

Brownsville Independent School District

Russell Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: November 6, 2019

Public Presentation Date: October 3, 2019

Mission Statement

Russell Elementary School, rich in cultural heritage, will produce well educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Vision

Learners Today, Leaders Tomorrow

Value Statement

To respect and integrate the needs of future generations.

CIP members recognize that their work has cumulative and long-term implications. When addressing campus needs, CIP members acknowledge the future needs of students.

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Comprehensive Needs Assessment

Revised/Approved: May 27, 2019

Needs Assessment Overview

Emaline B. Russell Elementary, nestled among the trees on the west side of Brownsville, Texas, is a well-known and established elementary school. Originally named West Brownsville Elementary, the school opened its doors in 1916. The school was renamed in honor of Emaline B. Russell, long-time teacher and principal of West Brownsville Elementary. Although the faces, buildings, and surrounding community have changed, the mission of Russell Elementary has remained constant throughout its 103-year history: **ACADEMIC EXCELLENCE.**

The faculty and staff proudly serve approximately 667 students in grades Three-Year-Old through Fifth grade. The shared vision at Russell Elementary is “Learners Today, Leaders Tomorrow.” All of the academic activities center on our beliefs and values regarding the purpose of our school. We strive to determine our areas in need of change and improvement and seek solutions to address those concerns. Collectively, the faculty and staff develop clear mental images of our solutions.

In order to achieve our goal of academic success, we plan for and provide all the necessary resources. Russell Elementary is fortunate to have an experienced and versatile faculty and staff. All teachers are provided with the proper teaching materials, equipment, and the latest technology. The size of the campus provides enough space for the students to freely move about and at the same time feel safe. Funds are readily accessible and utilized effectively to provide a high quality education for our students.

Russell Elementary invests in professional learning. If students are expected to learn at high levels, teachers are expected to teach at high levels. Through carefully-planned professional development, teachers develop new understandings and an eye for doing things in new ways. The best form of professional development is when we model and demonstrate.

To make certain the students are on the path to academic success, the teachers consistently check on progress. Teachers continuously assess and monitor by carefully collecting, analyzing, interpreting, and using data. Afterwards, adjustments are made to the instructional program in order for our students to achieve at the highest level.

In order to achieve academic excellence, Russell Elementary strives to nurture positive relationships among all staff, students, parents, and community. Vince Lombardi once said, “The achievements of an organization are the results of the combined efforts of each individual.” At Russell Elementary each individual is committed to the goal of “Academic Excellence.”

Demographics

Demographics Summary

Demographics refers to the characteristics of the school and helps us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Russell Elementary is home to 667 students. As reported on the 2017-2018 TAPR the school employed 40 teachers, 5 professional support staff, 3 administrators, 16 educational aids for a total staff count of 64. The student population includes; Hispanic 98.8%, Economically Disadvantaged 100%, English Language Learner (ELL) 50.2%, At-Risk 72.7%, Gifted and Talented 8.4%, Special Education 9.8%. The attendance rate is 96.7% for all students.

Demographics Strengths

Russell Elementary has maintained its attendance rate.

Demographic Needs

1. Decrease the number of students retained in a grade level through monitoring and RtI assistance.
2. Increase the school's attendance rate above the District goal by providing incentives and through student recognition.
3. Increase the number of students meeting the exit criteria from the Bilingual Program by consistently implementing the District Bilingual Program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance is below the district goal of 98.5% **Root Cause:** Positive attendance patterns need to be established with students enrolled in the PK and Kindergarten program in order to improve the overall attendance rate.

Student Academic Achievement

Student Academic Achievement Summary

Student achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

	Math	Reading	Science	Writing
3 rd Grade	85%	77%	---	---
4 th Grade	80%	80%	---	82%
5 th Grade	94%	85%	75%	---

Student Academic Achievement Strengths

Increase in 5th grade reading and math scores.

Increase in 5th grade special education reading and math scores.

Student Achievement Needs

1. Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1 (Prioritized): Students in the special education and bilingual program have scored lower in STAAR than students in other programs. **Root Cause:** There is a high student/teacher ratio in the Special Education program.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention refers to the school's level of high-quality, highly-effective staff. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns. Russell Elementary has a total staff of 64. The campus has 75% Professional Staff and 25% Educational Aides. The staff is comprised of 94.9% minorities. The average number of students per teacher is 16.8. The average years of experience is 16.9. The campus has a low turnover rate. Teachers are provided with staff development on the latest research-based strategies. Teachers are also provided with resources such as teaching materials, funds for extended day learning, and technology.

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given grade level. These are aligned with the TEKS and incorporate instruction and assessment processes. All classroom teachers follow the district's curriculum frameworks. The teachers utilize research-based instructional strategies as provided through the curriculum department. Assessment in all grade levels is correlated to the student expectations.

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. The entire learning community hold high expectations for all of its members. The administration, teachers and students are held to the highest level of accountability. Everyone on the campus is expected to work as a team to increase student achievement.

In technology we model and apply digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities. Staff members are equipped with an LCD projector, Elmo, and computers in the classroom. Teachers use programs such as Pearson Realize, Prodigy Math, Think Central, Living With Science, Study Island, Mind Play, and Education Galaxy to supplement instruction. Teachers are provided with staff development and other resources to increase the use of technology in the classroom.

School Processes & Programs Strengths

The school's average faculty level of experience is higher than the District and State average.

All members of the staff are certified as highly qualified.

Professional development is provided by campus administration and curriculum specialists.

Fluency checks, CBAs, District Benchmark, and other formative tools drive decision making. A data wall is also utilized as a campus-wide tool for monitoring students' growth in core/assessed areas (grades 3-5).

Students feel safe and trust adults at school.

The school meets the needs of the diverse student population.

Teachers are equipped with elmos, projectors and computers in their classroom.

Students are also able to utilize Kindles, Nooks, iPads, and Laptops.

School Processes and Programs Needs

1. Constantly monitor instruction and student progress by reviewing all collected data for students.
2. Conference with teachers regarding data reviews in order to evaluate student progress.
3. Ensure curriculum, instruction and assessment by consistently conducting horizontal and vertical alignment meetings.
4. Improve the RtI process and make it more efficient. Assist struggling students through an effective RtI process.
5. Build teacher capacity by providing professional development in the assessed curriculum of the content areas.
6. Provide staff development and resources to reach developing level on STaR.
7. Provide students with additional learning activities by providing extra curricular activities after school to increase student achievement.
8. Implement a strong 3 year old program by providing the teacher and paraprofessional with the needed resources.
9. Purchase computers, printers, ink, and replacement bulbs so that teachers can enhance lessons and activities.
10. Provide student computers/iPads in the classroom to integrate technology in the daily lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lessons for students need to be enhanced through technology. **Root Cause:** The lack of infrastructure has not allowed our teachers to use technology as they would like in order to enhance student lessons.

Perceptions

Perceptions Summary

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system. The results of the survey given in the Spring of 2019 provided feedback regarding improving classroom management and technology. Adjustments have been made and implemented based on the input provided by the faculty/staff.

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school to maintain high expectations and high achievement for all students. Our campus conducts weekly meetings to inform the parents about topics such as community resources, state assessments, and monitoring student progress. Parents are regularly invited to visit the school through various parental involvement activities that include meet the teacher, open house, reading to their child, participating in walks, and eating lunch in the cafeteria. Parents are also kept informed of school activities through newsletters, school messenger and campus website.

Perceptions Strengths

The students feel that the teachers are nice and respectful.

The students feel safe at school.

The students feel they are learning important things at school.

The school provides various parental involvement activities throughout the year.

Parents receive a daily Behavior Chart (EC-2) from the teacher.

Perception Needs

1. Assist struggling students by implementing small group instruction in the classroom.
2. Ensure a positive learning environment by consistently applying the Student Code of Conduct.
3. Reduce incidences of bullying by implementing a comprehensive anti-bullying program that includes training and counseling for students.
4. Provide incentives for A & A/B Honor Roll and Perfect Attendance as to create a culture of high expectations among the learning community.
5. Keep parents informed of school activities by utilizing different means to communicate with parents.
6. Increase the usage of the Home Access Center by providing parents access to computers in the parent center.
7. Conduct emergency drills to ensure student safety in the even of a crisis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although parental involvement has increased, more participation is needed. **Root Cause:** Parents need to be aware/educated on the importance of being involved in their child's education.

Priority Problem Statements

Problem Statement 1: Students in the special education and bilingual program have scored lower in STAAR than students in other programs.

Root Cause 1: There is a high student/teacher ratio in the Special Education program.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Lessons for students need to be enhanced through technology.

Root Cause 2: The lack of infrastructure has not allowed our teachers to use technology as they would like in order to enhance student lessons.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student attendance is below the district goal of 98.5%

Root Cause 3: Positive attendance patterns need to be established with students enrolled in the PK and Kindergarten program in order to improve the overall attendance rate.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Although parental involvement has increased, more participation is needed.

Root Cause 4: Parents need to be aware/educated on the importance of being involved in their child's education.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

Goals





Revised/Approved: May 27, 2019





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





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





Evaluation Data Sources: STAAR performance reports not available due to COVID-19. Progress evaluation based on District benchmarks and other assessments.





