Brownsville Independent School District

Champion Elementary

2021-2022 Campus Improvement Plan

Mission Statement

To accomplish this vision, Champion Elementary, will provide a challenging and rigorous curriculum for all students. School educators and parents will work collaboratively to promote a learning environment of respect and unity, where students take responsibility for their own educational success.

Vision

Champion Elementary will produce responsible students who will be able to reason critically, and become productive members of the school and the community. school staff will have high learning expectations and implement a rigorous curriculum for all learners. The school learning climate will be positive and conducive to high academic excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Champion Elementary opened its doors in 2001. The school was named A. A. Champion, a noted local historian, rancher, and public servant. Champion pursued a lifetime of knowledge regarding the history of the area in which he lived and became a nationally recognized historical source for the South Texas and Northern Mexico Areas.   In 2018, Champion served 832 students, 98% hispanic and 1% white and 1% African American. According to the 2018-2019 Texas Academic Performance Report, 734 students are categorized as Economically Disadvantaged (94%) and 607 (78%) meet the at-risk criteria. At-risk students are provided supplemental services through State Compensatory Education program.   English Language Learners make up 406 (52%) students of the campus population. ELL's are provided Bilingual Education through the use of the Transitional Model. The most recent official data reveals that our mobility percentages are just above the state level. (15.8%) Attendance percentages have been a struggle at Champion Elementary, in 2018-2019 our attendance rate indicator score was set at 97.5%. Champion was at a 96.3%.

For the 2018-2019 school year, 111 students or 14% of the school's population receives special education services. 16 students have been identified as homeless; they represent 0.01% of the population. 16 students have been identified as being migrant, and 5 meet the (PFS) Priority For Service criteria. Our school identified and services 55 Gifted and Talented students. GT services for these students are evident in teacher's lesson plans and in the completion of six weeks projects based on the student's area of interest.

 Champion Elementary serves students in grades PK3, PK4 - 5th grade including , one LifeSkills and two B.I unit. Class size averages are 22:1. The total enrollment for the campus has always been above 800 students. Champion Elementary earned all 4 out of 6 TEA distinctions and is committed to academic excellence.

The attendance rate was 97.5% for all students and 97.5% for at risk students. The retention rate was 6% for all students and 8% for at risk students.

Demographics Strengths

1. *Teacher-Student Ratio
2. *Pre K 3 Am & PM Classes
3. *Identification of at-risk, migrant, homeless, ELL students is in place at the campus
4. *Services for students in subpopulations and special programs are provided
5. *Continue with an increased number in GT nominations
6. *Wellness and Physical Education
7. *Fine Arts - Music and Art

Demographics Needs*Provide a variety of student incentives to increase attendance percentages*Classrooms with perfect attendance will be recognized on a weekly basis and will be rewarded*Provide professional development on how to identify and provide services to at-risk students, homeless and migrant students*Provide general supplies and supplemental materials to Migrant Students*Provide GT identified students with supplemental supplies and materials *Bilingual Certified teachers will attend professional development session that address ELL's needs*Dean of Instruction will attend in and out of district Professional Development sessions and conferences

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Gaps between all student performance and special populations **Data Analysis/Root Cause:** Continued differentiated instructional through special programs, RTI and bilingual in order to reach all students.

Need Statement 2 (Prioritized): Provide a variety of student incentives to increase attendance percentage to improve the school climate **Data Analysis/Root Cause:** School attendance showing a slight decline.

Need Statement 4 (Prioritized): Need to increase enrollment and retention of students in all grade levels. **Data Analysis/Root Cause:** Growth in the area while continuing to support all stakeholders.

Need Statement 5 (Prioritized): Increase marketing and reaching out to all stakeholders in order to display our school in a positive manner. **Data Analysis/Root Cause:** Continue withe the CNA to reach out as needed in the responses.

Student Learning

Student Learning Summary

Student achievement is one our primary focus points at Champion Elementary. In order to monitor and ensure that all students are performing at the necessary levels in core subject areas, the campus established the use of a Data Wall. Through the ongoing analysis/monitoring of the data content of the wall, we are able to support instructional decision making and evaluate instructional practices. The implementation of the data wall, has come to establish a Professional Learning Community at our campus. Our PLC is guided by data and is in continuous instructional motion based on this data. Weekly Assessment Analysis sessions are held every Thursday with teachers to discuss weekly student performance on tests and plan of action to target needs. Below you will find data for grades PK 3 & 4 to 5th reflecting performance in state mandated assessments such as CPALL's, TPRI/Tejas LEE, and STAAR.

Grade Level	Skill	2017 - 2018	2017 – 2018	2018 – 2019	2018 – 2019	2019-2020
		Prek 3	**Prek 4**	**Prek 3**	**Prek 4**	**PK3/PK4**
Pre-K 3 & 4 **CPALLS** **English** **% MAP**	Phonological Awareness	93%	95%	95%	100%	COVID EOY
	Rapid Letter Naming	73%	79%	86%	100%	COVID EOY
	Rapid Vocabulary Naming	93%	67%	52%	33%	COVID EOY
	Math Screener	93%	97%	98%	100%	COVID EOY
	Science Screener	100%	100%	97%	100%	COVID EOY
K - TPRI **%** **Developed**	Phonological Awareness	80%	89%	88%	59% (MOY)	
	Phonics	100%	100%	97%	90% (MOY)	
	Listening Comprehension	86%	92%	89%	88% (MOY)	
First – TPRI **%** **Developed**	Phonological Awareness	86%	79%	79%	66% (MOY)	
	Phonics	85%	82%	82%	75% (MOY)	
	Word Reading	68%	51%	66%	38% (MOY)	
	Fluency	52%	34%	51%	37% (MOY)	
	Reading Comprehension	49%	31%	51%	32% (MOY)	
Second – TPRI **%** **Developed**	Phonics	42%	46%	35%	10% (MOY)	
	Word Reading	71%	71%	63%	41% (MOY)	
	Fluency	41%	50%	35%	42% (MOY)	
	Reading Comprehension	80%	74%	69%	20% (MOY)	

