2019-2020 Pre-Kinder C-PM English Results (BOY/MOY/EOY): BISD Target: 70%

Circle Progress Monitoring (C-PM)	PRE-KINDERGARTEN 3 and 4			
	BOY	MOY	EOY	GAP
Phonological Awareness Screen	PK3 (79%)/PK4 (71%)	PK3 (77%)/PK4 (86%)	NONE	PK3(+7%)/PK4(+16%)
Rapid Letter Naming	PK3 (18%)/PK4 (57%)	PK3 (50%)/PK4 (92%)	due to	PK3(-20%)/PK4(+22%)
Rapid Vocabulary Naming	PK3 (47%)/PK4 (34%)	PK3 (83%)/PK4 (57%)	COVID-19	PK3(+13%)/PK4(-13%)

2019-2020 TPRI Data English Results (BOY/MOY/EOY (EOY-NONE due to COVID-19): BISD Target: 70%

TPRI	Pre-Kinder (Spanish)				Kinder				1st Grade				2nd Grade			
	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP
Phonological Awareness	30%	60%	-	-10%	46%	63%	-	-7%	16%	43%	-	-27%	-	-	-	-
Phonics	-	-	-	-	84%	89%	-	+19%	20%	54%	-	-16%	10%	26%	-	-44%
Listening Comprehension	-	-	-	-	88%	89%	-	+19%	-	-	-	-	-	-	-	-
Word Reading	-	-	-	-	-	-	-	-	7%	23%	-	-47%	37%	56%	-	-14%
Fluency	-	-	-	-	-	-	-	-	19%	31%	-	-39%	64%	60%	-	-16%
Reading Comprehension	-	-	-	-	-	-	-	-	3%	20%	-	-50%	48%	53%	-	-17%

Student Learning Strengths

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

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Additional instructional materials and supplies that supports daily explicit academic instruction. **Data Analysis/Root Cause:** Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies.

Need Statement 2: Increase Phonological Awareness, Rapid Vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics percentages in the TPRI/Tejas LEE assessments to meet the District's goal of 70%. **Data Analysis/Root Cause:** Implementation of Phonological Awareness, Rapid vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics with Fidelity

Need Statement 3: Support all students that are demonstrating the need of academic help through TIER II/III interventions, extended day enrichment, tutorials and summer school to meet the state's Performance Safeguards. **Data Analysis/Root Cause:** Implementation of focused explicit instruction with fidelity during TIERII/II interventions and tutorials to close the gap between all demographic groups to meet the needs of the state's performance tests.

School Processes & Programs

School Processes & Programs Summary

Instructional, Curricular:

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

With the increase rigor of STAAR, data meetings are scheduled consistently right after District and/or Campus Progress Monitoring Assessments (including CP-M, TPRI/Tejas LEE assessments) to identify student expectations/root problems as to why students are not meeting the standards. Campus/district benchmark results are use to improve instruction. Reports from TANGO, CP-M, TPRI/TEJAS are utilized to identify students who are struggling and in need of academic help. Teachers then proceed with RTI plans with recommendations to SPED/504 and Dyslexia testing based on documented TIER interventions and students needs. Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral and social expectations from all students.

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

In the 2019-20 Staff CNA Survey, the teachers noted the following: that students moving into Middle School are well prepared with adequate knowledge and skill to succeed, that the instructional activities used in the classroom allowed students to use critical thinking and problem-solving strategies and encouraged active student participation, students are given opportunities to demonstrate their learning, effectively educate students in the areas of: Language Arts, Math, Science, Fine Arts, Health/PE, and Technology. Teachers strongly believe that students are effectively supported through the other various programs to meet the academic needs of diverse student populations: Special Education, Bilingual Education, Migrant Education, Gifted/Talented and Compensatory Services. Our campus does a great job in implementing the District Instructional Frameworks in the classroom, provided innovative interesting academic instruction, programs, and projects that motivate students to learn , and received Professional Development that provided the knowledge, skills, and strategies necessary to improve instruction. With the new English Language Arts Textbook adoption, teachers have expressed the need for additional Professional Development in Language Arts. Teachers are also satisfied with the way counselors address the various needs of our students, including classroom presentations and overall teachers feel safe and secure at Breeden Elementary.

Personnel (recruit/support/retain):

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

All teachers and instructional paraprofessionals are highly qualified. The Campus Administration, Curriculum/Instruction Specialists and other BISD identities/departments provide professional development to support learning in the classroom. All teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are required to have 6 hours of on-going Bilingual and GT training and 12 hours of on-going technology. PreKinder and Kinder teachers are required 30 hours of staff development as part of the high-quality Pre-Kinder/Kinder component. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. All staff members are also provided with a two-day PD requirements (back to school inservice) with topics that include 504 and Dyslexia requirements, Employee Code of Ethics, David's Law, Conflict Resolution, SPED updates, and mandatory Emergency

Operations Plan. Throughout the year, a limited amount of teachers are asked to attend Region I training in the areas of Reading, Math, Writing, and Science Administration ensures that high quality instruction is delivered to all of Breeden students and provides support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions. After teachers attend professional development, the implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers at Breeden Elementary.

Organizational, Administrative:

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

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

Breeden Elementary as a whole is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms, across the campus, and two computer labs. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. Instructional programs such as Accelerated Reader, Math Prodigy, Brain Pop, Living with Science are available to students. Breeden requires all teachers to be proficient in the area of technology that includes Teacher Access Center (TAC), Tango, and Eduphoria Aware/T-TESS. Teachers are also able to integrate technology to support instruction and learning through Pearson Realize Language Arts, Math, Science, and Social Studies. Additional resources are used to support the various contencet core areas. Each year, teachers are required to complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. 3rd and 5th Grade classrooms have been provided with COWs through state compensatory funds. Pre-Kinder -2nd grade students and teachers have access to IPads and tablets, a district-wide initiative. All programs are monitored by the campus TST and Administration for usage.

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

School Processes & Programs Strengths

Instructional and Curricular Strengths:

1. Knowledge of Curriculum Frameworks
2. Knowledge of TEKS and State Assessment Requirements and Expectations
3. Knowledge of STAAR Blueprints
4. Knowledge of Readiness and Supporting Standards
5. Implement all district and campus goals and objectives
6. Implementation of district instructional frameworks

7. The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
8. Participation in music and theater arts to introduce students to performance experiences
9. Support interventions through after-school tutorials and summer school
10. Professional Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
11. Attend all district and campus staff development throughout the school year (POC and TOT)
12. Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
13. Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, Living with Science, Learning A-Z, Accelerated Reader
14. Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
15. Teacher Fidelity and Commitment to Campus and District Initiatives
16. Computer rotations as needed (45 minutes per week)
17. Two Computer Labs
18. Computer access for students in all classrooms
19. Student access to Tablets, Laptops, and iPads, funded through State Compensatory, Title I, and bilingual funds

Personnel (recruit/support/retain) Strengths:

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

Organizational and Administrative Strengths:

1. Consistent Administrative Monitoring
2. Administrator Guided Meetings
3. Able to change and reorganize systems to accommodate students' needs
4. Decision-Making by all Stakeholders
5. An established master schedule that ensures that students receive the appropriate grade level subjects and instruction
6. Vertical Alignment meetings are held once per semester and Horizontal meetings are held every every Thursday to enhance the instructional methods necessary to build the academic rigor for Campus, District and State Assessments
7. On-going student monitoring (RtI's)
8. Lesson Plans due weekly (Wednesdays)
9. Administrative Instructional Rounds (walkthroughs)
10. Weekly Grade Level Meeting to discuss weekly objectives and student data (Tuesdays)
11. Weekly Grade Level Horizontal meetings to plan lesson plans, discuss TOT information and issues (Thursdays)
12. Teacher planning days with guided profesisonal development to work on quality lesson plans and develop targeted skills and interventions for students

13. Six-weeks collaboration time between SPED/Dyslexia/Speech/Resource/Inclusion teachers to coordinate with general education teachers
14. Faculty Meetings as needed to discuss important issues
15. Hallways separate grade levels (PK/K, 1st /2nd, 3rd -5th Upstairs)
16. Grade level Lead Teacher Assignments, SBDM membership for each grade level
17. Bi-Weekly Guidance/Counseling Presentations that include safety-related issue
18. Use of TAC among administration, teachers, and parents to view students' progress
19. Use of eSchool on-line grading for all teachers
20. School Website
21. Mobile/Computers on Wheels (COW)
22. Mimio Pads (teachers), Mimio Vote (student), Mimio Bar to activate white board
23. Web-based software programs: Living with Science, Math Prodigy, Mentoring Minds. Pearson Realize (ELAR, Social Studies, Math, and Science), Brainpop, Edusmart
24. TST on campus to support campus teachers

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Additional targeted Professional Development to meet the needs of the campus and TOT sessions/Peer Observations amongst grade levels to strengthen the delivery of instruction. **Data Analysis/Root Cause:** Lack of after-school time for Professional Development, campus resorts to TOT sessions, Saturday and during school hours Professional Development and Peer Observations.