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Practice reading fluency on a daily basis in order to increase reading comprehension.</p> <p>Assess fluency at the end of every six weeks.</p> <p>Population: 1st-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA: SPP1</p> <p>Strategy's Expected Result/Impact: Formative: Weekly Fluency Tracker</p> <p>Summative: End-of-Six Weeks Fluency Rate in Report Cards</p> <p>Monitor: 1st-5th Grade Teachers Dean</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Reading Materials - 199 Local funds - 199-12-6329-42-110-Y-99-000-Y - \$2,700</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-Kinder - 5th grade students will utilize the Accelerated Reader and Achieve 3000 programs to increase reading fluency and comprehension.</p> <p>Population: Pre-Kinder-5th grade students</p> <p>Timeline: Daily</p> <p>CNA: SA1</p> <p>Strategy's Expected Result/Impact: Formative: Weekly AR Reports Lesson Plans Walk-throughs Progress Monitoring</p> <p>Summative: TPRI/Tejas Lee Results</p> <p>Monitor: Librarian</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Software - AR - 199 Local funds - 199-12-6249-42-110-Y-99-000-Y - \$2,710, General Supplies - 199 Local funds - 199-12-6399-42-110-Y-99-000-Y - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize small group instruction such as pair-share and group-share to increase collaboration among students and increase achievement in the content areas (ELA, Math, Science, Social Studies).</p> <p>Population: PK-5th grade students Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: According to lesson plan</p> <p>CNA: SA1 P1</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans Walk-throughs</p> <p>Summative: STAAR Scores</p> <p>Monitor: Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Library Aide will provide assistance to students in the library in order to increase student achievement in reading.</p> <p>Population: PreK-5th grade students: ELL MI SE GT DYS AR TI</p> <p>Timeline: Daily</p> <p>CNA: SA1</p> <p>Strategy's Expected Result/Impact: Formative: Administrative Observations</p> <p>Summative: End-of-Year Evaluation</p> <p>Monitor: Principal</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-12-6399-00-110-Y-99-000-Y - \$300, Reading Materials - 199 Local funds - 199-12-6329-00-110-Y-99-000-Y - \$250</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 5 Details	Reviews			
Strategy 5: Utilize dictionaries for ELL students to increase student achievement. Population: 3rd-5th grade ELL students Timeline: Daily CNA: SA1 Strategy's Expected Result/Impact: Formative: Lesson Plans Summative: STAAR Scores Monitor: Dean	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Support the integration of communication skills into the PreK-5th science program through science journals.</p> <p>*Staff development on journaling *Integration of language arts curriculum with the science curriculum *Implementation of journaling in science PreK-5th to improve science literacy in students.</p> <p>Population: Pre-K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA: SA1</p> <p>Strategy's Expected Result/Impact: Formative: Student Journals</p> <p>Summative: STAAR Scores</p> <p>Monitor: Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Students in third- fifth grade will utilize the EduSmart digital program in order to increase student achievement in science.</p> <p>Population: 3rd-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily September 2019-May 2020</p> <p>CNA: SSP10</p> <p>Strategy's Expected Result/Impact: Formative: Edusmart Evaluations Lesson Plans Student Progress Reports Benchmark Scores Walk-throughs</p> <p>Summative: End of Program Test</p> <p>Monitor: Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: The Study Island computer program will be used in order to increase time on task and increase student achievement.</p> <p>Population: 3rd-5th grade students: Regular TI MI ELL AR DYS</p> <p>Timeline: September 2019-May 2020</p> <p>CNA: SPP10</p> <p>Strategy's Expected Result/Impact: Formative: Study Island Reports Lesson Plans Classroom Observations Benchmark Scores</p> <p>Summative: STAAR Scores</p> <p>Monitor: *3rd-5th Grade Teachers *Campus Administration *Admin. for SCE</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: The LPAC committee will monitor the progress of ELL students in order to increase the acquisition of the English language. In addition, PDs will be a focus in that we will continue to reduce numbers and monitor performance of students via informational sessions/meetings with parents/guardians.</p> <p>Population: ELL students</p> <p>Timeline: Monthly and EOY LPAC</p> <p>CNA: D3 CNA: SPP1</p> <p>Strategy's Expected Result/Impact: Formative: Monthly LPAC Reports</p> <p>Summative: EOY LPAC Report TELPAS Scores PD Reports (focusing on reduction)</p> <p>Monitor: LPAC Administrator LPAC Chairperson</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: LPAC Meetings - 163 State Bilingual - 163-11-6112-00-110-Y-25-000-Y - \$3,000, General Supplies - 163 State Bilingual - 163-11-6399-00-110-Y-25-000-Y - \$5,000, Professional Development - 163 State Bilingual - 163-13-6411-23-110-Y-25-000-Y - \$1,000, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-110-Y-25-000-Y - \$8,280</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
Strategy 10: Employ a highly qualified Dyslexia teacher to promote literacy and improve reading and writing skills. Population: DYS students Timeline: August 2019 - May 2020 CNA: SA1 CNA: SPP1 Strategy's Expected Result/Impact: Formative: Administrative Observations Summative: STAAR Results Monitor: Principal	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:









Student Academic Achievement
Problem Statement 1: Students in the special education and bilingual program have scored lower in STAAR than students in other programs. Root Cause: There is a high student/teacher ratio in the Special Education program.
School Processes & Programs
Problem Statement 1: Lessons for students need to be enhanced through technology. Root Cause: The lack of infrastructure has not allowed our teachers to use technology as they would like in order to enhance student lessons.

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

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

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

Summative Evaluation: Exceeded Objective





Strategy 1 Details	Reviews			
Strategy 1: Employ a highly qualified teacher and paraprofessional to implement the program for Three-Year-Old and Pre-Kinder students in order to promote early literacy and improve foundational language skills. Population: TI-A Three-Year-Old Program and PreKinder Teacher and Paraprofessional Timeline: August 2019-May 2020 CNA: SPP5 SPP8 Strategy's Expected Result/Impact: Formative: Teacher Observations Student Pre-Test Results Summative: Post-Test Results EOY Teacher Survey Monitor: Principal Funding Sources: PK 4 Teacher Salaries - 162 State Compensatory - 162-11-6119-00-110-Y-34-000-Y - \$159,473	Formative			Summative
	Nov	Feb	Apr	June
	 75%	 75%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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






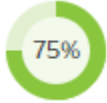
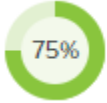

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.





Evaluation Data Sources: PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports not available due to COVID-19. Progress evaluation based on District benchmarks and other assessments.





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: All migrant students will receive grade appropriate school supplies in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS and Migrant Students.</p> <p>Timeline: August 2019-May 2020</p> <p>CNA: SA1</p> <p>Strategy's Expected Result/Impact: Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form</p> <p>Monitor: Assistant Principal Parent Liaison Migrant Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details		Reviews			
Strategy 2: The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade PFS/Migrant students Timeline: September 2019-May 2020 CNA: D1 Strategy's Expected Result/Impact: Formative: Three Week Progress Reports Summative: Six Week Report Cards Monitor: Dean First Grade Teachers Migrant Teachers		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: The academic progress of all Migrant students will be reviewed at the end of each six weeks to ensure student achievement. Population: 1st-5th Grade PFS/Migrant Students Timeline: End of Every Six Weeks 2019-2020 CNA: SPP1 Strategy's Expected Result/Impact: Formative: Six Weeks Report Cards Summative: End of Year Report Card Monitor: Counselors		Formative			Summative
		Nov	Feb	Apr	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS and Non-PFS Migrant Students</p> <p>Timeline: August 2019-May 2020</p> <p>CNA: SPP7</p> <p>Strategy's Expected Result/Impact: Formative: NGS Campus Reports Delivery Page with Signature</p> <p>Summative: Completed PFS Monitoring Tool</p> <p>Monitor: Special Programs Administrator Principal Migrant Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Identified Migrant three-year-old children will have the opportunity to enroll into the Title I, Part A Three-Year-Old Program (PK-3) so they can receive the same educational experience as non-migrant students.</p> <p>Population: Migrant students</p> <p>Timeline: August 2019-May 2020</p> <p>CNA: SPP8</p> <p>Strategy's Expected Result/Impact: Formative: Attendance sheets NGS Currently Enrolled Report</p> <p>Summative: Three-Year-Old Program Completion Certificate</p> <p>Monitor: Special Programs Administrator Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-5th grade migrant students, pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: October 2019-April 2020</p> <p>CNA: SPP1</p> <p>Strategy's Expected Result/Impact: Formative: Pretest and Post-test Results</p> <p>Summative: EOY Report Card</p> <p>Monitor: Principal Special Programs Administrator Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance need and promote positive social engagement.</p> <p>Population: Migrants and PFS PK-5 grade students</p> <p>Timeline: May 2020</p> <p>CNA: SPP7</p> <p>Strategy's Expected Result/Impact: Increased promotion rates and test performance.</p> <p>Formative: Eligibility Lists Attendance Sheets Progress Reports</p> <p>Summative: SS Promotion Report Teacher/Student Surveys</p> <p>Monitor: Special Programs Administrator Principal Teachers Migrant Teachers Migrant Clerks DMC MSC</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: August 2019-May 2020</p> <p>CNA: SPP1</p> <p>Strategy's Expected Result/Impact: Timely placement into interventions</p> <p>Formative: STAAR/EOC Remediation Enrollment Lists Attendance Reports Participants' Survey</p> <p>Summative: Session Evaluations Report Cards</p> <p>Monitor: Special Programs Administrator Migrant funded: Teachers Campus clerks DMC MSC</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 9 Details	Reviews			
<p>Strategy 9: A survey will be used to evaluate the effectiveness of the migrant education program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: April 2020</p> <p>CNA: SPP1</p> <p>Strategy's Expected Result/Impact: Increase on-time graduation</p> <p>Formative: Parent Meeting Evaluations Student Session Evaluations</p> <p>Summative: Survey Results Implementation of Survey Suggestions</p> <p>Monitor: Campus administration</p> <p>Migrant funded: Migrant teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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









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





Evaluation Data Sources: Regional and state competition participation numbers.









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Selected fifth grade students will participate in the Celebration of Song Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences. Population: Selected fifth grade students Tryout Music Timeline: April 2020 CNA: SPP7 Strategy's Expected Result/Impact: Formative: List of Selected Students Summative: Audience/Student Reaction Monitor: Music Teacher	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Choir will conduct a Christmas Tour to sing at local businesses and Adult Day Cares in order to promote community awareness of our fine arts program. Population: 5th Grade Choir Students Timeline: December 2019 CNA: SPP7 Strategy's Expected Result/Impact: Formative: Weekly Practice Schedule Summative: Choir Performance Monitor: Music Teacher Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-110-Y-11-000-Y - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Participate in Destination Imagination in order to develop students problem solving and higher order thinking skills. Population: Kinder-5th grade students 2 teams-7 students on each team Timeline: September to February Monday thru Thursday Regional Tournament in February 2020 CNA: SPP7 Strategy's Expected Result/Impact: Formative: Attendance at Daily Practice Sessions Summative: Results of Regional Tournament Monitor: DI Coaches Problem Statements: Student Academic Achievement 1 Funding Sources: GENERAL SUPPLIES - 199 G/T Advanced Academics - 199-11-6399-00-110-Y-21-000-Y	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Students in Saturday Science Adventures will utilize the inquiry/Socratic approach to learning in order to promote critical thinking and problem solving skills. Population: All 5th grade students Timeline: September 2019-May 2020 CNA: SA1 Strategy's Expected Result/Impact: Formative: Lesson Plans Summative: STAAR scores Monitor: Principal	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Students will participate in the Extended Day Enrichment Program in order to promote critical thinking and higher order thinking skills. Population: PK-5th grade students Timeline: August 2019-May 2020 CNA: SA1 CNA: SPP7 Strategy's Expected Result/Impact: Formative: Lesson Plans Summative: Student Participation Monitor: Principal Assistant Principals Dean Problem Statements: Student Academic Achievement 1 Funding Sources: Extra Duty Pay - 211 Title I-A - 211-11-6118-00-110-Y-30-ASP-Y - \$23,220, Extra Duty Pay - 211 Title I-A - 211-11-6121-00-110-Y-30-ASP-Y - \$19,017	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Tutorial sessions may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: PFS/Migrant Students</p> <p>Timeline: September 2019-May 2020</p> <p>CNA: SA1 CNA: SPP7</p> <p>Strategy's Expected Result/Impact: Increase promotion rates and test performance.</p> <p>Formative: Benchmark Scores Three-Week Progress Reports</p> <p>Summative: Migrant Promotion Rate EOY Student Grades EOY Migrant State Assessment Scores</p> <p>Monitor: Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: SSI Tutorial - 162 State Compensatory - 162-11-6118-00-110-Y-24-SSI-Y - \$6,482, At-Risk Tutorial - 162 State Compensatory - 162-11-6118-00-110-Y-30-000-Y - \$52,245</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details		Reviews			
Strategy 7: Participate in art contests in order to promote community awareness of our fine arts program and introduce students to art exhibitions. Population: Selected art students Timeline: August 2019 - May 2020 CNA: SPP7 Strategy's Expected Result/Impact: Formative: List of selected students Summative: Contest Results Monitor: Art Teacher Funding Sources: Entry Fees - 199 Local funds - 199-11-6497-50-110-Y-11-000-Y - \$140		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:





Student Academic Achievement
Problem Statement 1: Students in the special education and bilingual program have scored lower in STAAR than students in other programs. Root Cause: There is a high student/teacher ratio in the Special Education program.