Grade Level	Skill	2017 - 2018 Prek 3	2017 – 2018 Prek 4	2018 – 2019 Prek 3	2018 – 2019 Prek 4	2019-2020 PK3/PK4
Third – TPRI	Phonics	17 %	20%	NA	NA	
	Word Reading	50%	51%	NA	NA	
	Fluency	25%	23%	NA	NA	
% Developed	Reading Comprehension	48%	43%	NA	NA	

Grade Level	Skill	2017 – 2018 Prek 3	2017 – 2018 Prek 4	2018 – 2019 Prek 3	2018 - 2019 Prek 4	2019-2020 PK3/PK4
Pre-K CPALLS Spanish % MAP	Phonological Awareness	82%	82%	86 %	100%	COVID (EOY)
	Rapid Letter Naming	18%	50%	62%	60%	COVID (EOY)
	Rapid Vocabulary Naming	73%	32%	36%	20%	COVID (EOY)
	Math Screener	100%	100%	90%	100%	COVID (EOY)
	Science Screener	100%	100%	100%	100%	COVID (EOY)
K – Tejas Lee % Developed	Phonological Awareness	74%	82%	56%	0% (MOY)	
	Phonics	85%	77%	89%	40% (MOY)	
	Word Reading	66%	55%	56%	0% (MOY)	
	Listening Comprehension	74%	91%	89%	100% (MOY)	
	Reading Comprehension	81%	68%	67%	NA	
First – Tejas Lee % Developed	Phonological Awareness	20%	40%	100%	33% (MOY)	
	Phonics	20%	0%	50%	33% (MOY)	
	Word Reading	20%	40%	50%	33% (MOY)	
	Fluency	0%	0%	0%	0% (MOY)	
	Reading Comprehension	20%	40%	50%	33% (MOY)	
Second – Tejas Lee % Developed	Phonics	0%	50%	0%	0% (MOY)	
	Word Reading	50%	50%	50%	100% (MOY)	
	Fluency	0%	50%	0%	0% (MOY)	
	Reading Comprehension	0%	50%	50%	100% (MOY)	

Grade Level	Skill	2017 – 2018 Prek 3	2017 – 2018 Prek 4	2018 – 2019 Prek 3	2018 - 2019 Prek 4	2019-2020 PK3/PK4
Third – Tejas Lee	Phonics	0%	0%	NA	NA	
	Fluency	0%	0%	NA	NA	
% Developed	Reading Comprehension	80%	67%	NA	NA	

CAMPUS STAAR SUMMARY

		2016 -2017	*2017 - 2018*	*2018 - 2019*	2019-2020	
ALL SUBJECTS		**89**	**87**	**88%**	**COVID-19**	
READING		85	81	87%	COVID-19	
MATH		95	94	93%	COVID-19	
WRITING		81	78	77%	COVID-19	
SCIENCE		91	90	92%	COVID-19	

	3rd grade	4th grade	5th grade
Reading	83%	85%	92%
Math	87%	92%	99%
Writing	*	77%	*
Science	*	*	92%

 The trends identified when scores were compared over a period of three years demonstrate the number of students meeting the LEVEl I met performance has increased every year. Scores are analyzed by subject area during a 3 year period. Various initiatives and ongoing monitoring are taking place.

The chart below shows the Performance variation between all student groups:

	AT-RISK	ECO. DIS	HISPANIC	WHITE	FEMALE	MALE	GT	LEP	MIGRANT	SPED
READING 3rd-4th	87%	87%					100%	66%		36%
WRITING 4th	76%	76%					100%	64%		50%
MATH 3rd - 4th	92%	92%					100%	85%		44%
SCIENCE 5th	91%	91%					100%	88%		41%

The 2018-2019 trends identified when all students performances was compared with all student groups indicate subgroups such as Special Education students, LEP and At-Risk students are scoring below the All Student group in the areas of Reading and Writing. Monitoring and ongoing assessment must continue in order to increase these percentages.

Student Learning Strengths

1. ***Increase in Meets and Master Performance Scores in Math and Reading**
2. ***Increase in STAAR Math scores**
3. *** Increase in STAAR Science Score**
4. ***Met four out of six distinctions**
5. ***Provide Tutorials for third, fourth and fifth in reading, Math, Writing and Science**

Student Achievement Needs*Increase Reading and Writing STAAR scores to meet 90% goal*Increase the availability of student resources, instructional materials and literacy materials*Increase TPRI/TEJAS LEE percentages- 90% developed for lower grades*Provide TIER II/III interventions to students that demonostrate the need to improve in core areas.*Build a stong writing curriculum across the board*Provide teachers with professional development sessions*Provide nurse supplies to meet student needs*Provide Migrant Teacher and General Ed teacher supplies to meet student needs in the migrant population

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Increase STAAR scores for all students from the prior year 2018-2019 due to Covid 19 2019-2020 school year was waived. by 3%. **Data Analysis/Root Cause:** A gap between special populations and all students.

Need Statement 2 (Prioritized): Gaps between all student performance and special populations **Data Analysis/Root Cause:** Continued differentiated instructional through special programs, RTI and bilingual in order to reach all students.

Need Statement 3 (Prioritized): Provide Professional development on how to identity and provide services to at-risk students, homeless and migrant to insure parental support and engagment. **Data Analysis/Root Cause:** Academic support in all areas.

Need Statement 4 (Prioritized): Using Multiple Measure of Data, Technology Need #6 under School Processes and Programs identifies the needs of technology associated to learning. It states that we need to increase the availability of technology for all students, faculty and staff. **Data Analysis/Root Cause:** Surveys from the CNA.

Need Statement 5 (Prioritized): Increase the need for instructional supplies for all teachers in all areas. **Data Analysis/Root Cause:** Looking at the curriculum for the needs per campus gourps.

School Processes & Programs

School Processes & Programs Summary

At Champion Elementary we recognize that the entire campus is strengthen by the recruiting of highly-qualified individuals that will be role models to faculty, staff and students. In order to fulfill this goal, campus staff and central office work collaboratively to bring in the most qualified individuals that are the best match based on our campus needs and strengths. Our principal has access to the software Winocular, where candidates have been pre-screened by central office to meet the criteria that the job requires. The campus hiring committee along with the principal, interview candidates. Once the committee makes their selection, the campus recommends the applicant and all the required documentation is sent to human resources for processing until it culminates with Board approval.