Need Statement 2 (Prioritized): Upgrade infrastructural technology (increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause:** In keeping with the demand of technology, Breeden Elementary is continuously upgrading its infrastructural demand.

Need Statement 3: Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum. **Data Analysis/Root Cause:** Due to local Fund 199 being expended, other monies from other funds need to be utilized for the purchases of additional instructional materials and supplies

Need Statement 4 (Prioritized): Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)

Perceptions

Perceptions Summary

Culture and Climate:

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

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

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

Due to COVID-19, the 2019-20 Student CNA Survey was not occomplished, however, most of our students feel that they are learning important things in school and look forward to coming to school each day, feel that if they get sick or hurt at school, the school nurse or someone else is readily available to help, feel safe at school, and upon request, when seeking emotional help, the counselors are readily available to them.

The 2019-20 Staff CNA Survey indicated that (1) teachers feel that the campus is safe and secure, (2) that drugs, tobacco and weapons have no place and not a problem in our campus, (3) that maintaining students discipline is not a problem in our campus, (4) Teachers indicated that they are satisfied with the way counselors address students needs in the following areas: Planning classes for students, Counseling students with personal problems, Providing teachers with help on how to deal with students academic or personal problems, and providing students with career/vocational orientation through workshops, presentations, or speakers, (5) feel that there is an atmosphere of trust and mutual respect between administration and staff at our campus, (6) feel that teachers are involved in the decision making process of important educational issues at our campus, (7) that our campus is kept clean and well maintained, (8) resspounded "yes" to "during teacher preparation days, time is spent strictly for classroom/instructional preparation purposes, (9) that the student code of conduct is applied consistently and fairly among students, and (10) agreed that the anti-violence, anti-drug, and anti-bullying programs are effective.

Values and Beliefs:

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

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

Communication to parents is made via school messenger, school website, flyers and on-going parent conferences. Teachers also use Class Dojo to communicate to parents of

import events, student behavior, class projects, and activities. All teachers are required to keep a parent communication log to document all contact with parents.

Only 31 parents completed the 2019-20 Parent CNA Survey which indicated the following: (1) "The quality of instruction in my child's school is good" and that the "regular education program at my child's school does a good job of educating students", (2) "My child is taught the appropriate subject at school" and the teachers in my child's school expect my child to do his/her very best", (3) Parents indicated that they are very satisfied with how teachers work with them to improve the educational experience of each child, the availability of materials/supplies, technology resources, and the variety of Fine Arts activities available at school...Several indicated that they did not know if the special education, bilingual/ESL and migrant programs did a good job of educating students, (4) They feel welcome at our campus, stated that they are encouraged to be involved at school and that they were able to attend school activities, (5) Parents stated that the school is cleaned, well maintained, and a safe place for their children, (6) School Administration, school counselor, teachers, and school nurse are readily available to take concerns, assist, and care for their children, and (7) Parents stated that they would like for the school to offer more extra-curriculum activities and more parental involvement.

After thorough review of all surveys, the SBDM met (Zoom Meeting) and finalized the revisions to the Campus Improvement Plan on May 13, 2020.

Perceptions Strengths

School Culture and Climate Strengths:

1. Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
2. Parental Involvement Meetings
3. Administrative support to teachers
4. An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
5. Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
6. During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
7. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
8. Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
9. Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
10. Nurse involvement on Health Presentations to students
11. Promote healthy, physically, and emotionally students with physical fitness and nutrition activities and participation in the CATCH program
12. Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Spelling Bee, Sports, and Coding)
13. "STAR" Student (per classroom) of the Six Weeks
14. Six Weeks Award Ceremonies
15. Meet the Teacher Night
16. eSchools TAC Discipline Referral Process Plans and Documentation
17. College Awareness Day (every Thursday) to emphasize Higher Education
18. Charro Days Mini Festival, Christmas Program
19. Family Night at Restaurant Fundraiser

Values and Beliefs Strengths:

1. Parent Center/Parent Liaison
2. Bi-Weekly Meetings with Parents
3. Parent representation on the following committees: LPAC, SBDM, CIP, Parent/Family Engagement Policy, School/Parent/Student Compact, Title I Policy
4. Parent participation in school events, field trips, and "Meet the Teacher" orientation
5. Parents invited to six week/EOY award ceremonies

6. Parents work on instructional materials for teachers
7. Feedback given from parents regarding school needs through surveys
8. Administration and teacher readily available to parents (parent conferences)
9. Most of the Parent are knowledgeable of the different programs and services provided by this campus
10. Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together, Class Dojo, parent communication log
11. School participation in different community functions throughout the school year
12. Parent monthly calendar and School website update continuously with information for parents and families

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings. **Data Analysis/Root Cause:** Lack of parent interest at campus bi-weekly meetings and limited time available.

Need Statement 2: Increase the number of parent volunteers and parents taking the Parent Survey. **Data Analysis/Root Cause:** Majority are working parents and busy with family responsibilities.

Need Statement 3: Promote extra-curricular activities and increase the number of staff volunteers to help out with extra-curricular activities. **Data Analysis/Root Cause:** Lack of staff volunteers due to already time consumed after-school Extended Day Program and Tutorials.

Priority Need Statements

Need Statement 1: Increase student attendance by offering additional six weeks motivational incentives (movie, popcorn, pizza, etc.)

Data Analysis/Root Cause 1: Current yearly attendance (97.4% as of March 13, 2019 due to COVID-19) percentage is .03 points lower than the 2018-2019 attendance rate of 97.7

Need Statement 1 Areas: Demographics

Need Statement 2: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically.

Data Analysis/Root Cause 2: Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)

Need Statement 2 Areas: Demographics - School Processes & Programs

Need Statement 3: Additional instructional materials and supplies that supports daily explicit academic instruction.

Data Analysis/Root Cause 3: Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies.

Need Statement 3 Areas: Student Learning

Need Statement 4: Additional targeted Professional Development to meet the needs of the campus and TOT sessions/Peer Observations amongst grade levels to strengthen the delivery of instruction.

Data Analysis/Root Cause 4: Lack of after-school time for Professional Development, campus resorts to TOT sessions, Saturday and during school hours Professional Development and Peer Observations.

Need Statement 4 Areas: School Processes & Programs

Need Statement 5: Upgrade infrastructural technology (increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner)

Data Analysis/Root Cause 5: In keeping with the demand of technology, Breeden Elementary is continuously upgrading its infrastructural demand.

Need Statement 5 Areas: School Processes & Programs

Need Statement 6: Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings.

Data Analysis/Root Cause 6: Lack of parent interest at campus bi-weekly meetings and limited time available.

Need Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data




Goals



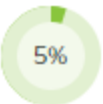




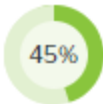
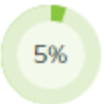
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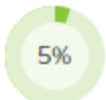


Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).








Performance Objective 1: Breeden performance for all students in grades 3rd -5th grade will exceed the 2019 STAAR (Keep year due to COVID-19)percent in Meets Grade Level and Masters Grade Level performance in reading, writing, mathematics and science 3 percentage points.