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

Performance Objective 1: The campus will implement an energy savings plans; maintain current facilities to provide a healthy and positive learning environment. (Board Goal 2)

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote energy savings activities to support implementation of the district's energy savings plan. Population: All Parents All Students All School Personnel Timeline: August 2019 - May 2020 CNA: P7 Strategy's Expected Result/Impact: Formative: Monthly Comparison of Energy Usage Summative: Annual Comparison of Energy Usage Monitor: Principal Head Custodian	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to maintaining current facilities based on safety and needs of the campus. Population: All School Personnel Timeline: August 2019- May 2020 CNA: P1 Strategy's Expected Result/Impact: Formative: Survey Results Provided by District Summative: Evaluation/Analysis of Survey Data Monitor: Principal Head Custodian Funding Sources: Supplies for Maintenance - 199 Local funds - 199-51-6315-00-110-Y-99-000-Y - \$6,200, Overtime - 199 Local funds - 199-51-6121-47-110-Y-99-000-Y - \$185	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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









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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Support campus and its programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: All School Personnel Timeline: August 2019- May 2020 CNA:SPP7 SPP9 SPP10 Strategy's Expected Result/Impact: Formative: Budget Expenditure Reports Summative: End of Year Expenditure Reports Monitor: Principal Assistant Principal Dean Secretary	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase consumable supplies for teachers to utilize during instruction so as to make the lessons engaging.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2019-March 2020</p> <p>CNA: SA1 CNA: SPP6 CNA: SPP10</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans Formative Assessments Six Weeks Monitoring Folders</p> <p>Summative: STAAR Scores TELPAS Scores TPRI/Tejas Lee Results</p> <p>Monitor: Principal</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-00-110-Y-30-000-Y - \$18,055, Copy Paper - 211 Title I-A - 211-11-6396-00-110-Y-30-0F2-Y - \$1,620, General Supplies - 211 Title I-A - 211-11-6399-00-110-Y-30-0F2-Y - \$23,245, General Supplies - 211 Title I-A - 211-11-6398-62-110-Y-30-0F2-Y - \$45,440, General Supplies - 166 State Special Ed. - 166-11-6399-00-110-Y-23-0P2-Y - \$530</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental instructional materials will be provided in ELA, Math, and Science in order to increase student achievement on the STAAR assessment.</p> <p>Population: PK-5th grade students: Regular TI MI ELL AR DYS</p> <p>Timeline: August 2019-March 2020</p> <p>CNA: SA1 CNA: SPP6 CNA: SPP10</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans Benchmark Scores Student Progress Reports Walk-throughs</p> <p>Summative: STAAR Scores</p> <p>Monitor: Principal Dean Administrator for State Compensatory Education</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Copy Paper - 162 State Compensatory - 162-11-6396-00-110-Y-30-000-Y - \$2,391, Resources - 166 State Special Ed. - 166-11-6399-00-110-Y-23-0P4-Y - \$800</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

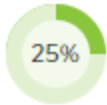



Student Academic Achievement
<p>Problem Statement 1: Students in the special education and bilingual program have scored lower in STAAR than students in other programs. Root Cause: There is a high student/teacher ratio in the Special Education program.</p>









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

Performance Objective 2: The campus will create/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 surveys, district/campus climate surveys.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will encourage teachers to participate in the Master of Education cohorts, establish Master Teacher Leaders, and collaborate with the District's exploration of financial incentives. Population: High poverty/high minority/ low performing students. Timeline: August 2019 - May 2020 CNA: SPP5 Strategy's Expected Result/Impact: Formative: District's Draft of Revised Compensation Plan Summative: District's Approved Revised Compensation Plan Monitor: District's CFO HR Administration Principal	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will support teachers by developing Campus Student Learning Objectives (SLOs) and encourage them to participate in campus and district level professional development opportunities.</p> <p>Population: All Teachers</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA: SPP5</p> <p>Strategy's Expected Result/Impact: Formative: Grade Level Meetings Classroom Observations Teacher Conferences</p> <p>Summative: T-TESS Evaluation</p> <p>Monitor: Principal Assistant Principal Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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





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









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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote current accomplishments of the campus through the website and media venues. Population: Russell Stakeholders Timeline: August 2019 - May 2020 CNA: P5 Strategy's Expected Result/Impact: Formative: Weekly/Monthly Website Showcasing Summative: Website Photo Gallery Monitor: Principal Assistant principal Dean	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: The campus will designate a PIO contact to provide features articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Campus Stakeholders Timeline: August 2019- May 2020 CNA: P5 Strategy's Expected Result/Impact: Formative: Weekly/Monthly WebsiteSshowcasing Summative: Website Photo Gallery for the School Year Monitor: Principal Assistant principal Dean		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: Update website at least once a month to include showcasing of student and community activities. Population: Campus Stakeholders Timeline: August 2019- May 2020 CNA: P5 Strategy's Expected Result/Impact: Formative: Current website Summative: Website Photo Gallery for the School Year Monitor: Principal		Formative			Summative
		Nov	Feb	Apr	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will hold student/community activities such as Meet the Teacher Night, Award Ceremonies, and Student Presentations in order to build a positive school-community relationship and recruit and retain our students.</p> <p>Population: Campus Stakeholders</p> <p>Timeline: December 2019 - June 2020</p> <p>CNA: P5</p> <p>Strategy's Expected Result/Impact: Formative: Website Postings Pictures Parent Invitations/Flyers</p> <p>Summative: Attendance Records Sign-In Sheets</p> <p>Monitor: Principal Assistant Principal Dean Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 5 Details	Reviews			
Strategy 5: Campus will participate in "Round-Up" activities in order to recruit new students. Population: Campus Stakeholders Timeline: August 2019 CNA: P5 Strategy's Expected Result/Impact: Formative: Website Postings Newspaper Advertisements Flyers Summative: Participant Sign-In Sheets Monitor: Principal Assistant Principal Dean Counselors	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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





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





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





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Provide training for new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Population: Administrators New Teachers Timeline: August 2019 CNA: SPP5 Strategy's Expected Result/Impact: Formative: Agenda Sign-in Sheets Summative: Review 360 Reports Monitor: Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will attend and provide professional development on the following areas:</p> <p>a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Signs of Child Abuse g.) Response to Intervention (RtI) Model research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population: Administrators, Campus Staff & Faculty</p> <p>Timeline: August 2019-January 2020</p> <p>CNA: P3</p> <p>Strategy's Expected Result/Impact: Formative: Professional Development Evaluation</p> <p>Summative: Review 360 Reports</p> <p>Monitor: Administrators Campus Faculty and Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Parent Presentations will be made periodically on the following: *Gang Awareness *Bullying *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Teen CERT *Truancy *EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. Population: Parents Timeline: August 2019-May 2020 CNA: P5 Strategy's Expected Result/Impact: Formative: Sign-In Sheets Agendas Summative: Evaluations Monitor: Administration Parent Liaison Counselors	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Assist students with issues interfering with learning, such as but not limited to, emotional distress, family problems, or alcohol problems.</p> <p>Population: Students who are failing and highly At Risk</p> <p>Timeline: August 2019-May 2020</p> <p>CNA: P2</p> <p>Strategy's Expected Result/Impact: Formative: Counselor Logs</p> <p>Summative: Report Card</p> <p>Monitor: Counselors Homeroom Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct presentations for students on how to effectively handle bullying to ensure students feel safe at school.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: October 2019-February 2020</p> <p>CNA: P3</p> <p>Strategy's Expected Result/Impact: Formative: eSchool reports</p> <p>Summative: End of year Survey</p> <p>Monitor: Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase classroom furniture for students to utilize during instruction and ensure a safe and orderly classroom.</p> <p>Population: 3yr old - 5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA: P7</p> <p>Strategy's Expected Result/Impact: Formative: Safety Inspection Report</p> <p>Summative: Safety Inspection Reports</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				



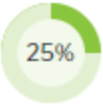





Strategy 7 Details	Reviews			
Strategy 7: Purchase safety system license and two-way radios in order to ensure a safe learning environment for students. Population: 3yr old - 5th grade students Regular TI MI LEP SE AR GT DYS Timeline: August 2019 - May 2020 CNA: P2 Strategy's Expected Result/Impact: Formative: Safety Inspection Report Summative: Safety Inspection Reports Monitor: Principal	Formative			Summative
	Nov	Feb	Apr	June
				
<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 on campus to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Safety plan checklist.

Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Conduct emergency drills in order to ensure student safety in the even of a crisis. Population: All students and staff. Timeline: August 2019-May 2020. CNA: P7 Strategy's Expected Result/Impact: Formative: campus Safety Report Summative: District Safety Report Monitor: Principal	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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