Retaining good employees is a top priority. At Champion Elementary we implement effective retention practices that allow for the employee to stay and a the same time grow professionally. When candidates interview, aside from just asking the interview questions, we inform the candidate of the campus initiatives, programs, events, achievements and goals. When there is a good match between an employee and its organization, retention is less likely to be an issue. Supporting the employees right in the key early stages is essential. New teachers are assigned a mentor, a proven successful teacher, that will guide and mentor the teacher through her first years. The Dean of Instruction offers and conducts modeling and coteaching sessions. The teacher is also sent to observe colleagues in order for them to begin forming their own teaching style.

New teachers are required to attend new teacher inservices, GT core hours, Bilingual, Bilingual trainings such as SIOP, Excell, etc. Existing teachers continue to attend professional development sessions for professional growth and to meet state requirements.

Ongoing walkthroughs, accompanied by debriefing sessions, allow employees to know what they are doing well in and where they need to improve. Both teachers and the campus benefit from this process. Engaging teachers in various campus/district events provides committment and productivity. The principal and administrators are always visible at school/district functions and support teachers in their participation. Our campus participates and implements several programs that allow for teachers to earn extra earnings. These include tutorials, UIL. Chess and othe academic activities..

Weekly meetings are used to target instruction. Teachers, Dean of Instruction and Principal meet to share strategies for the upcoming week. Teachers feel more confident when they leave, knowing that effective teaching strategies were shared/modeled and it allows for uniformity and alignment.

Faculty meetings are called to relay important information to all faculty and staff. A campus weekly letter informing teachers and staff of the weeks' schedule and events is provided to them. Champion Elementary holds an annual Posada and end of year celebration for teachers and staff. Teachers and staff also participate in numerous school performances for the benefit and enjoyment of our students. Our faculty Volleyball team has brought back seven District Championship Titles, thus allowing for an inviting and exciting environment conducive to learning for all.

In order to achieve a positive impact on student learning, we must ensure that Curriculum, Instruction, and Assessment are interactive, dependent on each other and that they work collaboratively toward the same ends. The guidelines by which this triangle is sustained are the Texas Essential Knowledge and Skills. The curriculum is what we teach. We use adopted textbooks along with additional support resources in order to target all the TEKS that the students we service must master. Teachers at our campus support the implementation of the TEKS with the use of ELA, Math, Science, and Social Studies textbooks and supplement these with research-based resources and effective teaching strategies. Curriculum Specialists at the district level along with campus teachers developed the lesson plans, frameworks and scope and sequence for core subject areas. Teachers are also invited to be part in the ongoing

evaluation of the instruction and strategies, by serving as the ELA, Math, Science, Fine Arts, and Social Studies points of contact. Teachers attend ongoing professional development in the use and implementation of both the TEKS and the resources used to address these. Due to the update of the math TEKS, at the campus level, we hold weekly meetings to address the new TEKS and share ideas, instructional strategies and methods to address the new changes.

Instruction is the how we teach the Texas Essential Knowledge and Skills. During our weekly sharing sessions, teachers model for each other the different effective strategies they have implemented to teach a particular topic, concept, or skill. Teachers within the grade level come to a consensus as to the best teaching practice and decide which of the one's presented will be used.   The Dean of Instruction provides modeling sessions in and out of the classroom setting. They co-teach in the classroom the areas in which the teacher or the administrator feels that support is needed. After each classroom walkthrough conducted, the teacher and administrator must meet to debrief and develop a plan of action based on what was observed. The observation of colleagues within and across the grade levels is a common practice at the campus. Teachers use different teaching styles and methods to reach students. Classroom setup is designed to work collaboratively amongst students. This same setup allows for the implementation of Tier 2 and 3 instruction as well as the implementation of interventions to different groups of students. Students are also offered before and after school tutorial sessions as well as Saturday Tutorial Academies. At the campus, we focus and energize planning and instruction to make classrooms a motivating and meaningful learning environment. Teachers are provided with alignment sessions once every six weeks in order to analyze the curriculum to plan for instruction that will lead to successful assessment results. Teachers work together and develop or research supplemental support materials to enhance the existing curriculum.

Ongoing data analysis after every weekly assessment, progress monitoring assessment or benchmark is conducted through the use of the Data Wall, or the Weekly Assessment Templates. CPALL's, TPRI/TEJAS LEE, TELPAS, LION and STAAR assessment results/reports are analyzed to identify campus/teacher strengths and weaknesses. Every six weeks, teachers and campus administration monitor the failure reports and ensure that students who are not being successful are placed on a RTI through a meeting held with the RTI committee. If even with the ongoing support of interventions a student continues to fail, the RTI committee proceeds with recommendations for 504 Dyslexia or Special Education testing.   Through the analysis of this data, we are able to correct weaknesses in the delivery of instruction, reinforce strengths in delivery of instruction and address gaps in the curriculum by providing supplemental resources.

According to the CNA survey results, teachers are pleased with the safety and communication between administrators and staff at the campus. In order to continue with this positive trend, aside from being represented in SBDM, LPAC, Lead Teacher, Sunshine Committee or CBLT, teachers are invited to join district committees. District committees like the ELA POC, MATH POC and Science and Social Studies POC allow teachers to give input on core subject area alignment needs/strengths as well as to bring back information to disseminate to the rest of their grade level.

In order to maintain a safe and learning enviroment, general supplies are purchased to provide faculty, staff and students a safe and learning campus. Also, brochures are purchased that make aware stakeholders, the effective teaching methods and other activities of the campus. Champion creates a transparent environment for our stakeholders.

At the campus, weekly grade level meetings, sharing sessions and monthly faculty meetings, allow for an open communication between teachers, staff and administration.

Teacher schedules are reflected on the master schedule on eSchoolPlus. Teachers are able to plan or support struggling learners during library and art. Once every six weeks, teachers are pulled out one full day to prepare and align assignments and assessments for the upcoming six weeks. The Dean, Principal and teachers plan together on this day based on data from multiple sources.

New campus initiatives like the Colt Incentive program are first presented to SBDM and ongoing meetings are held to get feedback from all the parties involved.