Evaluation Data Sources: STAAR Performance Reports

Strategy 1 Details	Reviews			
Strategy 1: ELAR: Focus on strategies for literacy: Fluency, Reading Comprehension, Phonics, Academic Vocabulary, Words Reading and Rapid Vocabulary Naming instructional routines through the use of Reading Readiness (PK/K), Esperanza and Language Enrichment (1st/2nd) so that students are developed and successful at EOY as measured by C-PALLS and TPRI/Tejas Lee assessments Milestone's/Strategy's Expected Results/Impact: Formative: Evidence usage of BISD curriculum and initiatives, Reading Fluency Charts, District Frameworks, Novel Reading and Content Area Journals Summative: 70% of our students will be successful at EOY as measured by the BOY/MOY/EOY C-PALLS and TPRI/TJL Assessments Staff Responsible for Monitoring: Dean of Instruction, Classroom Teachers Title I Schoolwide Elements: 2.4 - Population: Pre-Kinder to 2nd Grade Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<p>Strategy 2: ELAR: (1) Provide Bilingual students daily reading strategies through ESL instruction to support student transition into English by increasing oral language skills to develop listening, speaking, reading and writing proficiency in English to improve student achievement. (2) Remain pro-active in keeping parental denials at a minimum. (3) The LPAC Committee will meet to assess the language proficiency and assessment of the English Learners.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: SIOP Training, 6-hours of on-going Bilingual Training, Bilingual Clerk checks on every new registrant, LPAC Chair informs parents of the benefits of staying in the Bilingual Program, LPAC reviews of data</p> <p>Summative: LPAC EOY Documentation, 2020 PBMAS Report</p> <p>Staff Responsible for Monitoring: LPAC Chairperson; Bilingual Classroom Teachers; Bilingual Clerk</p> <p>Title I Schoolwide Elements: 2.4 - Population: Bilingual/ESL Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1 - School Processes & Programs 4</p> <p>Funding Sources: LPAC - 163 State Bilingual - 163-11-6112-00-144-Y-25-000-Y - \$1,500</p>		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<p>Strategy 3: ELAR/Writing: Pre-Kinder -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions and submit one monthly sample to Administration for review.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring</p> <p>Summative: Writing Portfolios</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<p>Strategy 4: Math: Continue to implement an integrated challenging, standard-based, inquiry centered math curriculum in order to increase students conceptual knowledge at their appropriate grade level and to address critical thinking skills.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, Lesson Plans, District Framework , Progress Monitoring Assessments</p> <p>Summative: STAAR Math Results, Progress Reports, Report Card Grades</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 5 Details	Reviews			
<p>Strategy 5: Science: PK-5th grade students will integrate science skills such as safety, inferences, tools and scientific methods during science instruction. Students in 3rd -5th grade will learn the scientific process through the creation of science fair projects. 5th grade students will attend the Living with Science Lab on a weekly basis for instruction in the areas of Life, Physical, Earth, and Nature of Science objectives. Devote 45 minutes per day to standards-based, inquiry-centered science instruction (K-5), (80% of instructional time to classroom/field investigations in K-1st), (60% of instructional time to classroom/field investigations in 2nd -3rd), (50% of instructional time to classroom/field investigations in 4th -5th) to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the Science TEKS. 3rd-5th Grade students will participate in the campus and district's Annual Science Fair to increase student awareness of Science Technology, Engineering and Mathematics Concepts building a pathway for STEM and college/career readiness.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, District Framework, Lesson Plans, Progress Reports, Report Card Grades, Science Fair Projects</p> <p>Summative: STAAR Science Results, Science Progress Monitoring Results, Report Card</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - Population: All Students (3rd-5th Grade student participants in Science Fair) - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Social Studies: The campus will organize civic activities such as but not limited to: (1) School assemblies, classroom patriotic celebrations and projects that students will build in order to be introduces to community, state, and national heritage, (2) Celebrate El Dia del Nino to increase self-awareness (PK-1st), (3) Participate in Kids Voting USA to learn about being an active citizen by exercising their right and privilege to vote, (4) Celebrate National Hispanic Heritage Month to increase awareness of the Hispanic culture and heritage.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: District Framework, Lesson Plans, Walkthroughs</p> <p>Summative: Assemblies, Celebrations, Projects, Kids Voting USA, Career Day Presenters, College Awareness Presentations, Parade Participation</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Classroom Teachers</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Supplemental research-based instructional materials, resources, toner, supplies, scanners will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff development. Purchase consumable supplies, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Use of instructional materials (hands-on practice)</p> <p>Summative: STAAR, TELPAS, TPRI/Tejas LEE, C-PM, Campus PMAs Results, Progress Reports, Report Card Grade</p> <p>Staff Responsible for Monitoring: Dean of Instruction; School Secretary</p> <p>Title I Schoolwide Elements: 2.4 - Population: All Students - Start Date: July 15, 2020 - End Date: December 18, 2020</p> <p>Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4</p> <p>Funding Sources: General Supplies-Health Services - 211 Title I-A - 211-33-6399-00-144-Y-30-0F2-Y - \$750, General Supplies-SPED Gloves - 166 State Special Ed. - 166-11-6399-00-144-Y-23-0B0-Y - \$500, General Supplies-Teachers - 211 Title I-A - 211-13-6399-00-144-Y-30-0F2-Y - \$9,813, General Supplies-Teachers - 162 State Compensatory - 162-13-6399-00-144-Y-30-000-Y - \$3,000, Classified Teacher for beginning of the yer school preparations - 211 Title I-A - 211-61-6126-00-144-y-30-of2-y - \$269, General Supplies-SPED PPCD - 166 State Special Ed. - 166-11-6399-00-144-Y-23-0P3-Y - \$1,800, General Supplies-Instruction - 211 Title I-A - 211-11-6399-00-144-Y-30-0F2-Y - \$29,924, Toner - 211 Title I-A - 211-11-6399-62-144-Y-30-0F2-Y - \$2,000, Media Center Supplies - 211 Title I-A - 211-11-6399-16-144-Y-30-0F2-Y - \$1,500, Library Reading Novels/scanners - 211 Title I-A - 211-12-6329-00-144-Y-30-0F2-Y - \$3,906, Copy Paper - 199 Local funds - 199-11-6396-00-144-Y-11-000-Y - \$6,000, General Supplies - 199 Local funds - 199-11-6399-00-144-Y-11-000-Y - \$6,120, General Supplies-PE - 199 Local funds - 199-11-6399-51-144-Y-11-000-Y - \$1,000, General Supplies-Toner - 199 Local funds - 199-11-6399-62-144-Y-11-000-Y - \$2,000, General Supplies-Media Center - 199 Local funds - 199-11-6399-16-144-Y-11-000-Y - \$1,500, General Supplies-Instructional Materials/Supplies and STAAR Materials - 162 State Compensatory - 162-11-6399-00-144-Y-30-000-Y - \$36,888 , Supplemental Materials/Supplies to Support Reading, Math, Writing, and Science Instruction - 263 Title III-A Bilingual - 263-11-6399-00-144-Y-25-000-Y - \$2,688, General Supplies-SPED Life Skills - 166 State Special Ed. - 166-11-6399-00-144-Y-23-0P1-Y - \$3,600, SPED General Supplies-Toner - 166 State Special Ed. - 166-11-6399-62-144-Y-23-000-Y - \$1,000, Copy Paper - 211 Title I-A - 211-11-6396-00-144-Y-30-0F2-Y - \$2,000, General Supplies-Library - 211 Title I-A - 211-11-6399-00-144-Y-30-0F2-Y - \$1,000, Instructional Supplies - 163 State Bilingual - 163-11-6399-00-144-Y-25-000-Y--000-Y - \$5,825, General Supplies-Toner - 162 State Compensatory - 162-11-6399-62-144-Y-30-000-Y - \$3,000, General Supplies-Guidance and Counseling - 211 Title I-A - 211-31-6399-00-144-Y-30-0F2-Y - \$750, Certified teacher for beginning of school preparation - 211 Title I-A - 211-61-6118-00-144-y-30-of2-y - \$1,345, General Supplies-Campus Leadership - 211 Title I-A - 211-23-6399-00-144-Y-30-0F2-Y - \$706</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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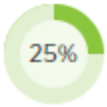
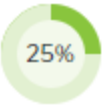







Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. Data Analysis/Root Cause: Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)
Student Learning
Need Statement 1: Additional instructional materials and supplies that supports daily explicit academic instruction. Data Analysis/Root Cause: Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies.
School Processes & Programs
Need Statement 4: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. Data Analysis/Root Cause: Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)

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

Performance Objective 2: Breeden early childhood will increase by 5 percentage points over end-of-year 2020 results.