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





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









Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct the following annual Title I-A required activities:</p> <ul style="list-style-type: none"> *Jointly develop, complete and review a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level *Jointly develop, complete and review a School-Parent-Student Compact indicating the responsibility of each group in order to ensure student achievement, specifically in the content areas. *Title I-A Meeting to inform parents of the services provided through Title I funds *Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program <p>Population: All Parents All Students All School Personnel</p> <p>Timeline: May 2019 September 2019 Tuesdays and Thursdays during and after school.</p> <p>CNA: P5</p> <p>Strategy's Expected Result/Impact: Formative: Signed SPS Compact</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Parent Meeting Documentation STAAR Scores Parent & Student Attendance Rate Discipline Referrals Parent Survey Results</p> <p>Monitor: Parent Liaison Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
Strategy 2: Educate all learning community members as to the academic and non-academic benefits of a strong parent-school partnership. Population: All Staff Timeline: Grade level meetings September 2019 CNA: P5 Strategy's Expected Result/Impact: Formative: Agendas Sign in Sheet Session Evaluations Teacher Log Summative: Parent Attendance at School Activities State Assessment Results Attendance Rate Discipline Referrals Monitor: Administration Parent Liaison Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ample parent education opportunities through parent conferences and parent training sessions to disseminate information and/or services regarding:</p> <ul style="list-style-type: none"> *Health Education *Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) *Building Capacity *Community agencies/organizations *Families in Training *CIP *Programs & services to increase parental participation *STAAR <p>Population: All Parents</p> <p>Timeline: Parent Meetings every Thursday</p> <p>CNA: P5</p> <p>Strategy's Expected Result/Impact: Formative:</p> <ul style="list-style-type: none"> Flyers Sign-In Sheets Conference Agendas Meeting Agendas <p>Summative:</p> <ul style="list-style-type: none"> Meeting Evaluations State Assessment Results Attendance Rate Discipline Referrals <p>Monitor: Principal Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Invite parents to school activities such as:</p> <ul style="list-style-type: none"> *Meet the Teacher Night *Open House *Award Ceremonies *Library Reading Days *Parent Meetings <p>in order to get them involved in their child's education and build a working relationship between teachers and parent.</p> <p>Population: All Parents</p> <p>Timeline: August 2019-June 2020</p> <p>CNA: P5</p> <p>Strategy's Expected Result/Impact: Formative: Visitor Log</p> <p>Summative: End of Year Survey</p> <p>Monitor: CATCH Champion Cafeteria Manager Librarian Parent Liaison Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Each parent will receive a behavior chart on a daily basis in order to maintain communication with parent regarding student academic and behavioral progress.</p> <p>Population: EC-2nd</p> <p>Timeline: Daily</p> <p>CNA: P5</p> <p>Strategy's Expected Result/Impact: Formative: Daily Behavior Charts</p> <p>Summative: Discipline Referrals State Assessment Results Attendance Rate</p> <p>Monitor: All Classroom Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Computers in the Parent Center will be available for parent use for the BISD Home Access Center or other online applications in order for parents to monitor the progress of their children.</p> <p>Population: All Parents</p> <p>Timeline: September 2019-June 2020</p> <p>CNA: P6</p> <p>Strategy's Expected Result/Impact: Formative: Sign-in Sheet HAC Reports</p> <p>Summative: Report Cards</p> <p>Monitor: Parent Liaison Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Volunteers will be provided with the necessary tools for tasks conducted in the parent center including making copies of fliers to be sent home to maintain communication with parents.</p> <p>Population: Parent Volunteers</p> <p>Timeline: August 2019-June 2020</p> <p>CNA: P5</p> <p>Strategy's Expected Result/Impact: Formative: Volunteer Sign-In Log</p> <p>Summative: Parent Survey State Assessment Results Attendance Rate Discipline Referral</p> <p>Monitor: Principal Parent Liaison</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-61-6399-00-110-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
Strategy 8: Fund Parent Liaison and provide payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits and parental involvement meetings and trainings. Population: Parent Liaison Timeline: August 2019-June 2020 CNA: D2 Strategy's Expected Result/Impact: Formative: Monthly Contact Log Job Description Summative: Attendance Rate State Assessment Results Attendance Rate Discipline Referrals Monitor: Principal Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details		Reviews			
Strategy 9: Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant parents of PK-2nd grade students Timeline: August 2019-May 2020 CNA: P5 Strategy's Expected Result/Impact: Academic success for all PK-2nd grade students EOY Promotion Rate Formative: Visitation Logs Parent Meeting Evaluations Summative: Session Evaluations Participation Surveys Monitor: Migrant Funded: Parent Liaison Recruiters DMC MSC Problem Statements: Perceptions 1 Funding Sources: Operating Costs - 211 Title I-A - 211-61-6499--53-110-Y-30-0F2-Y - \$900, Employee Travel - 211 Title I-A - 211-61-6411-00-110+Y-30-0F2-Y - \$900		Formative			Summative
		Nov	Feb	Apr	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Perceptions
Problem Statement 1: Although parental involvement has increased, more participation is needed. Root Cause: Parents need to be aware/educated on the importance of being involved in their child's education.





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





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





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





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide/Attend Language Arts Professional Development in order to implement a comprehensive ELAR/SLAR instructional program and increase student achievement in reading and writing.</p> <p>*ELAR/SLAR (English/Spanish Language Arts & Reading) TEKS</p> <p>*Pre-Kindergarten Guidelines</p> <p>*Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK</p> <p>*Ensenando la Lectura-PK</p> <p>*State Adopted Texts</p> <p>*Vocabulary building</p> <p>Population:</p> <p>PreK-5th grade students:</p> <p>Regular</p> <p>TI</p> <p>MI</p> <p>ELL</p> <p>SE</p> <p>AR</p> <p>GT</p> <p>DYS</p> <p>Timeline:</p> <p>August 2019-May 2020</p> <p>CNA: SPP5</p> <p>CNA: SPP6</p> <p>Strategy's Expected Result/Impact: Formative:</p> <p>Sign-In Sheets</p> <p>Agendas</p> <p>Walk-throughs</p> <p>Session Evaluations</p> <p>Summative:</p> <p>TELPAS Scores</p> <p>STAAR Scores</p> <p>APRENDAS Scores</p> <p>SAT 10 Scores</p> <p>Monitor: Dean</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Substitutes - 211 Title I-A - 211-13-6112-00-110-Y-30-AYP-Y - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS .</p> <p>Population: PreK-5th grade ELL students</p> <p>Timeline: Daily August 2019-May 2020</p> <p>CNA: D3</p> <p>Strategy's Expected Result/Impact: Formative: Benchmark Testing Reading Fluency Teacher Observations Progress Reports</p> <p>Summative: TELPAS Scores SELP Scores</p> <p>Monitor: PK-5th Bilingual Teachers Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct campus Vertical and Horizontal Alignment meetings to share teaching practices and strategies in order to align instruction and increase student achievement.</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT</p> <p>Timeline: Horizontal meetings every Tuesday with Administration</p> <p>Vertical meetings once every six weeks.</p> <p>CNA: SPP3</p> <p>Strategy's Expected Result/Impact: Formative: Sign-In Sheets Teacher Evaluations Agendas</p> <p>Summative: STAAR Scores TELPAS Scores EOY-TPRI/Tejas Lee Results</p> <p>Monitor: Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a coordinated systematic assessment plan in order to facilitate data for planning and curriculum purposes to increase student achievement.</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: As per District Assessment Calendar</p> <p>CNA: SPP1</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Formative Assessment Results LION Scores</p> <p>Summative: STAAR Scores SAT 10/ Aprenda Scores TPRI/Tejas Lee Results TELPAS Scores</p> <p>Monitor: Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide/Attend staff development for teachers in the STAAR content areas according to the 2019 STAAR results in order to increase achievement.</p> <p>Population: PreK-5th grade students: ELL MI SE GT DYS AR TI</p> <p>Timeline: September and October 2019. Follow-up during grade level meetings.</p> <p>CNA: SSP5</p> <p>Strategy's Expected Result/Impact: Formative: Walk-through Documents Formative Assessments (TPRI/Tejas Lee/LION)</p> <p>Summative: STAAR Scores</p> <p>Monitor: Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide/Attend professional development in questioning strategies to enhance students reflective reasoning and conceptual understanding and increase student achievement.</p> <p>Population: Pre-K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2019</p> <p>CNA: SPP5 CNA: SPP6</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Assessments Classroom Observations Lesson Plans</p> <p>Summative: STAAR Scores</p> <p>Monitor: Dean</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Employee Travel - 199 Local funds - 199-12-6411-23-110-Y-99-000-Y - \$150, Employee Travel - 211 Title I-A - 211-13-6411-00-110-Y-30-AYP-Y - \$3,167</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide/Attend professional development on the specifications, format, item analysis and objectives of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR.</p> <p>Population: K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019</p> <p>CNA: SPP5</p> <p>Strategy's Expected Result/Impact: Formative: Student Assessments Classroom Observations Lesson Plans</p> <p>Summative: STAAR Scores</p> <p>Monitor: Dean</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide/Attend professional development for Pre-K-5th grade teachers in: In depth study of TEKS, assessment, notebooks, technology integration, journaling, word walls, vocabulary development, graphic organizers and questioning techniques to improve the delivery of instruction and increase student achievement.</p> <p>Population: K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: During grade level meetings and faculty meetings. POC meeting schedule</p> <p>CNA: SPP5 CNA: SPP6</p> <p>Strategy's Expected Result/Impact: Formative: Session Evaluations</p> <p>Summative: STAAR Scores</p> <p>Monitor: Dean</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Kagan Consulting Services - 211 Title I-A - 211-13-6291-00-110-30-AYP-Y - \$4,549, Travel - 199 Local funds - 199-23-6411-23-110-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details		Reviews			
Strategy 9: Employ a highly qualified Dean to provide professional development, academic resources, monitor and monitor instruction in order to increase student achievement. Population: Dean Timeline: July 2019 - June 2020 CNA: SPP1 SPP2 SPP3 SPP4 SPP5 SPP6 SPP7 Strategy's Expected Result/Impact: Formative: Principal Observations Summative: STAAR Results Monitor: Principal Problem Statements: Student Academic Achievement 1 Funding Sources: Dean's Salary - 162 State Compensatory - 162-13-6119-00-110-Y-30-000-Y - \$87,048		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

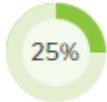

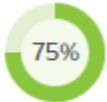

Student Academic Achievement
Problem Statement 1: Students in the special education and bilingual program have scored lower in STAAR than students in other programs. Root Cause: There is a high student/teacher ratio in the Special Education program.





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





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






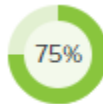
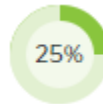

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports.





Summative Evaluation: Significant progress made toward meeting Objective



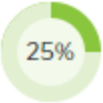





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in a minimum of 12 hours of technology professional development to integrate technology into the content areas.</p> <p>Population: PK-5th students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: June 2019- May 2020</p> <p>CNA: SPP6</p> <p>Strategy's Expected Result/Impact: Formative; PDS</p> <p>Summative: STaR Chart</p> <p>Monitor: Dean TST</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase projector bulbs and toner for classroom teachers in order to enhance the use of technology during the lesson presentation.</p> <p>Population: Pre-Kinder-5th grade teachers</p> <p>Timeline: February 2020</p> <p>CNA: SPP9</p> <p>Strategy's Expected Result/Impact: Formative: Teacher Observations</p> <p>Summative: STAAR Results</p> <p>Monitor: TST Principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: General Supplies - 166 State Special Ed. - 166-11-6399-62-110-Y-23-000-Y - \$650, General Supplies - 199 Local funds - 199-11-6399-00-110-Y-11-000-Y - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Print additional resources from electronic sources for teachers to utilize as part of their instruction to increase student achievement.</p> <p>Population PK-5th students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-May 2020</p> <p>CNA: SSP6 CNA: SPP9</p> <p>Strategy's Expected Result/Impact: Formative: Lesson plans Teacher Observations</p> <p>Summative: STAAR Scores</p> <p>Monitor: Dean</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Copy Paper - 199 Local funds - 199-11-6396-00-110-Y-11-000-Y - \$450, Toner - 199 Local funds - 199-11-6399-62-110-Y-11-000-Y - \$1,500, Toner - 199 Local funds - 199-23-6399-00-110-Y-99-000-Y - \$1,500, General Supplies - 199 Local funds - 199-11-6399-16-110-Y-11-002-Y - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Students will attend the reading and math computer labs to utilize online academic programs such as Pearson Realize, Think Central, Education Galaxy and Prodigy Math in order to increase student achievement. Population: PK-5th Grade students Timeline: Weekly CNA: SA1 Strategy's Expected Result/Impact: Formative: Weekly Program Reports Summative: STAAR Scores Monitor: Dean Computer Lab Paraprofessional Problem Statements: School Processes & Programs 1 Funding Sources: Licenses - 199 Local funds - 199-23-6395-65-110-Y-99-000-Y - \$705, Software - 211 Title I-A - 211-11-6395-62-110-Y-30-0F2-Y - \$525	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Students will utilize computers in the classroom for integration of technology in order to increase student achievement. Population: PK-5th grade students Timeline: August 2019-May 2020 CNA: SPP10 Strategy's Expected Result/Impact: Formative: Weekly Program Reports Summative: STAAR Scores Monitor: Administration Classroom Teachers TST	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase computers, laminating machine, projectors, elmos, document cameras, iPads, headphones, microphones, speakers, cables, internet drops, rewiring,chargers, power supplies, printers and licenses for administration, classroom teachers, support staff and students in order to analyze data and enhance the use of technology during lessons.</p> <p>Population: Pre-Kinder-5th grade teachers</p> <p>Timeline: February 2020</p> <p>CNA: SPP9 CNA: SPP10</p> <p>Strategy's Expected Result/Impact: Formative: Teacher Observations</p> <p>Summative: STAAR Scores</p> <p>Monitor: TST Principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Fixed Assets - 199 Local funds - 199-23-6649-65-110-Y-99-000-Y - \$4,203, Fixed Assets - 211 Title I-A - 211-11-6398-62-110-Y-30-0F2-Y - \$6,827</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
Strategy 7: Purchase iPads and licenses for students in order to integrate technology, enhance lessons and increase student achievement. Population: 2nd grade students Timeline: May 2020 CNA: SPP10 Strategy's Expected Result/Impact: Formative: Classroom Observations Summative: TPRI/Tejas Lee Results Monitor: TST Administration Classroom Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 1: Students in the special education and bilingual program have scored lower in STAAR than students in other programs. Root Cause: There is a high student/teacher ratio in the Special Education program.
School Processes & Programs
Problem Statement 1: Lessons for students need to be enhanced through technology. Root Cause: The lack of infrastructure has not allowed our teachers to use technology as they would like in order to enhance student lessons.