Technology has changed the way educators teach and the way students learn, therefore technology plays a very important role in education today. At Champion Elementary, students in grades pk-5th grade attend the computer lab at least once per week. Students have the opportunity to work with several software programs such as Istation, Brainpop, Brainpop Jr., MySatori, Learning A-Z and EduSmart and Adaptive Learning. Students use IPads and tablets to further instruction.

Technology professional development sessions are provided at the district level as well as the campus. Aside from the required 12 hours in technology designated by the district, the campus provides teachers with ongoing technology training. These trainings offer teachers support in the technology aspect of all their core subject area textbooks as well as research-based sites that offer instructional support. Even with the professional development support and the existing technology in the classroom, there is always a need to upgrade and replenish existing technology resources.

This school year, our campus participated in the App Challenge, Coding and Class Dojo. A newly formed team of teachers and students designed an app that would assist parents, teachers and students in the learning process of the students.

School Processes & Programs Strengths

1. **Highly Qualified Teachers**
2. **Low Campus Staff Mobility**
3. **Faculty and Staff events**

Staff Quality, Recruitment, and Retention Need*Increase Campus Trainings/Staff Development for Bilingual Teachers (SIOP, Excell, Bilingual Fall Conference)*Provide staff development opportunities on STAAR*New and existing teachers will attend district & campus professional development*Sharing sessions every Thursday and involve the district curriculum specialist in meetings*Teachers and Administrators will attend various professional development sessions and conferences*Provide employee travel compensation for those staff seeking professional development outside the district.

Highly qualified staff and retention of:

Dyslexia Teacher

Dean of Instruction

Nurse

Retain highly qualified pre-kinder teachers

PK Teacher aides, Kinder aides, library and computer lab aides

Parent Liaison

Highly qualified K-5th grade teachers

CSR teacher

Library aide

Migrant Teacher

Data Wall and Weekly Assessment Template data analysis

Tutorial Sessions

Walkthroughs and debriefing sessions

Pull-out Sessions

Curriculum, Instruction, and Assessment Needs*Provide Document Cameras, Projectors and Laptops to the teachers*Provide teachers with general student instructional resources as well as access to the media center services for student products.*Make supplemental instructional materials available through the purchase of printing products, paper and media services.*Increase the availability of STAAR resources*Maintain a safe and learning environment through the purchase of general supplies.*Replesnish items such ink, toner, copiers, laptops and desktops, headphones to make sure students and teachers have continuous access to working technology.*Administrative supplies needed to assist in data analysis and home-school communication*Provide tutorial to at-risk and low performing students*Provide tutorial to migrant students and the proper tools and supplies to meet student achievement*Provide custodial staff funds for supplies for general maintenance of the school and for tutorial sessions.*Teachers will attend GFE consultants reading and math STAAR sessions*Cameras for student use in different school projects * Weekly Grade Level Meetings*Weekly sharing instrucitonal strategies session every Thursday*SBDM Meetings*Administrator Conferences * School Context and Organization Needs*Increase teacher participation in organizations*Provide teachers with grade level co-planning time and alignment day sessions*Provide necessary resources/supplies to school nurse.*Technology is integrated in daily instruction *Provide Computer Supplies and Technology upgrades if needed to administration, faculty and staff.*Computer labs are available to all students*Laptops, Ipads, desktops and copiers and printers are used in the classrooms*5th and 2nd grade students have tablets.*Communication with parents through

Technology like Class Dojo*Communication with parents and stakeholders through School Brochures.

Technology Needs*Provide technology training to all teachers*Increase technology resources in the classroom such as Document Cameras, Computers, Projectors, Laptops, Smartboards, and Scanners.*Campus website will be updated on a regular basis*Maintain, repair and upgrade technology software (such as MySatori, Istation, A-Z Learning, Achieve 3000, A-Z Learning, PEG Writing and Edusmart) and hardware.*Provide computer supplies to teachers for student use Provide camera for student use in school projects (STEM)*Enhance the curriculum through the use of new computers

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: Need to increase enrollment in all grade levels in order to maintain the staff and administration. **Data Analysis/Root Cause:** District and campus decline in student and teacher attendance.

Need Statement 2 (Prioritized): Provide Professional development on how to identity and provide services to at-risk students, homeless and migrant to insure parental support and engagment. **Data Analysis/Root Cause:** Academic support in all areas.

Need Statement 3 (Prioritized): Need to increase enrollment and retention of students in all grade levels. **Data Analysis/Root Cause:** Growth in the area while continuing to support all stakeholders.

Need Statement 4 (Prioritized): Increase marketing and reaching out to all stakeholders in order to display our school in a positive manner. **Data Analysis/Root Cause:** Continue withe the CNA to reach out as needed in the responses.

Need Statement 5 (Prioritized): Increase STAAR scores for all students from the prior year 2018-2019 due to Covid 19 2019-2020 school year was waived. by 3%. **Data Analysis/Root Cause:** A gap between special populations and all students.

Need Statement 6 (Prioritized): Using Multiple Measure of Data, Technology Need #6 under School Processes and Programs identifies the needs of technology associated to learning. It states that we need to increase the availability of technology for all students, faculty and staff. **Data Analysis/Root Cause:** Surveys from the CNA.

Need Statement 7 (Prioritized): Increase the need for instructional supplies for all teachers in all areas. **Data Analysis/Root Cause:** Looking at the curriculum for the needs per campus gourps.

Perceptions

Perceptions Summary

In order to promote a positive school environment that is conducive to learning, Champion Elementary has SBDM committe members met and agreed on the implementation of the Colt Incentive Program. Students in grades PK-5th have the opportunity to earn a small tangible reward based on attendance, behavior and academic performance. Feedback from both teachers and students reflect that the implementation of this program brought immediate positive results. Students are motivated to perform, thus reducing behavior concerns and increasing instructional time.

Support staff, elective teachers and administrators reward positive behavior, proper etiquette, and class participation with the distribution of special incentives. Other campus wide activities that students can participate in include Colt of the Week, Kidspeak, 5th grade Choir, Guitar, Percussion, Ballroom Dancing, Brainsville, Chess, Girls Volleyball, Boys Basketball, UIL, Science Fair, Spelling Bee, Student Council, Library Club, Drill Team, and Istation Morning Club.