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

Strategy 1 Details	Reviews			
Strategy 1: Support Early Childhood Education in order to increase early literacy and student school readiness for high quality 3 year old program. PK-3 para-professional will support teacher with small group instruction as needed. Milestone's/Strategy's Expected Results/Impact: Formative: BOY and MOY C-PM Test, PK OWL Student Screening Assessments, Walk-throughs, Lesson Plans Summative: EOY C-PM and OWL results, Purchase Orders Staff Responsible for Monitoring: PK-3 Teacher and Paraprofessional Population: PK3-year old students as of September 1st - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically. Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule Summative Impact: Improved EOY CIRCLE-PM, TPRI/Tejas LEE, Attendance Rate and Retention Rate Staff Responsible for Monitoring: PK/K Teachers and Paraprofessionals Population: Pre-Kinder and Kinder Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: 80% of Breeden Migrant students will be on grade level within 2 years and 70% will be at Meets on all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR Assessments for Migrant students, Migrant Program Participation Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Priority for Service (PFS) migrant students will</p> <p>(1) Receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed;</p> <p>(2) Receive interventions as needed in order to comply with their academic success;</p> <p>(3) Receive grade appropriate school supplies to provide them with the necessary tools to complete their classroom and homework;</p> <p>(4) Have an equal opportunity to attend Extended Day tutorial sessions and District summer school program to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: NGS Campus Report, Supplemental Support Services to PFS migrant students (priority) and Completed PFS Reports on a Six Weeks basis, Eligibility List, Migrant survey</p> <p>Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Increased Promotion Rates, Summer School Project Smart Student List and participation, on-time graduation rates</p> <p>Staff Responsible for Monitoring: Assistant Principal, Dean of Instruction Classroom Teachers who have the migrant students</p> <p>Title I Schoolwide Elements: 2.6 - Population: PFS/Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1 - School Processes & Programs 4</p> <p>Funding Sources: General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-144-Y-24-0F2-Y - \$105</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:




Demographics
<p>Need Statement 1: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. Data Analysis/Root Cause: Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)</p>








School Processes & Programs
Need Statement 4: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. Data Analysis/Root Cause: Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)

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

Performance Objective 4: Breeden will increase the number of students in co-curricular and extra-curricular activities, advancing in Math, Science, Social Studies, ELA, and Fine Arts programs by 5% over 2020-2021 participation.

Evaluation Data Sources: District, Regional and State competition participation numbers

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy, in order to support their understanding of various genres, develop critical thinking, multi-tasking skills, teamwork by participating in Destination Imagination, Chess, Coding, and UIL extra-curricular activities. Teacher sponsors and coaches will be provided with professional development and materials to promote participation in DI, Chess, Coding, and UIL.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Participation of Sponsored Events, Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative: Students Work Projects and increase participation in DI , Chess, UIL, Coding, and Stock market Games activities</p> <p>Staff Responsible for Monitoring: Teacher Sponsors; UIL Coodinator</p> <p>Title I Schoolwide Elements: 2.5 - Population: PK-5th Grade Students and Teachers - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: Meals for GT Students to attend Regional Competition - 199 G/T Advanced Academics - 199-11-6412-00-144-Y-21-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Students will be given the opportunity to participate in co-curricular activities such as: (1) Honors Choir (5th grade) to build a foundation in music (2) Ukulele guitar (3rd-5th grade) as a means to introduce them to large ensemble performance experience (including purchasing new equipment) Timeline: August, 2020-May, 2021 (3) UIL Music Memory and Art (4th-5th grade) to develop aural listening skills and expose them to art history Timeline: August-December 2020 (4) Spelling Bee Competition Timeline: November, 2020-February, 2021 (5) Science Fair (3rd-5th) Milestone's/Strategy's Expected Results/Impact: Formative: Music Rotation Schedule, Lesson Plans, Classroom Observations, Practice Schedule, Participation Lists, Spelling Bee results Summative: UIL Music Memory/Art performance ratings, Increase Spelling Bee level of competition beyond the district and regional levels, Science Fair participant list and results Staff Responsible for Monitoring: Music Teacher UIL Coordinator Spelling Bee Sponsor Title I Schoolwide Elements: 2.5 - Population: Students participating in co-curricular activities - Start Date: August 12, 2020 - End Date: May 26, 2021 Funding Sources: Music equipment - 199 Local funds - 19911639957144y11000y - \$222.76	Formative			Summative
	Oct	Jan	Mar	June
				
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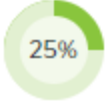




Performance Objective 4 Need Statements:

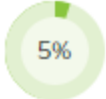






Student Learning
Need Statement 1: Additional instructional materials and supplies that supports daily explicit academic instruction. Data Analysis/Root Cause: Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies.

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

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

Evaluation Data Sources: Monthly and annual comparison of energy usage and EOY number of work orders completed.


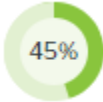





Strategy 1 Details	Reviews			
Strategy 1: Breeden will be kept clean and well maintained to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Population: Custodial Staff, All Students and Staff at Breeden Elementary Milestone's/Strategy's Expected Results/Impact: Formative: Daily maintenance of Campus, Administrative inspections Summative: Well-maintained campus, Head Custodian reports Staff Responsible for Monitoring: Custodial Staff Population: Custodial Staff, all Students and Staff at Breeden Elementary - Start Date: August 3, 2020 - End Date: June 1, 2021 Funding Sources: Capital Outlay-Radios/speaker - 199 Local funds - 199-23-6398-00-144-Y-99-000-Y - \$1,000, Custodial Supplies/Maintenance - 199 Local funds - 199-51-6315-00-144-Y-99-000-Y - \$10,000, Custodial Overtime-Head Custodian - 199 Local funds - 199-51-6121-47-144-Y-99-000-Y - \$50, Capital Outlay-Printer - 199 Local funds - 199-23-6398-65-144-Y-00-000-Y - \$1,500, Overtime-Paraprofessionals - 199 Local funds - 199-23-6121-08-144-Y-99-000-Y - \$50, Custodial Equipment-Maintenance/Operations - 199 Local funds - 199-51-6319-00-144-Y-99-000-Y - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Breeden Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy saving plan. Population: Campus Facility Milestone's/Strategy's Expected Results/Impact: Savings energy will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage Staff Responsible for Monitoring: Campus Head Custodian Population: Campus Facility - Start Date: August 3, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Breeden Elementary will create and implement a systematic approach to the upgrade or improvement of facilities to include prioritizing based on safety and needs of the district. Milestone's/Strategy's Expected Results/Impact: Formative: Prioritization of work order submitted to Facilities and Maintenance Department Summative: EOY number of work orders submitted and completed Staff Responsible for Monitoring: Campus Head Custodian Population: Campus Facility - Start Date: August 3, 2020 - End Date: June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Breeden Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all its stakeholders.








Evaluation Data Sources: Monthly expenditure reports.

Strategy 1 Details	Reviews			
Strategy 1: Breeden Elementary will effectively and efficiently use 100% of its available budgeted funds to meet the needs of all its state holders. Milestone's/Strategy's Expected Results/Impact: Formative: monthly expenditure reports Summative: Funding reports will indicate all funds were expended based on prioritized needs, SBDM and Grade Level meeting to discuss budgets Staff Responsible for Monitoring: Dean of Instruction SBDM Committee Population: Breeden Stakeholders - Start Date: August 3, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

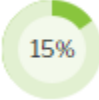






Evaluation Data Sources: Campus Needs Assessment Survey.