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





Performance Objective 1: Increase the overall campus attendance rate to 98.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.





Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.













Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Announce perfect attendance daily over the intercom at the end of the day to promote perfect attendance. Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS Timeline: Daily at the end of the day CNA: P4 Strategy's Expected Result/Impact: Formative: Daily List of Classrooms with Perfect Attendance Summative: End of Year ADA Monitor: Assistant Principal Data Entry Clerk	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor student attendance on a daily basis using the Notebook System to identify students not in school before 9:40 am.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily before 9:40 am</p> <p>CNA: P4</p> <p>Strategy's Expected Result/Impact: Formative: Daily ADA</p> <p>Summative: End of Year ADA</p> <p>Monitor: Data Entry Clerk Parent Liaison</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Walk for the Future - 162 State Compensatory - 162-61-6399-00-110-Y-30-WTF-Y - \$100</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Monitor the attendance of students on intra-district transfers in order to increase attendance rate. Population: PreK-5th grade students on intra-district transfers Timeline: End of every 3 weeks CNA: P4 Strategy's Expected Result/Impact: Formative: ADA of Students on Intra-District Transfers Summative: End of Year ADA Monitor: Data Entry Clerk Parent Liaison Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Students with perfect attendance/good behavior for the week will receive an incentive. Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS Timeline: Every Friday CNA: D2 CNA: P4 Strategy's Expected Result/Impact: Formative: Weekly List of Classrooms with Perfect Attendance Summative: End of Year ADA Monitor: Classroom Teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Monitor the attendance of students in Special Education and Migrant programs on a daily basis in order to increase the campus attendance rate Population: PreK-5th grade students SE MI Timeline: Daily CNA: P4 Strategy's Expected Result/Impact: Formative: Daily ADA Report Summative: End of Year ADA Monitor: Parent Liaison Assistant Principal in charge of Student Accounting	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide incentives for A and A/B Honor Roll and Perfect Attendance for the end of the school year in order to promote a culture of high expectations. Population: Pk-5th Grade Students Reg, TI, MI, LEP, SE, AR, GT, DYS Timeline: May 2020 CNA: P4 Strategy's Expected Result/Impact: Formative: List of Students Eligible for Awards Summative: STAAR Scores Attendance Rate Monitor: Counselors Problem Statements: Demographics 1 Funding Sources: Awards - 211 Title I-A - 211-11-6498-00-110-Y-30-0F2-Y - \$3,850, Awards - 166 State Special Ed. - 166-11-6498-00-110-Y-23-0P2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Student attendance is below the district goal of 98.5% Root Cause: Positive attendance patterns need to be established with students enrolled in the PK and Kindergarten program in order to improve the overall attendance rate.





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





Performance Objective 2: The campus 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 not available. Progress evaluation based on District benchmarks and other assessments.









Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: The dyslexia teacher and teacher aide will work with students to meet content performance expectations and improve academic achievement on assessment instruments. Population: Dyslexic students, At-Risk students Timeline: August 2019-May 2020 CNA: SA1 Strategy's Expected Result/Impact: Formative: Lesson Plans Student Progress Reports Benchmark Scores Classroom Observations Summative TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores Monitor: Principal Administrator for State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students.</p> <p>Population: PK-5th Grade students</p> <p>TI MI LEP AR DYS</p> <p>Timeline: Weekly</p> <p>CNA: SPP5 SPP6</p> <p>Strategy's Expected Result/Impact: Formative: PDS Evaluation & Attendance Reports Lesson Plans Student Progress Reports Benchmark Scores Classroom Observations</p> <p>Summative TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores</p> <p>Monitor: Principal Administrator for State Compensatory Education</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
Strategy 3: Provide an accelerated instruction (tutorial) program in order to increase student achievement. Population: 3rd-5th Grade At-risk students, TI, MI, LEP Timeline: October 2019-May 2020 Twice a week CNA: SA1 SSP7 Strategy's Expected Result/Impact: Formative: Master Schedule Lesson Plans Walk-throughs Student Progress Reports Benchmark Sores Summative: TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores Monitor: Dean Administrator for State Compensatory Education Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
				



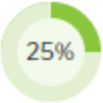





Strategy 4 Details	Reviews			
Strategy 4: Counselors will meet with At-risk students who were retained or promoted through the Grade Placement Committee in individual or small group as per student needs. Population: At-Risk students who were retained or promoted through GPC List of students Timeline: September 2019-May 2020 CNA: D1 Strategy's Expected Result/Impact: Formative: Six Weeks Report Card Grades Summative: STAAR Scores End of Year Report Card Monitor: Counselors Problem Statements: Student Academic Achievement 1 Funding Sources: General Supplies - 199 Local funds - 199-31-6399-00-110-Y-99-000-Y - \$239	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Staff development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Population: AR students Timeline: August 2019-May 2020 CNA: SPP5 Strategy's Expected Result/Impact: Formative: PDS Session Evaluation Report Summative: STAAR Scores Monitor: Dean	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide academic and non-academic services for students identified as Homeless including counseling, monitoring of academic progress and attendance in order to increase student achievement. Population: Pk-5th Grade Homeless students At Risk Students Timeline: September 2019-May 2020 CNA: SPP7 Strategy's Expected Result/Impact: Formative: Six Weeks Report Card Grades Summative: STAAR Scores Monitor: Assistant Principal Counselors Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
Strategy 7: The Pre-K program will be provided for the full day in order to better prepare students academically. Population: Pre-K AR, TI, MI, LEP students Timeline: August 2019-May 2020 CNA: SPP8 Strategy's Expected Result/Impact: Formative: Lesson Plans Walk-throughs Student Progress Reports BOY & MOY CPALLS Summative: CPALLS EOY Reports Monitor: Principal Administrator for State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
Strategy 8: Administration will meet with teachers who have more than a 10% failure rate at the end of every six weeks and develop an action plan in order to provide early intervention for at-risk students. Population: 1st-5th grade At-Risk students Timeline: End of Every Six Weeks CNA: D1 Strategy's Expected Result/Impact: Formative: End of Six Weeks Grades Summative: STAAR Scores Monitor: Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: Highly qualified paraprofessionals will supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction. Population: 1-T1 Computer Aide Timeline: August 2019-May 2020 CNA: P1 Strategy's Expected Result/Impact: Formative: Observations Student Progress Reports Summative: CPALLS Results Monitor: Principal	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Assist with the identification of homeless youth through the use of:</p> <ul style="list-style-type: none"> *Student Residency Questionnaire (SRQ) *Posters displayed throughout campus *Referral forms to the Homeless Youth Project *Trainings provided by Homeless Youth Dept *Community resources <p>Population: PreK-5th grade students: Homeless students</p> <p>Timeline: August 2019-May 2020</p> <p>CNA: D1</p> <p>Strategy's Expected Result/Impact: Formative: Initial Referral</p> <p>Summative: List of Referral to Homeless Youth Department STAAR Scores</p> <p>Monitor: Registrars Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement and attendance and decrease the retention rate.</p> <p>Population: At-Risk students</p> <p>Timeline: July 2019-June 2020</p> <p>CNA: D1 D2 P4</p> <p>Strategy's Expected Result/Impact: Formative: Benchmark Scores Student Progress Reports</p> <p>Summative: STAAR Scores Attendance Rate</p> <p>Monitor: Parent Liaison Administrator for State Compensatory Education Administrator for Special Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 12 Details		Reviews			
Strategy 12: Teachers will utilize the RtI process to monitor student progress and monitor any student that may qualify for special education. Population: PK-5th Grade students Timeline: August 2019-May 2020 CNA: SPP4 Strategy's Expected Result/Impact: Formative: Benchmark Scores Report Card Grades Summative: STAAR Scores TPRI/Tejas LEE Results Monitor: Teachers RtI Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:





Student Academic Achievement
Problem Statement 1: Students in the special education and bilingual program have scored lower in STAAR than students in other programs. Root Cause: There is a high student/teacher ratio in the Special Education program.









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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The school nurse will assist students in need of medical attention and reduce the number of students sent home by the nurse. Population: PK-5th Grade Students Regular TI MI LEP SE AR GT DYS Timeline: August 2019-May 2020 CNA: D2 Strategy's Expected Result/Impact: Formative: List of Supplies Summative: Reduction in Number of Students Sent Home by Nurse Monitor: Nurse Problem Statements: Demographics 1 Funding Sources: General Supplies - 199 Local funds - 199-33-6399-00-110-Y-99-000-Y - \$350	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: In an effort to promote physically and emotionally healthy students, the district will utilize the -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Population: All students</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA: D2 CNA: D3</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Observations CATCH Binder</p> <p>Summative: Fitness Gram Results CATCH Binder</p> <p>Monitor: Principal School Nurse Parent Liaison P.E. Coaches</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-110-Y11-000-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance is below the district goal of 98.5% Root Cause: Positive attendance patterns need to be established with students enrolled in the PK and Kindergarten program in order to improve the overall attendance rate.</p>

State Compensatory

Budget for Russell Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-110-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$6,482.00
162-11-6118-00-110-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$52,245.00
162-11-6119-00-110-Y-34-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$159,473.00
162-13-6119-00-110-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$87,048.00
6100 Subtotal:		\$305,248.00
6300 Supplies and Services		
162-11-6396-00-110-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,391.00
162-11-6399-00-110-Y-30-000-Y	6399 General Supplies	\$18,055.00
162-61-6399-00-110-Y-30-WTF-Y	6399 General Supplies	\$100.00
6300 Subtotal:		\$20,546.00

Personnel for Russell Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A Neeley-Solis	PK Teacher		0.5
E Mata	Dyslexia Teacher		1.0
G Ruiz	PK Teacher		0.5
JD Garcia	PK Teacher		0.5
S Esquivel	Dean of Instruction		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment at the end of the school 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 CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2019-2020 school year and to increase the Masters Performance level in all content areas. Also, it is our intention to meet all state and federal accountability goals. In addition, the following goals are also expected to be achieved: Attendance Rate 98.5%; 90% of Kinder-2nd grade students will perform at “Developed” level on the TPRI/Tejas Lee Reading Readiness tests; decrease the incidences of bullying; and include vertical and horizontal planning in order to increase the instructional communication between staff members.