According to the 2017 CNA parent survey, 93%% strongly agree and agree that Champion is a safe place for their child. Also, the survey results reflect that 90% strongly agree and agree that their child travels safely to and from school. In order to maintain this safe environment for all, procedures are in place to promote safety. A security officer is assigned to our campus. He assists by conducting routine checks and monitoring traffic. A morning student drop off and afternoon student pick-up process is in place. Administrators, teachers and staff work collaboratively to ensure that this system is implemented with fidelity for the safety of all students and staff.

When the school, home and community work together to support the learning process, it is a win-win situation for all the parties involved. Our school plays a key role in this circle of support. Our parent liaison conducts home visits and recruits parents to become active volunteers, attend informational meetings and parent events to promote an open communiation between the home and school. The district has a system in place to clear parents as volunteers. The parent liaison serves as a guide as parents go through this process. At Champion Elementary, we provide parents with opportunities to establish an open communication through the use of home visits, open house, weekly parent meetings, teacher conferences, school functions, marquee, memo's, flyers, home-school projects and monthly letters. (Goal 6, Objective 1)

The SBDM is not only composed of teachers and administrators; parents, community and business leaders are also part of the committee. Local businesses assist our campus in the support of student learning by making donations or serving as classroom readers, speakers or showcasing their talents at our annual career day fair.

In order to address strengths and weaknesses in the family and community involvement, parents complete a survey where they provide input in various areas. Survey results reflect that 100% of the parents feel that their son/daughter is safe in school and 90% feel that they are encouraged to participate or be involved with the school. 100% of the parents agree or strongly agree that the school does a good job at handling misbehavior. Overall, results show that parent are pleased with the instruction, involvement and safety of the school.

Perceptions Strengths

1. Implementation of Colt of the Week
2. Implementation of Caught You Being Good
3. Implementation of Colt Incentive Program
4. Campus participation in Spelling Bee, Science Fair, Brainsville, UIL, Girl's Volleyball, Boys Basketball, Ballroom Dancing, Choir, Guitar, Percussions, Chess, Student Council, Library Club

School Culture and Climate Needs*Establish and coordinate a student council*Provide students with incentives and awards such as award certificates, trophies, ribbons and other incentives to increase attendance, academics and support positive behavior*Recognize lead teachers, event coordinators, and committee leaders in campus newsletters, website or marquee.

Parent Participation in School FunctionsParent and community support of school wide uniform use and the use of clear and mesh backpacks Business support in school functions/events

Family and Community Involvement Needs*Increase Parent Meetings *Increase the number of active parent volunteers*Increase School/Parent Communication*Increase parent knowledge of eSchoolPlus and STAAR*Provide resources such as paper and other equipment supplies such as microwave and coffee maker for nutritional refreshments to be used for parent meetings.*A parent liaison to coordinate the communication between home and school*Parent Liaison will conduct home visits in order to increase student attendance

Need Statements Identifying Perceptions Needs

Need Statement 1: Need to increase enrollment in all grade levels in order to maintain the staff and administration. **Data Analysis/Root Cause:** District and campus decline in student and teacher attendance.

Need Statement 2 (Prioritized): Provide a variety of student incentives to increase attendance percentage to improve the school climate **Data Analysis/Root Cause:** School attendance showing a slight decline.

Need Statement 4 (Prioritized): Need to increase enrollment and retention of students in all grade levels. **Data Analysis/Root Cause:** Growth in the area while continuing to support all stakeholders.

Need Statement 5 (Prioritized): Increase marketing and reaching out to all stakeholders in order to display our school in a positive manner. **Data Analysis/Root Cause:** Continue withe the CNA to reach out as needed in the responses.

Priority Need Statements

Need Statement 1: Increase STAAR scores for all students from the prior year 2018-2019 due to Covid 19 2019-2020 school year was waived. by 3%.

Data Analysis/Root Cause 1: A gap between special populations and all students.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 2: Gaps between all student performance and special populations

Data Analysis/Root Cause 2: Continued differentiated instructional through special programs, RTI and bilingual in order to reach all students.

Need Statement 2 Areas: Demographics - Student Learning

Need Statement 3: Need to increase enrollment and retention of students in all grade levels.

Data Analysis/Root Cause 3: Growth in the area while continuing to support all stakeholders.

Need Statement 3 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 4: Using Multiple Measure of Data, Technology Need #6 under School Processes and Programs identifies the needs of technology associated to learning. It states that we need to increase the availability of technology for all students, faculty and staff.

Data Analysis/Root Cause 4: Surveys from the CNA.

Need Statement 4 Areas: Student Learning - School Processes & Programs

Need Statement 5: Increase marketing and reaching out to all stakeholders in order to display our school in a positive manner.

Data Analysis/Root Cause 5: Continue withe the CNA to reach out as needed in the responses.

Need Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 6: Provide Professional development on how to identity and provide services to at-risk students, homeless and migrant to insure parental support and engagment.

Data Analysis/Root Cause 6: Academic support in all areas.

Need Statement 6 Areas: Student Learning - School Processes & Programs

Need Statement 7: Provide a variety of student incentives to increase attendance percentage to improve the school climate

Data Analysis/Root Cause 7: School attendance showing a slight decline.

Need Statement 7 Areas: Demographics - Perceptions

Need Statement 8: Increase the need for instructional supplies for all teachers in all areas.

Data Analysis/Root Cause 8: Looking at the curriculum for the needs per campus gourps.