Strategy 1 Details	Reviews			
Strategy 1: Create employee incentives and recognition to improve campus morale and climate. Promote teachers to enroll in Master of Education cohorts/programs. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Appreciation Week Activities, Thanksgiving and Christmas Luncheons, Snacks during Grade Level Meetings, Planning Days Summative: Retaining 100% of Breeden Teachers, Number of Teachers with Master degrees Staff Responsible for Monitoring: Campus Administration Population: Highly Qualified Teachers - Start Date: August 6, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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








Evaluation Data Sources: Media records with Public Information Office, enrollment data, updated campus website.

Strategy 1 Details	Reviews			
Strategy 1: Breeden Elementary will... Promote its history and origins along with current weekly accomplishments such as feature articles, students, parents, and staff recognition and accomplishments , co-/extra-curricular activities, and parent/community events and activities through its continuously updated school website. Milestone's/Strategy's Expected Results/Impact: Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases Staff Responsible for Monitoring: Campus PIO Counselors Parent Liaison Population: Students, Parents, and Staff Stakeholder - Start Date: August 6, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 20%	 30%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Breeden Elementary will follow the District of Innovation to support opportunities for more learning time prior to assessments.

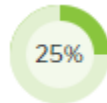
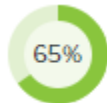




Evaluation Data Sources: Follow District approved 2020-21 calendar (address changes to calendar due to COVID-19)








Strategy 1 Details	Reviews			
Strategy 1: Breeden Elementary will promote our District of Innovation through our school website by featuring students, parents, and staff recognitions, accomplishments, events, and activities. Milestone's/Strategy's Expected Results/Impact: Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs, Parent Monthly Newsletter Summative Impact: Continuously updating campus website, annual compilation of articles, presentations, and showcases Staff Responsible for Monitoring: Campus PIO Population: Students, Parents, and Staff Stakeholders - Start Date: August 6, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 30%	 30%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-21 and will not be disproportionate for any population.

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

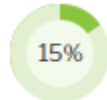




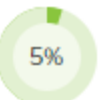




Strategy 1 Details	Reviews			
Strategy 1: All staff will be provided professional development on discipline and classroom management to enhance classroom learning and document discipline and monitor behavior RtI plans. Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets, Agenda, a safe and disciplined school environment conducive to student learning Summative: TAC/eSchools and PEIMS Discipline Reports Staff Responsible for Monitoring: Principal, Assistant Principal Population: Administration, Faculty/Staff, Counselors, and Para-Professionals - Start Date: August 6, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5%, immediate parent notification of discipline concerns Summative Impact: Weekly TAC/eSchool Reports, Communication Logs Staff Responsible for Monitoring: Campus RtI/PEIMS Administrator, All Teachers Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Pre-Teen Community Emergency Response Team (CERT), and Truancy Milestone's/Strategy's Expected Results/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 Staff Responsible for Monitoring: Counselors Population: All Students and Parents/Guardians - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 25%	 35%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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


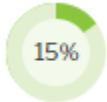

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

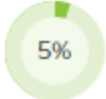





Strategy 1 Details	Reviews			
Strategy 1: Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school. Milestone's/Strategy's Expected Results/Impact: Formative: Six Weeks Practice Drills, Training on the Emergency Operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets Summative: Practice Drills and Real-Life Situations Staff Responsible for Monitoring: EOP Campus Team Population: All Students, Campus Staff and Faculty, Counselors, Administration, and Parents - Start Date: August 6, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Breeden will conduct Active Shooter or other hazardous lock down drills at least twice per semester (EOP PLAN). Milestone's/Strategy's Expected Results/Impact: Formative Results: Practice drill reports Summative Impact: Two practice drills per semester Staff Responsible for Monitoring: Security Services Campus Administration Population: All Students and Staff - Start Date: September 14, 2020 - End Date: March 31, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
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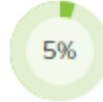




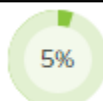
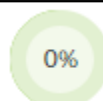




Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4,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

Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liaison will provide bi-weekly meetings and home visits for the purpose of educating parents with current information that address issues and expectations that impact academic and attendance needs of children.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Contact Log, Bi-weekly Meeting Sign-in Sheets, Agendas</p> <p>Summative: Title I-A Compliance Checklist, Binder Documentation,</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2 - Population: Parent and Family Engagement - Start Date: September 8, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Perceptions 1</p> <p>Funding Sources: Mileage for Parent Liaison/Home Visits - 211 Title I-A - 211-61-6411-00-144-Y-30-Of2-Y - \$900, Miscellaneous Operations/Parents - 211 Title I-A - 211-61-6499-53-144-Y-30-0F2-Y - \$900, General Supplies for Parent Center - 211 Title I-A - 211-61-6399-00-144-Y-30-F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct the following annual Title I-A required activities:</p> <p>Review, Revise and Disseminate a Parental Involvement Policy that delineate how parents will be actively involved at the district/campus level.</p> <p>Review, Revise and Disseminate a School-Parent-Student Compact indicating group responsibilities to ensure student achievement.</p> <p>Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Meeting, Sign-in Sheets, Agendas, Campus/District Parental Involvement Policy, School-Parent-Student Compact Forms, Title I Survey , Campus Website</p> <p>Summative: Title I-A Compliance Checklist, Parental Involvement Policy, Returned signed compact forms to be place in student PRC folders, Composite of EOY Survey</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1 - Population: Parents and Family Engagement - Start Date: September 8, 2020 - End Date: March 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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: Campus Improvement Plan, Parent/Family Engagement Policy, School-Parent-Student Compact, LPAC and SBDM committees.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets, Agendas, Minutes of Meetings, PI Policy, SPS Compact</p> <p>Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist</p> <p>Staff Responsible for Monitoring: LPAC/SBDM Chairpersons, Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1 - Population: Parents - Start Date: November 2, 2020 - End Date: May 11, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Provide parent educational opportunities through community resources, agencies partnership resources, parent conferences, fairs, district support group meetings and parent training sessions to disseminate information about public services, referrals to agencies that address the needs of children, effective teaching strategies and literacy, college readiness, Health and Wellness education, drop-out and Violence Prevention, technology, and Special Education processes and procedures. Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets Summative Impact: Training Session Evaluations Staff Responsible for Monitoring: Parent Liaison ; Invited Presenters Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: September 8, 2020 - End Date: April 27, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Breeden will follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically. Milestone's/Strategy's Expected Results/Impact: Formative results: parent meeting agendas, sign-in sheets Summative Impact: Increase parent participation and attendance to meetings Staff Responsible for Monitoring: Dean of Instruction; Pre-Kinder Staff & Parents Population: Pre-Kinder Staff and Parents - Start Date: August 10, 2020 - End Date: May 4, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively, especially for literacy. Milestone's/Strategy's Expected Results/Impact: Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results Increased Promotion Rate Staff Responsible for Monitoring: District Migrant Coordinator Parent Liaison Title I Schoolwide Elements: 2.6 - Population: PFS and Migrant Students and Parents - Start Date: September 1, 2020 - End Date: October 6, 2020		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					




Performance Objective 1 Need Statements:




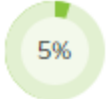


Perceptions
Need Statement 1: Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings. Data Analysis/Root Cause: Lack of parent interest at campus bi-weekly meetings and limited time available.