May 27, 2019: CNA was reviewed and revised for the 2019-2020 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site Based Decision Committee (names can be found at the end of the plan) will be included in developing the Campus Improvement Plan. These stakeholders will actively participate in determining campus/student needs, actions needed to address these needs, and the evaluation of the measures taken.

2.2: Regular monitoring and revision

All stakeholders will meet quarterly to review and monitor CIP goals and progress measures.

May 27, 2019: CIP was reviewed and revised for the 2019-2020 school year.

December 17, 2019

April 22, 2020

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

The CIP will be linked on the campus and district's website and social media posts. A hard copy will also be available in the school's administration office. The CIP may be orally translated to Spanish upon request.

2.4: Opportunities for all children to meet State standards

All Title I students will have an equal opportunity to participate in programs such as Extended Day, Tutorials, and Saturday Academies in order to assist them in meeting State standards.

CIP 1.1.3, 1.4.6, 9.2.3, and 9.2.12

2.5: Increased learning time and well-rounded education

Students will be given opportunities to participate in Extended Day, Tutorials and Saturday academies in order to increase learning time in providing a well-rounded education.

CIP 1.1.3, 1.4.6, 9.2.3, and 9.2.12

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program based on his/her individual needs. In addition, students will receive Tiered instruction according to reading assessment results. Classroom teachers will offer tutorial in order to maximize the instructional time for struggling students. For each struggling student, the classroom teacher will create a plan and document progress in the RtI folder.

CIP 1.1.3, 1.4.6, 9.2.3, and 9.2.12

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The SBDM (names can be found at the end of the plan) and Parent Liaison reviewed, revised and distributed the Parent and Family Engagement Policy to all families at the beginning of the school year via a hard copy in the Student Handbook. In addition, parent meetings are held where this information will also be provided by campus administration. The policy will also be posted in the school's website and social media pages. This policy was made available in English and Spanish.

CIP 6.1.1

3.2: Offer flexible number of parent involvement meetings

Title I, Part A Funds will be used to partially finance parental involvement meetings that will be provided by the campus parent liaison as well as the District's Parental Involvement Center. Parent meetings on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. These meetings will be advertised through parent notices, school website and school messenger system. These will be held in the Parent Center every Tuesday and/or Thursday during (9:00 A.M.) and after school (5:00 P.M.) in order to meet our parents' schedules.

CIP 6.1.1, 6.1.2, 6.1.3, 6.1.8

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
G. Vasquez	Library Aide		1.0
J. NeSmith	Dyslexia Paraprofessional		1.0
J. Palacios	Paraprofessional		1.0
R. Ramirez	Parent Liaison		1.0
R. Rodriguez	Nurse		.4

Plan Notes

6-21-2020 Corrections needed:

ESSA Elements 3.2 description needs to address required Title 1-A multiple meeting dates and times

Maria Perez appears to be a teacher--please reclassify on SBDM

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Oscar Cantu	Principal
Meeting Facilitator	Lettie Marroquin	Assistant Principal
Meeting Facilitator	Sayra Esquivel	Dean of Instruction
Classroom Teacher	Maria Perez	Y1
Parent	Estavaliz Rodriguez	Parent
Classroom Teacher	Tracy Perez	Y1
Classroom Teacher	Aziza De La Garza	Y1
Classroom Teacher	Jill Swanson	Y1
Classroom Teacher	Victor Calzada	Y1
Classroom Teacher	Jeanette Tamayo	Y1
Classroom Teacher	Guadalupe Pecero	Y2
Non-classroom Professional	Blanca Sosa	Y1
Non-classroom Professional	Patricia Cisneros	Y1
Paraprofessional	Maria Mireles	Y1
Parent	Deborah Rodriguez	Parent
Community Representative	Cesar Ayala	Community Representative
Community Representative	Rosalinda Flores	Community Representative
Business Representative	Beatrice Lopez	Business Representative
Business Representative	Daniel Garcia	Business Representative
District-level Professional	Sally Legault	Y2

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials	199-12-6329-42-110-Y-99-000-Y	\$2,700.00
1	1	2	Software - AR	199-12-6249-42-110-Y-99-000-Y	\$2,710.00
1	1	2	General Supplies	199-12-6399-42-110-Y-99-000-Y	\$600.00
1	1	4	General Supplies	199-12-6399-00-110-Y-99-000-Y	\$300.00
1	1	4	Reading Materials	199-12-6329-00-110-Y-99-000-Y	\$250.00
1	4	2	Transportation	199-11-6494-00-110-Y-11-000-Y	\$2,000.00
1	4	7	Entry Fees	199-11-6497-50-110-Y-11-000-Y	\$140.00
2	1	2	Supplies for Maintenance	199-51-6315-00-110-Y-99-000-Y	\$6,200.00
2	1	2	Overtime	199-51-6121-47-110-Y-99-000-Y	\$185.00
7	1	6	Employee Travel	199-12-6411-23-110-Y-99-000-Y	\$150.00
7	1	8	Travel	199-23-6411-23-110-Y-99-000-Y	\$1,000.00
8	1	2	General Supplies	199-11-6399-00-110-Y-11-000-Y	\$3,000.00
8	1	3	Copy Paper	199-11-6396-00-110-Y-11-000-Y	\$450.00
8	1	3	Toner	199-11-6399-62-110-Y-11-000-Y	\$1,500.00
8	1	3	Toner	199-23-6399-00-110-Y-99-000-Y	\$1,500.00
8	1	3	General Supplies	199-11-6399-16-110-Y-11-002-Y	\$2,500.00
8	1	4	Licenses	199-23-6395-65-110-Y-99-000-Y	\$705.00
8	1	6	Fixed Assets	199-23-6649-65-110-Y-99-000-Y	\$4,203.00
9	2	4	General Supplies	199-31-6399-00-110-Y-99-000-Y	\$239.00
9	3	1	General Supplies	199-33-6399-00-110-Y-99-000-Y	\$350.00
9	3	2	General Supplies	199-11-6399-51-110-Y11-000-Y	\$1,000.00
Sub-Total					\$31,682.00
Budgeted Fund Source Amount					\$31,682.00
+/- Difference					\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	PK 4 Teacher Salaries	162-11-6119-00-110-Y-34-000-Y	\$159,473.00
1	4	6	SSI Tutorial	162-11-6118-00-110-Y-24-SSI-Y	\$6,482.00
1	4	6	At-Risk Tutorial	162-11-6118-00-110-Y-30-000-Y	\$52,245.00
3	1	2	General Supplies	162-11-6399-00-110-Y-30-000-Y	\$18,055.00
3	1	3	Copy Paper	162-11-6396-00-110-Y-30-000-Y	\$2,391.00
7	1	9	Dean's Salary	162-13-6119-00-110-Y-30-000-Y	\$87,048.00
9	1	2	Walk for the Future	162-61-6399-00-110-Y-30-WTF-Y	\$100.00
Sub-Total					\$325,794.00
Budgeted Fund Source Amount					\$325,794.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	LPAC Meetings	163-11-6112-00-110-Y-25-000-Y	\$3,000.00
1	1	9	General Supplies	163-11-6399-00-110-Y-25-000-Y	\$5,000.00
1	1	9	Professional Development	163-13-6411-23-110-Y-25-000-Y	\$1,000.00
Sub-Total					\$9,000.00
Budgeted Fund Source Amount					\$9,000.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	General Supplies	166-11-6399-00-110-Y-23-0P2-Y	\$530.00
3	1	3	Resources	166-11-6399-00-110-Y-23-0P4-Y	\$800.00
8	1	2	General Supplies	166-11-6399-62-110-Y-23-000-Y	\$650.00
9	1	6	Awards	166-11-6498-00-110-Y-23-0P2-Y	\$900.00
Sub-Total					\$2,880.00
Budgeted Fund Source Amount					\$2,880.00
+/- Difference					\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	Extra Duty Pay	211-11-6118-00-110-Y-30-ASP-Y	\$23,220.00
1	4	5	Extra Duty Pay	211-11-6121-00-110-Y-30-ASP-Y	\$19,017.00
3	1	2	Copy Paper	211-11-6396-00-110-Y-30-0F2-Y	\$1,620.00
3	1	2	General Supplies	211-11-6399-00-110-Y-30-0F2-Y	\$23,245.00
3	1	2	General Supplies	211-11-6398-62-110-Y-30-0F2-Y	\$45,440.00
6	1	7	General Supplies	211-61-6399-00-110-Y-30-0F2-Y	\$900.00
6	1	9	Operating Costs	211-61-6499--53-110-Y-30-0F2-Y	\$900.00
6	1	9	Employee Travel	211-61-6411-00-110+Y-30-0F2-Y	\$900.00
7	1	1	Substitutes	211-13-6112-00-110-Y-30-AYP-Y	\$2,000.00
7	1	6	Employee Travel	211-13-6411-00-110-Y-30-AYP-Y	\$3,167.00
7	1	8	Kagan Consulting Services	211-13-6291-00-110-30-AYP-Y	\$4,549.00
8	1	4	Software	211-11-6395-62-110-Y-30-0F2-Y	\$525.00
8	1	6	Fixed Assets	211-11-6398-62-110-Y-30-0F2-Y	\$6,827.00
9	1	6	Awards	211-11-6498-00-110-Y-30-0F2-Y	\$3,850.00
Sub-Total					\$136,160.00
Budgeted Fund Source Amount					\$136,160.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	General Supplies	263-11-6399-00-110-Y-25-000-Y	\$8,280.00
Sub-Total					\$8,280.00
Budgeted Fund Source Amount					\$8,280.00
+/- Difference					\$0.00
Grand Total					\$513,796.00

Addendums

2017-18 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **RUSSELL EL**

Campus Number: **031901110**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 Campus STAAR Performance