Need Statement 8 Areas: Student Learning - School Processes & Programs

Goals

Goal 1: Champion students will receive educational opportunities that will produce well-rounded students/graduates who are prepared to meet the challenges of local and state assessments and post graduation, 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: All Bilingual, SPED, 504, GT, Migrant and General Education Students and general educational students all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

Evaluation Data Sources: STAAR performance reports from current year compared to 2029 results.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: In order to maintain a safe learning environment and increase student performance, teachers, counselors and support staff will implement research based and effective teaching practices through the use of technology and purchase supplemental instructional resources, field trips, and general supplies. In order to increase awareness of our effective teaching practices, printing brochures and educational resources so stakeholders are aware of activities and academics for Champion.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: STAAR results, TPRI/Tejas LEE, C-PM's scores. T-Tess, District Benchmarks, and weekly walkthrough's				
Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, PK-5th teachers TST				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Champion Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
Funding Sources: supplies - 199 Local funds - 19901106499, Supplies Life Skills - 166 State Special Ed. - 166 11 6399 00 136 Y 23 OP1, General Supplies - 199 Local funds - 199 11 6399 00 136 y 11 000 y, Printing - 199 Local funds - 199 11 6399 16 136 y 11 000, Supplies-Resource - 166 State Special Ed. - 166 11 6399 00 136 y 23 OP4 Y, Counselor's Supplies - 211 Title I-A - 211-31-6399-00-136-Y-30-0F2-Y, Copy Paper - 211 Title I-A - 211 11 6396 00 136 y 30 OF2, General Supplies-Students - 162 State Compensatory - 162 11 6399 00 136 y 30 000, Copy Paper - 199 Local funds - 199 11 6396 00 136 y 11 000, Transportation - 199 Local funds - 199 11 6494 00 136 y 11 000, General Supplies - 199 Local funds - 199-12-6399-00-136-Y-99-000-Y, Supplies teachers - 211 Title I-A - 211-13-6399-00-136-Y-330-0F2-Y, Supplies - 211 Title I-A - 211-11-6399-00-136-Y30-0F2-Y, Supplies - 211 Title I-A - 211-11-6399-16-136-Y-30-0F2-Y, general supplies - 162 State Compensatory - 162-13-6399-65-136-Y-30-000-Y, copy paper - 162 State Compensatory - 162-11-6396-00-136-Y-30-000-Y, Supplies BI - 166 State Special Ed. - 166 11 6399 00 136 y 23 OP2				

Strategy 2 Details	Reviews			
Strategy 2: Vertical and Horizontal alignment sessions will be conducted in order to share teaching practices and strategies that will facilitate students' transition from grade to grade and perform satisfactorily in the state mandated assessments. In reference to TLI sustainability # 6.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: classroom observations, lesson plans, student progress reports On-going walkthroughs, Sharing Sessions Summative: STAAR scores, TPRI/Tejas LEE, and C-PM's scores. (Due to covid these test were waived for 2020 . We will use 2019. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, PK-5th teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All Champion Students - **Start Date:** September 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Supplies - 199 Local funds - 199 23 6399 45 136 y 99 000, Curriculum Development - 199 Local funds - 199-13-6499-53-136-Y-99-000-Y, Subs for curriculum alingment - 211 Title I-A - 211 11 6112 18 136 y 30 AYP				

Strategy 3 Details	Reviews			
Strategy 3: In order for dyslexia students to become proficient readers, a certified dyslexia teacher will implement the Dyslexia Language Skills Reading Program, which will provide an intensive, multisensory, phonetic method as well as implement proper accommodations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Student progress reports, and report cards, TPRI/Tejas LEE scores, and benchmark scores. Summative: STAAR Scores (waived due to covid 19) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, Dyslexia Teacher **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** Dyslexia Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 4 Details		Reviews			
Strategy 4: Implement interventions through the 3 tier RtI Model in order to support student academic growth and success		**Formative**			**Summative**
*Universal Screener		**Oct**	**Jan**	**Mar**	**June**
*All interventions scientifically researched based *Documentation of interventions and progress monitoring *Use data to identify area of need *Monitor progress of struggling student *Adjust instruction/interventions *Review student outcome data to evaluate instruction and drive proper decision making strategies *data driven instruction *Review 360 TIER I- a minimum of 90 min. devoted to ELA instruction TIER II- 30 min. per day in small group in addition to the core instruction TIER III- 30 min. per day in individual or small group instruction in addition to the core instruction In reference to TLI sustainability # 1					
Milestone's/Strategy's Expected Results/Impact: Failure reports, report cards, STAAR scores, TPRI, BOY, MOY, EOY, C-PM results (waived due to covid 19)					
Staff Responsible for Monitoring: Principal, Classroom Teachers, SPED Teachers, Dyslexia Teacher, Dean of Instruction, RTI Coordinator, Classroom teacher					
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** All Champion Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021					
Strategy 5 Details		Reviews			
Strategy 5: All PK-5 Bilingual/ESL students will develop listening/speaking, reading/writing proficiency through the use of ELPS, SIOP, and BISD 2020-2021 ELAR strategies in the classroom in order to promote students' transition into English literacy.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: STAAR, TPRI/Tejas LEE, TELPAS, and C-PM's scores. Walkthroughs and T-Tess. (Testing waived due to covid 19)					
Staff Responsible for Monitoring: Principal, Dean of Instruction, Bilingual Certified Classroom Teachers, District Bilingual Lead Teachers					
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Population:** EL students (K-5th) - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021					

Strategy 6 Details		Reviews			
Strategy 6: Substitutes and teachers will receive professional development opportunities for testing purposes servicing PK-5th grade students, in the core curriculum in order to meet our goal in district and campus benchmarks and STAAR Assessment. Teachers will also acquire substitutes in order to receive professional development.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: STAAR results, TPRI/Tejas LEE, C-PM's scores (Waived due to covid 19) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, TST **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Population:** Champion students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** - 199 Local funds - 199-11-6112-18-136-Y-11-0-00-Y, Substitutes teachers/teachers pd - 162 State Compensatory - 162-11-6112-18-136-Y-30-000-Y					

Strategy 7 Details		Reviews			
Strategy 7: In order to increase early literacy and student school readiness the following options for high quality 3 year old a Pre K 3yr old Teacher and Aide will be hired to instruct students that will be in the 3 year old program and provide highly qualified instruction under Title I Half Day (AM or PM) sessions for students who qualify. These educators will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Walkthroughs, BOY, MOY, and EOY on cpm **Staff Responsible for Monitoring:** Principal Asssitant Principal Dean of Instruction Pre K Lead Teacher **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PK and K students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021					

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

Goal 1: Champion students will receive educational opportunities that will produce well-rounded students/graduates who are prepared to meet the challenges of local and state assessments and post graduation, 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: Champion early childhood performance will increase by 3 percentage points over middle-of-year 2019 results. (due to covid 19 no EOY was completed)

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, reports not available for EOY due to COVID 19. Progress Evaluation based on MOY results.