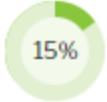




Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development: Teachers and Administration will attend in-district and out-district conferences and professional development to acquire the latest, most up-to-date Reading, Writing Math, Science, and Technology research-based reform strategies and best practices that supports explicit instruction, lesson design, and classroom organization to improve student learning and academic performance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Walkthroughs, Sign-in Sheets, Workshops, Conferences, Agendas, Evaluations, TOT</p> <p>Summative Impact: EOY Assessment Results</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Population: Teachers - Start Date: August 6, 2020 - End Date: May 26, 2021</p> <p>Need Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Development: Teacher Substitutes/Planning Days - 199 Local funds - 199-11-6112-18-144-Y-11-000-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Professional Development, Alignment and Planning Meetings: Hold vertical and horizontal alignment meetings to (1) Share teaching practices and strategies in order to facilitate students transition from PK-5th grade (2) Increase the level of rigor in lessons and instruction (3) Plan and align high quality instruction, and (4) Analyze Progress Monitoring Assessment Data to plan curriculum that pertains to the TEKS, Reporting Categories, Readiness and Supporting Standards. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign-in Sheets, Agendas, BOY, MOY, EOY Data Analysis results Summative Impact: Progress Monitoring Reports Staff Responsible for Monitoring: Dean of Instruction; Classroom Teachers Population: Teachers/Every other Six Weeks and end of BOY/MOY/EOY Progress Monitoring Assessment Results - Start Date: October 1, 2020 - End Date: May 7, 2021 Need Statements: School Processes & Programs 1 Funding Sources: Professional Development/Substitutes for Teacher Planning Days - 211 Title I-A - 211-11-6112-18-144-Y-30-AYP-Y - \$10,000, Employee Benefits (Social Security/Medicare) - 211 Title I-A - \$145	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Professional Development: Enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Milestone's/Strategy's Expected Results/Impact: Formative Results: Walkthroughs, Lesson Plans Summative Impact: STAAR Performance Results Staff Responsible for Monitoring: Dean of Instruction; Campus Teachers Population: Teachers - Start Date: January 4, 2021 - End Date: March 31, 2021 Need Statements: School Processes & Programs 1 Funding Sources: Consulting Services - 211 Title I-A - 211-13-6291-00-144-Y-30-0F2-Y - \$10,000, Professional Development/Substitutes - 263 Title III-A Bilingual - 263-11-6112-00-Y-25-000-Y - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Enhance the knowledge to teachers on the provision of services of at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate on: (1) Identification of at-risk students via state and local criteria, (2) Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and (3) Budget and Program Compliance Milestone's/Strategy's Expected Results/Impact: Formative Results: Verified Homeless and Unaccompanied Youth Enrollment, eSchoolPLUS At-Risk Progress Report, Summative Impact: Decrease At-Risk Retention Staff Responsible for Monitoring: Campus PIEM Administrator; Data-Entry Clerk Title I Schoolwide Elements: 2.6 - Population: Teachers on At-Risk population - Start Date: August 6, 2020 - End Date: October 30, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 1 Need Statements:










School Processes & Programs	
Need Statement 1: Additional targeted Professional Development to meet the needs of the campus and TOT sessions/Peer Observations amongst grade levels to strengthen the delivery of instruction. Data Analysis/Root Cause: Lack of after-school time for Professional Development, campus resorts to TOT sessions, Saturday and during school hours Professional Development and Peer Observations.	








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

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

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-Kinder to 5th grade students will have access to technology during daily Classroom Instruction, Library and Computer weekly rotations to address technology skills in order to complete classroom assignments that promote critical thinking skills, and develop projects that foster creativity, innovation, communication, fluency, and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency among LEP students. (Breeden will purchase technology devices in order to achieve this goal. Including but not limited to chrome books, ipads)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Library/Computer Rotation Schedules, Classroom Projects, Student Competitions</p> <p>Summative: Students will be able to apply computer literacy strategies and skills that will help them with online assessments, science fair projects, classroom projects, use of internet, Accelerated Reader, Testing Skills support</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus TST</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: School Processes & Programs 2</p> <p>Funding Sources: License for ipads - 162 State Compensatory - 162-11-6395-62-144-y-30-000-y - \$455, Technology: Desktops, COWS, Printers, Ipads - 162 State Compensatory - 162-11-6398-62-144-Y-30-000-Y - \$39,545, Chromebooks, ipads, desktops and carts - 211 Title I-A - 211-11-6398-62-144-y-30-0f2 y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Educational programs, software,(education galaxy and Ksummit) and technology supplies will be used to help our student be academically successful in meeting the rigor of the state assessments in reading, writing, math, and science. Milestone's/Strategy's Expected Results/Impact: Formative Results: Student Usage Reports Summative Impact: Increase in Technology Literacy usage Staff Responsible for Monitoring: Classroom Teachers, Campus TST Population: All Students - Start Date: September 1, 2020 - End Date: May 26, 2021 Need Statements: School Processes & Programs 2 Funding Sources: Living with Science and Edusmart - 162 State Compensatory - 162-11-6299-62-144-Y-30-000-Y - \$1,600, Educational Galaxy - 211 Title I-A - 211-11-6299-62-144-30-Of2-y - \$11,880		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: As per BISD, teachers will participate in a minimum of 12 hours of technology professional development to better prepare and assist with the integration of technology into the subject areas. A TST (Technology Support Teacher) will support the campus in the integration of technology into instruction. Milestone's/Strategy's Expected Results/Impact: Formative: Daily use of Technology, , eSchool for on-line grading and attendance, technology such as Excel, Microsoft Word, PowerPoint, Publisher, Eduphoria, Aware, and Outlook, Professional Development System evaluations, Administrative Walkthroughs, Certificates of Completion of Training, TST schedule, Software usage reports Summative: eSchool Program Reports, T-TESS evaluations, StarChart Survey, Campus Technology Training records from PDS, EOY application Management reports Staff Responsible for Monitoring: Classroom Teacher, TST Population: All Teachers - Start Date: August 6, 2020 - End Date: May 26, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: With the help of the Coding Sponsor, 1st-5th grade students will participate in an after-school club to learn coding and "Hour of Code" The focus of this initiative will be on the lasting benefits of building the following skills sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Milestone's/Strategy's Expected Results/Impact: Formative: Club Rosters, Payroll Forms Summative: After school Coding Participation List, Coding Projects, Student Competition, BISD EOY Coding Participation, Hour of Code participation lists, Summer School "Girls can Code" participation Staff Responsible for Monitoring: Coding Sponsor Coding Teachers Population: Coding Students and Sponsors - Start Date: September 1, 2020 - End Date: May 26, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 5 Details	Reviews			
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. Specific settings include but are not limited to: (1) Computer labs (2) Interactive tablets (3) Sensors/Interface Technology (4) Interactive whiteboards (5) Document cameras (6) Student response systems Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom Observations Summative Impact: Delivery of Explicit Instruction Staff Responsible for Monitoring: Classroom Teachers, Campus TST, Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Need Statements:











School Processes & Programs
Need Statement 2: Upgrade infrastructural technology (increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) Data Analysis/Root Cause: In keeping with the demand of technology, Breeden Elementary is continuously upgrading its infrastructural demand.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Breeden will implement district and state attendance goals that address procedures, roles, and responsibilities of staff involved in working with campus attendance and providing daily updates of attendance to stake holders.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Parent Truancy court Notice Letters, No Credit process, and Student Attendance Plan</p> <p>Summative: TAPR Report, Campus Percent Weekly Reports, PEIMS Attendance Percentage Rates</p> <p>Staff Responsible for Monitoring: Campus PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk</p> <p>Population: Campus Staff, Parent Liaison, Attendance Personnel - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: To better support student achievement and improve student attendance, campus Parent Liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative Impact: PEIMS Districts and Campus Attendance Percentage Rates</p> <p>Staff Responsible for Monitoring: Campus PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: At the end of every six weeks, students will be rewarded with a perfect attendance certificate and restaurant coupons for their perfect attendance. At the end of the year, students will be recognized for their overall attendance achievement. Milestone's/Strategy's Expected Results/Impact: Formative: Six Weeks Perfect Attendance Reports, ADA Report, Report Card Attendance Record, Perfect Attendance Lists, Daily announce Classrooms with Perfect Attendance Summative: EOY Award Ceremonies, Perfect Attendance, a Celebration, Field Trips, TAPR Report, Yearly ADA Report Staff Responsible for Monitoring: Counselors Population: All Students: End of every Six Weeks and EOY Award Ceremonies - Start Date: August 12, 2020 - End Date: May 17, 2021 Need Statements: Demographics 2 Funding Sources: Awards, Trophies, Ribbons, Certificates - 211 Title I-A - 211-11-6498-00-144-Y-30-0F2-Y - \$5,000, EOY Award Ceremony for 5th Grade - 199 Local funds - 199-11-6269-00-144-Y-00-000-Y - \$1,015, Transportation for Field Trips, Jump Rope for Heart, District Field Day - 199 Local funds - 199-11-6494-00-144-Y-11-000-Y - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Milestone's/Strategy's Expected Results/Impact: Formative Results: School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents (TPM) Summative Impact: PEIMS attendance data shows increase Staff Responsible for Monitoring: All Campus Staff Parent Liaison Population: All Students with Absenteeism - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