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	80%	77%	-	77%	-	-	-	-	-	*	77%	*
	2017	73%	76%	70%	-	70%	*	-	-	-	-	*	70%	64%
At Meets Grade Level or Above	2018	43%	42%	41%	-	41%	-	-	-	-	-	*	41%	*
	2017	45%	46%	27%	-	27%	*	-	-	-	-	*	27%	23%
At Masters Grade Level	2018	25%	22%	23%	-	23%	-	-	-	-	-	*	23%	*
	2017	29%	27%	16%	-	16%	*	-	-	-	-	*	16%	19%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	86%	85%	-	85%	-	-	-	-	-	*	85%	84%
	2017	77%	83%	76%	-	76%	*	-	-	-	-	*	76%	74%
At Meets Grade Level or Above	2018	47%	54%	52%	-	52%	-	-	-	-	-	*	52%	47%
	2017	49%	56%	45%	-	46%	*	-	-	-	-	*	45%	47%
At Masters Grade Level	2018	23%	27%	30%	-	30%	-	-	-	-	-	*	30%	28%
	2017	26%	31%	24%	-	24%	*	-	-	-	-	*	24%	28%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	79%	80%	-	79%	*	-	-	-	-	*	80%	69%
	2017	70%	76%	59%	-	57%	*	-	-	-	-	*	60%	65%
At Meets Grade Level or Above	2018	46%	49%	45%	-	44%	*	-	-	-	-	*	45%	37%
	2017	44%	47%	37%	-	36%	*	-	-	-	-	*	38%	37%
At Masters Grade Level	2018	24%	23%	25%	-	25%	*	-	-	-	-	*	25%	20%
	2017	24%	22%	21%	-	19%	*	-	-	-	-	*	21%	19%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	86%	80%	-	80%	*	-	-	-	-	*	80%	76%
	2017	76%	81%	66%	-	67%	*	-	-	-	-	*	67%	70%
At Meets Grade Level or Above	2018	49%	56%	44%	-	43%	*	-	-	-	-	*	44%	46%
	2017	47%	51%	41%	-	42%	*	-	-	-	-	*	42%	48%
At Masters Grade Level	2018	27%	30%	15%	-	15%	*	-	-	-	-	*	15%	14%
	2017	27%	28%	22%	-	22%	*	-	-	-	-	*	22%	22%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	74%	82%	-	81%	*	-	-	-	-	*	82%	*
	2017	65%	76%	65%	-	63%	*	-	-	-	-	*	66%	69%
At Meets Grade Level or Above	2018	39%	48%	55%	-	54%	*	-	-	-	-	*	55%	*
	2017	34%	43%	33%	-	33%	*	-	-	-	-	*	34%	31%
At Masters Grade Level	2018	11%	14%	11%	-	11%	*	-	-	-	-	*	11%	*
	2017	11%	14%	11%	-	10%	*	-	-	-	-	*	11%	9%
Grade 5 Reading ^^														
At Approaches Grade Level or Above	2018	84%	90%	85%	-	84%	*	-	-	-	-	*	85%	83%
	2017	82%	86%	82%	-	82%	-	-	*	-	-	*	81%	77%
At Meets Grade Level or Above	2018	54%	59%	50%	-	49%	*	-	-	-	-	*	50%	50%
	2017	48%	51%	47%	-	47%	-	-	*	-	-	*	46%	42%
At Masters Grade Level	2018	26%	28%	21%	-	21%	*	-	-	-	-	*	21%	20%
	2017	25%	26%	21%	-	21%	-	-	*	-	-	*	21%	16%
Grade 5 Mathematics ^^														
At Approaches Grade Level or Above	2018	91%	97%	94%	-	94%	*	-	-	-	-	*	94%	95%
	2017	87%	94%	86%	-	86%	-	-	*	-	-	*	86%	80%
At Meets Grade Level or Above	2018	58%	74%	59%	-	58%	*	-	-	-	-	*	59%	60%

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 Campus STAAR Performance

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2017	50%	60%	42%	-	43%	-	-	*	-	-	*	42%	32%
	2018	30%	43%	35%	-	36%	*	-	-	-	-	*	35%	45%
	2017	24%	29%	12%	-	12%	-	-	*	-	-	*	11%	9%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	85%	75%	-	74%	*	-	-	-	-	*	75%	82%
	2017	74%	81%	70%	-	69%	-	-	*	-	-	*	69%	64%
At Meets Grade Level or Above	2018	41%	51%	39%	-	38%	*	-	-	-	-	*	39%	43%
	2017	42%	49%	40%	-	41%	-	-	*	-	-	*	40%	32%
At Masters Grade Level	2018	17%	20%	16%	-	15%	*	-	-	-	-	*	16%	16%
	2017	18%	22%	19%	-	19%	-	-	*	-	-	*	19%	16%
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	78%	82%	-	82%	*	-	-	-	-	50%	82%	80%
	2017	75%	76%	72%	-	72%	*	-	*	-	-	30%	72%	71%
At Meets Grade Level or Above	2018	48%	49%	48%	-	47%	*	-	-	-	-	17%	48%	45%
	2017	45%	45%	39%	-	40%	*	-	*	-	-	11%	39%	37%
At Masters Grade Level	2018	22%	21%	22%	-	22%	*	-	-	-	-	8%	22%	20%
	2017	20%	18%	18%	-	18%	*	-	*	-	-	6%	18%	17%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	74%	81%	-	81%	*	-	-	-	-	*	81%	76%
	2017	72%	71%	71%	-	71%	*	-	*	-	-	*	71%	69%
At Meets Grade Level or Above	2018	46%	44%	45%	-	45%	*	-	-	-	-	*	45%	39%
	2017	44%	41%	37%	-	37%	*	-	*	-	-	*	37%	35%
At Masters Grade Level	2018	19%	17%	22%	-	23%	*	-	-	-	-	*	22%	15%
	2017	19%	15%	19%	-	19%	*	-	*	-	-	*	20%	18%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	85%	86%	-	86%	*	-	-	-	-	*	86%	85%
	2017	79%	82%	77%	-	77%	*	-	*	-	-	*	77%	75%
At Meets Grade Level or Above	2018	50%	55%	51%	-	51%	*	-	-	-	-	*	51%	51%
	2017	46%	50%	43%	-	43%	*	-	*	-	-	*	43%	41%
At Masters Grade Level	2018	24%	28%	26%	-	27%	*	-	-	-	-	*	26%	30%
	2017	22%	23%	19%	-	19%	*	-	*	-	-	*	19%	18%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	71%	82%	-	81%	*	-	-	-	-	*	82%	*
	2017	67%	74%	65%	-	63%	*	-	-	-	-	*	66%	69%
At Meets Grade Level or Above	2018	41%	45%	55%	-	54%	*	-	-	-	-	*	55%	*
	2017	36%	41%	33%	-	33%	*	-	-	-	-	*	34%	31%
At Masters Grade Level	2018	13%	13%	11%	-	11%	*	-	-	-	-	*	11%	*
	2017	11%	12%	11%	-	10%	*	-	-	-	-	*	11%	9%
All Grades Science														
At Approaches Grade Level or Above	2018	80%	82%	75%	-	74%	*	-	-	-	-	*	75%	82%
	2017	79%	80%	70%	-	69%	-	-	*	-	-	*	69%	64%
At Meets Grade Level or Above	2018	51%	51%	39%	-	38%	*	-	-	-	-	*	39%	43%
	2017	49%	48%	40%	-	41%	-	-	*	-	-	*	40%	32%
At Masters Grade Level	2018	23%	19%	16%	-	15%	*	-	-	-	-	*	16%	16%
	2017	19%	16%	19%	-	19%	-	-	*	-	-	*	19%	16%

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 Campus Progress

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	65	75	-	75	*	-	-	-	-	*	75	65
Grade 4 Mathematics	2018	65	66	58	-	58	*	-	-	-	-	54	58	51
Grade 5 ELA/Reading	2018	80	81	80	-	80	*	-	-	-	-	87	80	78
Grade 5 Mathematics	2018	81	87	86	-	86	*	-	-	-	-	93	86	90
All Grades Both Subjects	2018	69	71	74	-	74	*	-	-	-	-	74	74	72
All Grades ELA/Reading	2018	69	69	78	-	78	*	-	-	-	-	73	78	73
All Grades Mathematics	2018	70	72	71	-	71	*	-	-	-	-	75	71	72

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	44%	52%	-	52%	-	-	-	-	-	41%	52%	33%
	2017	35%	39%	39%	-	39%	-	-	-	-	-	*	40%	49%
Mathematics	2018	47%	57%	60%	-	59%	*	-	-	-	-	47%	60%	50%
	2017	43%	49%	44%	-	45%	*	-	-	-	-	25%	44%	45%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	85%	79%	-	78%	*	-	-	-	-	47%	79%	65%
Students Requiring Accelerated Instruction														
	2018	21%	15%	21%	-	22%	*	-	-	-	-	53%	21%	35%
STAAR Cumulative Met Standard														
	2018	84%	90%	85%	-	85%	*	-	-	-	-	67%	85%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	93%	100%	-	100%	-	-	*	-	-	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	89%	-	88%	*	-	-	-	-	71%	89%	87%
Students Requiring Accelerated Instruction														
	2018	15%	6%	11%	-	12%	*	-	-	-	-	*	11%	*
STAAR Cumulative Met Standard														
	2018	90%	96%	93%	-	93%	*	-	-	-	-	86%	93%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	90%	89%	-	88%	*	-	-	-	-	*	89%	88%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2018	69%	*	*	-	*	-	-	-	-	-	-	*	*

District Name: BROWNSVILLE ISD
Campus Name: RUSSELL EL
Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 666
Grade Span: PK - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	78%	82%	70%	70%	-	-	-	-	-	-	*	70%	70%
	2017	75%	76%	72%	62%	62%	-	-	-	-	-	-	*	62%	63%
At Meets Grade Level or Above	2018	48%	49%	48%	27%	27%	-	-	-	-	-	-	*	27%	27%
	2017	45%	45%	39%	29%	29%	-	-	-	-	-	-	*	29%	28%
At Masters Grade Level	2018	22%	21%	22%	10%	10%	-	-	-	-	-	-	*	10%	9%
	2017	20%	18%	18%	12%	12%	-	-	-	-	-	-	*	12%	12%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	74%	81%	*	*	-	-	-	-	-	-	*	*	*
	2017	72%	71%	71%	61%	61%	-	-	-	-	-	-	*	61%	62%
At Meets Grade Level or Above	2018	46%	44%	45%	*	*	-	-	-	-	-	-	*	*	*
	2017	44%	41%	37%	27%	27%	-	-	-	-	-	-	*	27%	26%
At Masters Grade Level	2018	19%	17%	22%	*	*	-	-	-	-	-	-	*	*	*
	2017	19%	15%	19%	11%	11%	-	-	-	-	-	-	*	11%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	85%	86%	80%	80%	-	-	-	-	-	-	*	80%	79%
	2017	79%	82%	77%	68%	68%	-	-	-	-	-	-	*	68%	68%
At Meets Grade Level or Above	2018	50%	55%	51%	35%	35%	-	-	-	-	-	-	*	35%	34%
	2017	46%	50%	43%	32%	32%	-	-	-	-	-	-	*	32%	32%
At Masters Grade Level	2018	24%	28%	26%	15%	15%	-	-	-	-	-	-	*	15%	15%
	2017	22%	23%	19%	14%	14%	-	-	-	-	-	-	*	14%	15%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	71%	82%	*	*	-	-	-	-	-	-	-	*	*
	2017	67%	74%	65%	*	*	-	-	-	-	-	-	*	*	*
At Meets Grade Level or Above	2018	41%	45%	55%	*	*	-	-	-	-	-	-	-	*	*
	2017	36%	41%	33%	*	*	-	-	-	-	-	-	*	*	*
At Masters Grade Level	2018	13%	13%	11%	*	*	-	-	-	-	-	-	-	*	*
	2017	11%	12%	11%	*	*	-	-	-	-	-	-	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	82%	75%	*	*	-	-	-	-	-	-	*	*	*
	2017	79%	80%	70%	54%	54%	-	-	-	-	-	-	*	54%	53%
At Meets Grade Level or Above	2018	51%	51%	39%	*	*	-	-	-	-	-	-	*	*	*
	2017	49%	48%	40%	29%	29%	-	-	-	-	-	-	*	29%	28%
At Masters Grade Level	2018	23%	19%	16%	*	*	-	-	-	-	-	-	*	*	*
	2017	19%	16%	19%	12%	12%	-	-	-	-	-	-	*	12%	11%

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	71	74	68	68	-	-	-	-	-	-	*	68	68
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District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 666
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades ELA/Reading	2018	69	69	78	66	66	-	-	-	-	-	-	*	66	67
All Grades Mathematics	2018	70	72	71	69	69	-	-	-	-	-	-	*	69	70