Strategy 1 Details	Reviews			
Strategy 1: Support Early Childhood Education in order to increase early literacy and student school readiness for high quality 3 year old program. PK-3 para-professional will support teacher with small group instruction as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY CPals Test results, PK OWL Student Screening Assessments, Professional Staff Development Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY Cpals and OWL results, Improvement by 5% on CIRCLE-PM BOY to EOY				
Staff Responsible for Monitoring: Principal Dean of Instruction PK-3 Teacher PK-3 Paraprofessional				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PK students as of September 1, 2020 - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Champion students will receive educational opportunities that will produce well-rounded students/graduates who are prepared to meet the challenges of local and state assessments and post graduation, 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/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
Strategy 1: Migrant Students will receive grade appropriate school supplies, clothing, shoe apparel and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students to ensure) are the requirements are addressed.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: NGS PFS campus reports Completed PFS monitoring tool **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PK-5th Migrant students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-136-Y-24-OF2-8				

Strategy 2 Details	Reviews			
Strategy 2: Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Increased assessment performance and promotion rates Summer school eligibility lists, End of Summer School program documentation **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PK-5TH migrant students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Extended Day tutorial sessions may be held for migrant students 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Assessment performance Benchmark results STAAR results **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, Tutorial Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** pk-5th grade migrant students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Champion students will receive educational opportunities that will produce well-rounded students/graduates who are prepared to meet the challenges of local and state assessments and post graduation, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

    Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Provide students in grades PreK-5 with moderate to vigorous physical activity daily for at least 45 minutes in order to develop students' all around fitness. Supplies and material will be purchased to supplement this endeavor.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: 95% of our students will master the Wellness Fitness Gram and will be aware of healthy lifestyles	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, Physical Education teachers PE Lead Teacher				
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Champion Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
Funding Sources: General Supplies-PE - 199 Local funds - 199 11 6399 51 136 y 11 000				

Strategy 2 Details	Reviews			
Strategy 2: Assess student fitness annually in grades 3-5th in order to comply with the Texas Fitness Now Program	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: 95% of our students will master the Wellness Fitness Gram and will be aware of healthy lifestyles	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, Physical Education teachers PE Lead teacher				
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** PK-5th students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Encourage student participation in BISD Annual Track & Field Events to maintain students' fitness level.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Competition participation and results	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrators, P.E Teachers, PE Lead Teacher				
Population: K-5th grade students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 4 Details	Reviews			
Strategy 4: Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: School Health Index **Staff Responsible for Monitoring:** Principal, Administrators, Dean of Instruction, P.E. teacher **Population:** PK-5th Grade Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 5 Details	Reviews			
Strategy 5: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator advanced by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Implement Physical Education knowledge and skills necessary to develop and maintain student's optimal lifetime health and fitness level. Expose students to CATCH Activities that promote healthy living and healthy eating such as: -portfolios -health journals -book reports	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Student Academic Performance, Increase in parental involvement CATCH Binder **Staff Responsible for Monitoring:** Campus Administration Food & Nutrition Services Administrator CATCH Team **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** PK-5th Grade Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 6 Details	Reviews			
Strategy 6: Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Student Academic Performance, Increase in parental involvement **Staff Responsible for Monitoring:** Campus Administration Physical Education Teachers CATCH Team **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** PK-5th Grade Students, all stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 7 Details	Reviews			
Strategy 7: All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Reviews of Campus Safety Action Plan and Emergency Operating Procedures (EOP) **Staff Responsible for Monitoring:** Campus Administration, PE Teachers Campus Safety Coordinator, **Population:** PK-5th Grade Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 8 Details	Reviews			
Strategy 8: Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna Law effective 09/01/2009).	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Counselor Presentations, Parent-Student Handbook Receipts **Staff Responsible for Monitoring:** Principal, Campus Administration, Counselor **ESF Levers:** Lever 3: Positive School Culture - **Population:** PK-5th Grade Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** General supplies-Counselor - 199 Local funds - 199 31 6399 00 136 y 99 000				

Strategy 9 Details		Reviews		
Strategy 9: A school nurse will provide health care to students and staff, perform health screenings, and coordinate referrals to the medical home or private health care provider which will promote adequate health care and a healthy school environment. Resources and supplies will be provided to the nurse in order for the nurse to provided adequate care to all students so they can meet their needs to be successful in the school environment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Daily health records, student presentations **Staff Responsible for Monitoring:** Principal, Campus Administration, School Nurse, Health Services **Population:** Champion students and staff - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Nurse supplies - 211 Title I-A - 211-33-6399-00-136-Y-30-0F2-Y, Health Services - 199 Local funds - 199-33-6399-00-136-Y-99-000-Y				

Strategy 10 Details		Reviews		
Strategy 10: Students will be given the opportunity to participate in co-curricular activities such as: Honor Choir, UIL, Spelling Bee, Science Fair, brainsville, Destination Imagination	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Growth and development in becoming a well-rounded person in and out of the educational setting. Observation, competitions, **Staff Responsible for Monitoring:** Champion Adm , Activity coach, music teacher, art teacher, Sponsors **Population:** Champion students and stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

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

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

Evaluation Data Sources: Monthly as well as annual comparison of energy usage compared to the number of work orders completed.

Strategy 1 Details	Reviews			
Strategy 1: Champion will promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Decrease energy usage compared to prior year. Monthly and Annual comparison of energy usage. Formative: Monthly energy comparison Summative: Annual energy comparison **Staff Responsible for Monitoring:** Principal Campus Administration Head Custodian **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** General Supplies for Co-curricular - 199 Local funds - 199 36 64 9953 136 y 99 000				
Strategy 2 Details	Reviews			
Strategy 2: Champion will continue to maintain a well kept campus to ensure the students have a safe learning environment .	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Daily maintenance of the campus. Summative: Well-maintained campus from the work orders and custodian report. **Staff Responsible for Monitoring:** Campus adm Head Custodian **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Extra duty -custodian - 199 Local funds - 199 51 61 2147 136 y 99 000, supplies for maintenance - 199 Local funds - 199 51 6315 00 136 y 99 000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: The facility will implement energy saving plans; maintain and upgrade our current facility to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of the instructional facility.