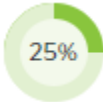




Performance Objective 1 Need Statements:







Demographics
Need Statement 2: Increase student attendance by offering additional six weeks motivational incentives (movie, popcorn, pizza, etc.) Data Analysis/Root Cause: Current yearly attendance (97.4% as of March 13, 2019 due to COVID-19) percentage is .03 points lower than the 2018-2019 attendance rate of 97.7








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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchool Plus generated Tutorial Schedule, Walkthroughs, Tutorial Lesson Plans, Tutorial Attendance Report, Student Progress Reports, PMA Scores</p> <p>Summative: EOY/MOY/EOY Assessment Results, Retention Rates</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Population: At-Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1 - School Processes & Programs 4</p> <p>Funding Sources: Extra Duty Pay (Teacher Retirement, Social Security, Medicare for Paraprofessional) - 211 Title I-A - \$651, Professional Extra Duty Pay-ASP - 211 Title I-A - 211-11-6118-00-144-Y-30-ASP-Y - \$35,581, Professional Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-144-Y-24-SSI-Y - \$15,000, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-144-Y-30-000-Y - \$55,000, Employee Benefits (Teacher Retirement, Social Security, Medicare) - 211 Title I-A - \$4,505, Extra Duty Pay/Overtime for Paraprofessional - 211 Title I-A - 211-11-6121-00-144-Y-30-0F2-Y - \$5,400</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention and dropout rates.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans</p> <p>Summative Impact: Assessment Results, Increase Attendance and Decrease Retention, and Dropout Rates</p> <p>Staff Responsible for Monitoring: Campus TST Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: At-Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Migrant students will have equal opportunity to attend extended day tutorials, summer school and migrant enrichment programs so that timely interventions are provided to ensure promotion and on-time graduation. First grade migrant students will be monitored closely to ensure successful grade level completion and ultimately secure promotion to Second grade.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: BOY/MOY/EOY Assessment Results, Report Card Grades, PFS Monitoring Tool</p> <p>Summative Impact: Increase Promotion Rates, STAAR Performance</p> <p>Staff Responsible for Monitoring: Dean of Instruction Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Dyslexia Teacher Lesson Plans and Classroom Observations,</p> <p>Summative Impact: BOY/MOY/EOY Assessment Results, Decrease Retention Rate compared to prior year</p> <p>Staff Responsible for Monitoring: Campus Administration; Dyslexia Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: At-Risk Dyslexic Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Immediate identification and enrollment of homeless and unaccompanied youth and promote awareness throughout our campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. (Full protection of the McKinney-Vento Act)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Homeless and Unaccompanied Youth Identification Criteria as defined by the McKinney-Vento Act, Campus Registration Packet, Homeless List provided by the Homeless Youth Project Office, Parent Conference Logs at the Homeless Youth Project Office. Student Progress Reports</p> <p>Summative Impact: BOY/MOY/EOY Assessment Results, Attendance/Retention Rates</p> <p>Staff Responsible for Monitoring: Campus Administration, Office Personnel, Data-Entry Clerk</p> <p>Title I Schoolwide Elements: 2.6 - Population: At-Risk Homeless Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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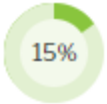








Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 1: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. Data Analysis/Root Cause: Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)</p>
School Processes & Programs
<p>Need Statement 4: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. Data Analysis/Root Cause: Current at-risk percentage 80% that is 9% points higher than 2018 (70.9%)</p>

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.

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students and ensure physical fitness: students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week. Campus will use the Parenting and Paternity Awareness curriculum (PAPA), Coordinated Approach to Child Health (CATCH) and other indicators recommended by the School Health Advisory Committee (SHAC). (Compliance: Senate Bill 530) Milestone's/Strategy's Expected Results/Impact: Formative: Physical Activities, Classroom Observations Summative: Fitness Assessment Data, Health School Index Assessment Tool results, Jump Rope for Heart Participation rosters, Field Day participation, Community Physical Fitness Activity participation Staff Responsible for Monitoring: Physical Education Teachers Population: All Students/Daily - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus School Nurse will assist in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance. Nurse will also monitor daily health issues, notify parents of any emergencies and co-plan with coaching staff on puberty, dental and CATCH presentations. Milestone's/Strategy's Expected Results/Impact: Formative Results: Monthly reports, UTRGV Mobile Unit providing clinical services to students 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. Staff Responsible for Monitoring: Nurse Population: Campus Nurse and Physical Education Staff - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Breeden Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-144-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
162-11-6118-00-144-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$55,000.00
6100 Subtotal:		\$70,000.00
6200 Professional and Contracted Services		
162-11-6299-62-144-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$1,600.00
6200 Subtotal:		\$1,600.00
6300 Supplies and Services		
162-11-6398-62-144-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$40,000.00
162-11-6399-00-144-Y-30-000-Y	6399 General Supplies	\$36,888.00
162-11-6399-62-144-Y-30-000-Y	6399 General Supplies	\$3,000.00
162-13-6399-00-144-Y-30-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$82,888.00

Personnel for Breeden Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Administrator	Dean of Instruction	State Compensatory	1
Teacher	Pre-Kinder Teacher	State Compensatory	.50
Teacher	Pre-Kinder Teacher	State Compensatory	.50
Teacher	Pre-Kinder Teacher	State Compensatory	.50
Teacher	Dyslexia Teacher	State Compensatory	.50
Teacher	Dyslexia Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The following stakeholders met to address the finalized needs of the Campus Improvement Plan on May 13, 2020:

- Principal
- Assistant Principal
- Dean of Instruction
- Parent Liaison
- SBDM Parents (2)
- SBDM Business Representatives (0)
- SBDM Community Representatives (0)
- Campus SPDM
- PK-5th Grade Lead Teachers

- Curriculum and Instruction District Personnel (1)

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

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

2.2: Regular monitoring and revision

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

Monitored Dates: October 3, 2019, December 12, 2019, January 30, 2020, March 10, 2020, May 13, 2020 (Zoom Meeting)

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

The Campus Improvement Plan contains instructional strategies in English Language Arts/Writing, Mathematics, Social Studies and Science that strengthen the academic program. Music, Theater Arts, Arts, and extra-curricular activities (UIL, Destination Imagination, Chess, Stock Market Games, Coding, Spelling BEE) provide opportunities to work on spontaneous, creative, logical thinking, problem solving, persistence, collaboration, and communication activities aligned to literacy to support understanding of various genres, develop critical thinking, multi-tasking skills and teamwork. Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to

students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement. The goal is to increase learning time and a well-rounded education through an enriched and accelerated curriculum for all students.