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	44%	52%	33%	33%	-	-	-	-	-	-	-	33%	33%
	2017	35%	39%	39%	50%	50%	-	-	-	-	-	-	*	50%	49%
Mathematics	2018	47%	57%	60%	50%	50%	-	-	-	-	-	-	-	50%	50%
	2017	43%	49%	44%	46%	46%	-	-	-	-	-	-	*	46%	45%

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 Campus STAAR Participation

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	90%	-	91%	75%	-	-	-	-	95%	90%	84%
Not Included in Accountability													
Mobile	4%	3%	7%	-	7%	0%	-	-	-	-	2%	7%	8%
Other Exclusions	1%	2%	3%	-	2%	25%	-	-	-	-	4%	3%	7%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	95%	93%	-	94%	69%	-	*	-	-	95%	93%	90%
Not Included in Accountability													
Mobile	4%	2%	4%	-	4%	31%	-	*	-	-	4%	5%	5%
Other Exclusions	1%	2%	2%	-	2%	0%	-	*	-	-	2%	2%	5%
Not Tested	1%	0%	0%	-	0%	0%	-	*	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	*	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.8%	96.7%	-	96.7%	96.6%	-	*	-	-	96.1%	96.7%	96.7%
2015-16	95.8%	96.0%	97.2%	-	97.3%	*	-	*	-	-	96.6%	97.2%	97.4%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	93.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	3,096	334,424
By Ethnicity:				
African American	-	-	3	42,132
Hispanic	-	-	3,074	164,446
White	-	-	17	105,748
American Indian	-	-	1	1,254
Asian	-	-	1	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	0	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	143	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	2,782	252,091
Foundation H.S. Program (No Endorsement)	-	-	44	16,650
Foundation H.S. Program (Endorsement)	-	-	40	3,212
Foundation H.S. Program (DLA)	-	-	87	25,399
Special Education Graduates	-	-	301	25,105
Economically Disadvantaged Graduates	-	-	2,977	159,476
LEP Graduates	-	-	355	17,579
At-Risk Graduates	-	-	1,657	132,112

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	60.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	52.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	48.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	43.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 Campus CCMR-related Indicators

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	38.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	29.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	29.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	19.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	4.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	20.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	27.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	12.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	4.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	71.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	951	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1250	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	481	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	827	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	470	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	423	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	17.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	17.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	42.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	22.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	20.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated January 2019 ***													
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	60.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: RUSSELL EL
Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Total Students: 666
Grade Span: PK - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	666	100.0%	45,535	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	108	16.2%	7.7%	4.3%
Kindergarten	97	14.6%	5.9%	6.9%
Grade 1	92	13.8%	7.0%	7.2%
Grade 2	102	15.3%	6.6%	7.3%
Grade 3	91	13.7%	6.9%	7.6%
Grade 4	86	12.9%	7.2%	7.7%
Grade 5	90	13.5%	6.9%	7.7%
Grade 6	0	0.0%	6.8%	7.5%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.2%	7.4%
Grade 9	0	0.0%	8.0%	8.0%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.8%	6.9%
Grade 12	0	0.0%	6.8%	6.4%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	658	98.8%	98.6%	52.4%
White	8	1.2%	1.0%	27.8%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.0%	2.3%
Economically Disadvantaged	666	100.0%	95.8%	58.8%
Non-Educationally Disadvantaged	0	0.0%	4.2%	41.2%
English Learners (EL)	334	50.2%	32.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.9%	1.3%
At-Risk	484	72.7%	66.9%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	65			
By Type of Primary Disability				
Students with Intellectual Disabilities	26	40.0%	57.1%	43.3%
Students with Physical Disabilities	**	**	11.1%	21.9%
Students with Autism	*	*	11.7%	13.2%
Students with Behavioral Disabilities	27	41.5%	17.9%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.4%
Mobility (2016-17):				
Total Mobile Students	88	15.1%	14.9%	16.0%
By Ethnicity:				
African American	0	0.0%		

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 Campus Student Information

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Hispanic	85	14.6%		
White	3	0.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

<u>Student Information</u>	<u>-----Non-Special Education Rates-----</u>			<u>-----Special Education Rates-----</u>		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	7.3%	2.0%	1.8%	0.0%	3.8%	6.9%
Grade 1	7.4%	11.3%	3.4%	25.0%	10.9%	6.2%
Grade 2	13.4%	5.1%	2.1%	8.3%	4.9%	2.6%
Grade 3	9.4%	3.8%	1.3%	7.1%	1.7%	1.0%
Grade 4	1.3%	2.4%	0.6%	5.6%	1.9%	0.5%
Grade 5	1.1%	0.7%	0.7%	0.0%	0.2%	0.6%
Grade 6	-	3.9%	0.5%	-	1.5%	0.6%
Grade 7	-	3.4%	0.7%	-	2.4%	0.6%
Grade 8	-	2.3%	0.6%	-	1.4%	0.8%
Grade 9	-	9.4%	8.0%	-	23.5%	13.5%

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.5	19.0	18.7
Grade 1	19.3	17.9	18.8
Grade 2	17.7	17.6	18.8
Grade 3	16.5	21.8	19.0
Grade 4	18.6	22.1	19.2
Grade 5	19.8	19.9	21.2
Grade 6	-	21.4	20.3
Secondary:			
English/Language Arts	-	17.9	16.7
Foreign Languages	-	20.0	18.6
Mathematics	-	19.2	17.9
Science	-	19.7	19.0
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.0	100.0%	100.0%	100.0%
Professional Staff:	48.1	75.2%	56.7%	64.1%
Teachers	39.7	62.1%	44.4%	50.1%
Professional Support	5.4	8.4%	9.3%	9.8%
Campus Administration (School Leadership)	3.0	4.7%	2.9%	3.0%
Educational Aides:	15.8	24.8%	11.6%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,429.0
Part-time	0.0	n/a	1.0	578.0
Counselors				
Full-time	2.0	n/a	148.0	12,131.0
Part-time	0.0	n/a	9.0	1,148.0
Total Minority Staff:	60.7	94.9%	93.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.4%	10.4%
Hispanic	36.7	92.4%	89.8%	27.2%
White	3.0	7.6%	9.3%	58.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.6%
Pacific Islander	0.0	0.0%	0.3%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.9	17.4%	32.2%	23.7%
Females	32.8	82.6%	67.8%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	27.7	69.8%	79.4%	74.1%
Masters	12.0	30.2%	18.8%	23.8%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.9	2.3%	2.8%	8.2%
1-5 Years Experience	1.0	2.5%	16.1%	29.1%
6-10 Years Experience	3.0	7.6%	18.8%	19.1%
11-20 Years Experience	21.9	55.1%	37.6%	28.2%
Over 20 Years Experience	12.9	32.5%	24.7%	15.3%
Number of Students per Teacher	16.8	n/a	15.4	15.1

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	8.4	6.3
Average Years Experience of Principals with District	13.0	7.7	5.4
Average Years Experience of Assistant Principals	11.0	8.1	5.2
Average Years Experience of Assistant Principals with District	11.0	8.0	4.6
Average Years Experience of Teachers:	17.7	14.6	10.9
Average Years Experience of Teachers with District:	16.9	13.8	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,034	\$45,220	\$47,667
1-5 Years Experience	\$45,124	\$45,981	\$49,663
6-10 Years Experience	\$47,065	\$48,243	\$52,056
11-20 Years Experience	\$52,832	\$52,747	\$55,246
Over 20 Years Experience	\$61,693	\$61,445	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$54,955	\$52,755	\$53,334
Professional Support	\$58,058	\$63,531	\$63,165
Campus Administration (School Leadership)	\$80,647	\$80,180	\$77,712
Instructional Staff Percent:	n/a	59.1%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,218.9

District Name: BROWNSVILLE ISD
 Campus Name: RUSSELL EL
 Campus Number: 031901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Total Students: 666
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	320	48.0%	31.9%	18.9%
Career & Technical Education	0	0.0%	32.2%	25.8%
Gifted & Talented Education	56	8.4%	12.6%	7.9%
Special Education	65	9.8%	11.2%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	5.5	13.9%	2.8%	6.1%
Career & Technical Education	0.0	0.0%	5.6%	4.7%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.6%	1.8%
Regular Education	30.1	75.7%	79.0%	72.3%
Special Education	4.1	10.4%	11.1%	9.0%
Other	0.0	0.0%	0.3%	3.4%

'^' Domain modeling data applied to year 2017.

'^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 1

Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 77% to 82% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
78%	79%	80%	81%	82%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	77%	75%	73%
2021	78%	76%	74%
2022	79%	77%	75%
2023	80%	78%	76%
2024	81%	79%	77%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1

Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 93% to 98% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
94%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 90% to 95% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	89%	89%	91%
2021	90%	90%	92%
2022	91%	91%	93%
2023	92%	92%	94%
2024	93%	93%	95%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 92% to 97% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
93%	94%	95%	96%	97%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	87%	88%	89%	62%
2021	88%	89%	90%	63%
2022	89%	90%	91%	64%
2023	90%	91%	92%	65%
2024	91%	92%	93%	66%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 23% to 28% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	23%	24%	17%	14%
2021	24%	25%	18%	15%
2022	25%	26%	19%	16%
2023	26%	27%	20%	17%
2024	27%	28%	21%	18%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade

Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 65% to 70% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
66%	67%	68%	69%	70%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	66%	66%	57%	76%
2021	67%	67%	58%	77%
2022	68%	68%	59%	78%
2023	69%	69%	60%	79%
2024	70%	70%	61%	80%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	41%	39%	38%	1%
2021	42%	40%	39%	2%
2022	43%	41%	40%	3%
2023	44%	42%	41%	4%
2024	45%	43%	42%	5%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 25% to 30% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
26%	27%	28%	29%	30%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	23%	23%	17%	11%
2021	24%	24%	18%	12%
2022	25%	25%	19%	13%
2023	26%	26%	20%	14%
2024	27%	27%	21%	15%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 42% to 47% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	41%	38%	35%	11%
2021	42%	39%	36%	12%
2022	43%	40%	37%	13%
2023	44%	41%	38%	14%
2024	45%	42%	39%	15%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 29% to 34% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	31%	32%	33%	34%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	30%	30%	23%
2021	31%	31%	24%
2022	32%	32%	25%
2023	33%	33%	26%
2024	34%	34%	27%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 15% to 20% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
16%	17%	18%	19%	20%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	16%	17%	14%
2021	17%	18%	15%
2022	18%	19%	16%
2023	19%	20%	17%
2024	20%	21%	18%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 28% to 33% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	30%	31%	32%	33%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	29%	28%	25%	10%
2021	30%	29%	26%	11%
2022	31%	30%	27%	12%
2023	32%	31%	28%	13%
2024	33%	32%	29%	14%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 38% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
39%	40%	41%	42%	43%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	39%	37%	36%	10%
2021	40%	38%	37%	11%
2022	41%	39%	38%	12%
2023	42%	40%	39%	13%
2024	43%	41%	40%	14%

Minimum size criteria set to 10 or more students.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

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

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

"Bullying":

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

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

Policy

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

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

Internet Posting

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

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FREEDOM FROM BULLYING

FFI
(LEGAL)

**Prevention and
Mediation**

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

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832