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nurse	Nurse	Title IA	.40
Para-professional	Dylexia Aide	Title IA	1
Para-Professional	Para-Professional	Title IA	1
Para-Professional	Library Aide	Title IA	1
Parent Liaison	Parent Liaison	Title IA	1

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Carla Gonzalez	Principal
Non-classroom Professional	Patricia (Y1) Balderas	Counselor
Parent	Jessica Longoria (Y6)	Parent
Parent	Blanca Pena (Y5)	Parent
Business Representative	Jorge Aboytes (6)	Business Representative
Community Representative	Roberto Castanon	Community Representative
Classroom Teacher	Norma Chavez (Y1)	4th Grade Teacher
Classroom Teacher	Gloria Gonzalez (Y1)	5th Grade Teacher
Classroom Teacher	Ada Cabrera (Y2)	Dyslexia Teacher
Non-classroom Professional	Elisa Ramirez (Y6)	Librarian
Classroom Teacher	Alicia DelosReyes-Garcia (Y3)	Pre-Kinder Teacher
Classroom Teacher	Stefanie Lebron (Y1)	SPED Teacher
Classroom Teacher	Nora Snodgrass (Y2)	2nd Grade Teacher
Administrator	Loretta Dickinson	Dean of Instruction
Administrator	Michelle Saucedo	Assistant Principal
Community Representative	Laura Carpio	Community Representative
Business Representative	Beth Salinas	Business Representative
District-level Professional	Castro Dahlia (Y3)	District-Level Professional
Classroom Teacher	Brenda Ramirez (Y1)	3rd grade teacher
Classroom Teacher	Maria Castillo (Y1)	1st Grade Teacher
Classroom Teacher	Amy Najera (Y1)	Kinder Teacher
Paraprofessional	Karina Zambrano (Y1)	Dat entry

Campus Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Copy Paper	199-11-6396-00-144-Y-11-000-Y	\$6,000.00
1	1	7	General Supplies	199-11-6399-00-144-Y-11-000-Y	\$6,120.00
1	1	7	General Supplies-PE	199-11-6399-51-144-Y-11-000-Y	\$1,000.00
1	1	7	General Supplies-Toner	199-11-6399-62-144-Y-11-000-Y	\$2,000.00
1	1	7	General Supplies-Media Center	199-11-6399-16-144-Y-11-000-Y	\$1,500.00
1	4	2	Music equipment	19911639957144y11000y	\$222.76
2	1	1	Capital Outlay-Radios/speaker	199-23-6398-00-144-Y-99-000-Y	\$1,000.00
2	1	1	Custodial Supplies/Maintenance	199-51-6315-00-144-Y-99-000-Y	\$10,000.00
2	1	1	Custodial Overtime-Head Custodian	199-51-6121-47-144-Y-99-000-Y	\$50.00
2	1	1	Capital Outlay-Printer	199-23-6398-65-144-Y-00-000-Y	\$1,500.00
2	1	1	Overtime-Paraprofessionals	199-23-6121-08-144-Y-99-000-Y	\$50.00
2	1	1	Custodial Equipment-Maintenance/Operations	199-51-6319-00-144-Y-99-000-Y	\$1,000.00
7	1	1	Professional Development: Teacher Substitutes/Planning Days	199-11-6112-18-144-Y-11-000-Y	\$2,000.00
9	1	3	EOY Award Ceremony for 5th Grade	199-11-6269-00-144-Y-00-000-Y	\$1,015.00
9	1	3	Transportation for Field Trips, Jump Rope for Heart, District Field Day	199-11-6494-00-144-Y-11-000-Y	\$3,000.00
Sub-Total					\$36,457.76
Budgeted Fund Source Amount					\$36,457.76
+/- Difference					\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	General Supplies-Teachers	162-13-6399-00-144-Y-30-000-Y	\$3,000.00
1	1	7	General Supplies-Instructional Materials/Supplies and STAAR Materials	162-11-6399-00-144-Y-30-000-Y	\$36,888.00
1	1	7	General Supplies-Toner	162-11-6399-62-144-Y-30-000-Y	\$3,000.00
8	1	1	License for ipads	162-11-6395-62-144-y-30-000-y	\$455.00
8	1	1	Technology: Desktops, COWS, Printers, Ipads	162-11-6398-62-144-Y-30-000-Y	\$39,545.00
8	1	2	Living with Science and Edusmart	162-11-6299-62-144-Y-30-000-Y	\$1,600.00
9	2	1	Professional Extra Duty Pay-SSI	162-11-6118-00-144-Y-24-SSI-Y	\$15,000.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-144-Y-30-000-Y	\$55,000.00
Sub-Total					\$154,488.00
Budgeted Fund Source Amount					\$154,488.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	LPAC	163-11-6112-00-144-Y-25-000-Y	\$1,500.00
1	1	7	Instructional Supplies	163-11-6399-00-144-Y-25-000-Y--000-Y	\$5,825.00
Sub-Total					\$7,325.00
Budgeted Fund Source Amount					\$7,325.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	General Supplies-SPED Gloves	166-11-6399-00-144-Y-23-0B0-Y	\$500.00
1	1	7	General Supplies-SPED PPCD	166-11-6399-00-144-Y-23-0P3-Y	\$1,800.00
1	1	7	General Supplies-SPED Life Skills	166-11-6399-00-144-Y-23-0P1-Y	\$3,600.00
1	1	7	SPED General Supplies-Toner	166-11-6399-62-144-Y-23-000-Y	\$1,000.00
Sub-Total					\$6,900.00
Budgeted Fund Source Amount					\$6,900.00
+/- Difference					\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	General Supplies-Health Services	211-33-6399-00-144-Y-30-0F2-Y	\$750.00
1	1	7	General Supplies-Teachers	211-13-6399-00-144-Y-30-0F2-Y	\$9,813.00
1	1	7	Classified Teacher for beginning of the yer school preparations	211-61-6126-00-144-y-30-of2-y	\$269.00
1	1	7	General Supplies-Instruction	211-11-6399-00-144-Y-30-0F2-Y	\$29,924.00
1	1	7	Toner	211-11-6399-62-144-Y-30-0F2-Y	\$2,000.00
1	1	7	Media Center Supplies	211-11-6399-16-144-Y-30-0F2-Y	\$1,500.00
1	1	7	Library Reading Novels/scanners	211-12-6329-00-144-Y-30-0F2-Y	\$3,906.00
1	1	7	Copy Paper	211-11-6396-00-144-Y-30-0F2-Y	\$2,000.00
1	1	7	General Supplies-Library	211-11-6399-00-144-Y-30-0F2-Y	\$1,000.00
1	1	7	General Supplies-Guidance and Counseling	211-31-6399-00-144-Y-30-0F2-Y	\$750.00
1	1	7	Certified teacher for beginning of school preparation	211-61-6118-00-144-y-30-of2-y	\$1,345.00
1	1	7	General Supplies-Campus Leadership	211-23-6399-00-144-Y-30-0F2-Y	\$706.00
6	1	1	Mileage for Parent Liaison/Home Visits	211-61-6411-00-144-Y-30-Of2-Y	\$900.00
6	1	1	Miscellaneous Operations/Parents	211-61-6499-53-144-Y-30-0F2-Y	\$900.00
6	1	1	General Supplies for Parent Center	211-61-6399-00-144-Y-30-F2-Y	\$900.00
7	1	2	Professional Development/Substitutes for Teacher Planning Days	211-11-6112-18-144-Y-30-AYP-Y	\$10,000.00
7	1	2	Employee Benefits (Social Security/Medicare)		\$145.00
7	1	3	Consulting Services	211-13-6291-00-144-Y-30-0F2-Y	\$10,000.00
8	1	1	Chromebooks, ipads, deskstops and carts	211-11-6398-62-144-y-30-of2 y	\$0.00
8	1	2	Educational Galaxy	211-11-6299-62-144-30-Of2-y	\$11,880.00
9	1	3	Awards, Trophies, Ribbons, Certificates	211-11-6498-00-144-Y-30-0F2-Y	\$5,000.00
9	2	1	Extra Duty Pay (Teacher Retirement, Social Security, Medicare for Paraprofessional)		\$651.00
9	2	1	Professional Extra Duty Pay-ASP	211-11-6118-00-144-Y-30-ASP-Y	\$35,581.00
9	2	1	Employee Benefits (Teacher Retirement, Social Security, Medicare)		\$4,505.00
9	2	1	Extra Duty Pay/Overtime for Paraprofessional	211-11-6121-00-144-Y-30-0F2-Y	\$5,400.00
Sub-Total					\$139,825.00
Budgeted Fund Source Amount					\$139,825.00
+/- Difference					\$0.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Supplies	212-11-6399-00-144-Y-24-0F2-Y	\$105.00
Sub-Total					\$105.00
Budgeted Fund Source Amount					\$105.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Supplemental Materials/Supplies to Support Reading, Math, Writing, and Science Instruction	263-11-6399-00-144-Y-25-000-Y	\$2,688.00
7	1	3	Professional Development/Substitutes	263-11-6112-00-Y-25-000-Y	\$2,000.00
Sub-Total					\$4,688.00
Budgeted Fund Source Amount					\$4,688.00
+/- Difference					\$0.00
Grand Total					\$349,788.76