Evaluation Data Sources: New energy plan, Renovation plan

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facility to include prioritizing based on safety needs of the district.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Surveys results Evaluations of survey **Staff Responsible for Monitoring:** Principal Campus Administration Head Custodian **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　✖ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus will use the funds based on the needs assessments and will be use effectively and efficiently use 100% of the budgeted funds to meet this need	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative : Funding reports will indicate funds were used based on needs assessment. Summative: Monthly and yearly expenditure reports **Staff Responsible for Monitoring:** Principal Dean of Instruction SBDM Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** Champion Stakeholders - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Sunshine Committee will provide incentives to the faculty and staff on a monthly basis to show support.		**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Positive Moral and climate		**Oct**	**Jan**	**Mar**	**June**
Summative: Positive Moral and climate **Staff Responsible for Monitoring:** Campus Administration **Population:** Champion Sunshine Committee - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021					
Strategy 2 Details		Reviews			
Strategy 2: Recognizing staff members for various works that are accomplished. Provide incentive, certificates, plaques to recognize teachers with outstanding achievements through the school year. Recommend staff to various awards given by district and out district events. Including during teacher appreciation week.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
CNA: P Needs #3 **Milestone's/Strategy's Expected Results/Impact:** Formatives: Shout outs during weekly newsletter Summative: Recognition given for achievements **Staff Responsible for Monitoring:** Campus Administration **Population:** Champion Staff - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Awards staff - 199 Local funds - 199 23 6498 00 136 y 99 000					
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Champion 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: Champion 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

Strategy 1 Details	Reviews			
Strategy 1: Promoting current accomplishments through campus/district website and other social media venues.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: weekly news articles being displayed and mentioned in the announcements.	**Oct**	**Jan**	**Mar**	**June**
Summative: Continuously updating the campus website and showcasing our campus. **Staff Responsible for Monitoring:** Campus administration Librarian/TST Counselors **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Champion PIO contact will be created to provide feature articles, current and prior students/parents/ staff recognition, co-extracurricular activities and parent community events.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.	**Oct**	**Jan**	**Mar**	**June**
Summative: ongoing nonrecognition of our campus in order to promote excellence in learning through all avenues. **Staff Responsible for Monitoring:** PIO contact Campus administration Librarian/TST Counselors **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Champion 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 2018-2019 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS report for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
Strategy 1: Promote awareness and notification of Student Code of Conduct to students, parents, staff & community through campus distribution and campus presentations	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Student Code of Conduct Acknowledgement Forms Increase in state assessment performance **Staff Responsible for Monitoring:** Principal, Campus Administration, Teachers and Staff **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Students Pk-5 - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Champion Elementary will maintain an Emergency Operations Plan. - Plan must be multi-hazard in nature -Must be reviewed and updated annually -The following drills will be practices accordingly: Lockdown drills (3 times per year), shelter-in-place, reverse evacuation, drop & cover, evacuation	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Student and staff performance on practice drills. **Staff Responsible for Monitoring:** Principal, Campus Administrator, Safety coordinator **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Students Pk-5th - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Champion will implement an identification security system. -All faculty must obtain and display an Identification Card while on school grounds -Visitors must present an identification at Sign-In and Escorted at all times.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Safe and orderly campus, Student increase in academic performance **Staff Responsible for Monitoring:** Principal, Campus Administration, Teachers and Staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion students PK-5th - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 4 Details	Reviews			
Strategy 4: Parent , faculty and student presentations will be made periodically at the campus.	**Formative**			**Summative**
-Gang Awareness -Bullying	**Oct**	**Jan**	**Mar**	**June**
-Internet Safety -Drug, Alcohol and -Tobacco Awareness -Gun Safety -Truancy -EOP-Safety Procedures-Suicide -Nutrition **Milestone's/Strategy's Expected Results/Impact:** Drop in office/counselor referrals, increase in student performance on state assessments **Staff Responsible for Monitoring:** Principal, Campus administration, Counselor, Parent Liaison **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** counseling presentations - 199 Local funds - 199 31 6399 00 136 y 99 000				

Strategy 5 Details	Reviews			
Strategy 5: Students with behavioral problems will be referred for counseling intervention strategies on conflict	**Formative**			**Summative**
resolution and RTI's.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Drop in office/counselor referrals, and an increase in student performance on state assessments **Staff Responsible for Monitoring:** Principal, Campus Administration, Teachers, Staff and Counselor **Population:** Champion Students PK-5th Grade - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 6 Details	Reviews			
Strategy 6: Campus Safety Coordinator will conduct monthly safety meetings with all staff. Monthly safety inspections	**Formative**			**Summative**
for fire extinguisher maintenance will be conducted.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Safety meeting agendas **Staff Responsible for Monitoring:** Principal, Safety Coordinator, Campus Administration, Teachers and Staff **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 7 Details		Reviews			
Strategy 7: Security officer assigned to Champion Elementary will help maintain our school's safety plan.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
CNA pg: SPP N7 **Milestone's/Strategy's Expected Results/Impact:** Security officer attendance, drop in school incidents and increase in student performance on state assessments **Staff Responsible for Monitoring:** Principal, Campus Administration, Security Officer **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Six Weeks Practice Drills, Training on the Emergency Operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets Summative: Practice Drills and Real-Life Situations **Staff Responsible for Monitoring:** Assistant Principal, All Faculty and Staff **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Suicide prevention and child abuse training for staff (online) Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Copies of Presentations, Sign-In sheets and Agendas Summative Impact: Decrease in the number of students discipline incidents compared to prior school year				
Staff Responsible for Monitoring: Security Services Administration, Counselors, Campus Administration				
Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: There will be a 5% increase of parents involved in campus 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

Strategy 1 Details	Reviews			
Strategy 1: Review, Revise and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Policy, Website, Title I Meeting
 	
Summative: Sign-in Sheets
Minutes
Composite of End of year survey
Title I-A Compliance Checklist
    Staff Responsible for Monitoring: Principal
Parent Liaison
    Title I Schoolwide Elements: 3.1 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Compacts
Title I Binder Doc.
 	
Summative: Composite of End of year survey
    Staff Responsible for Monitoring: Principal
Parent Liaison
    Title I Schoolwide Elements: 3.1 - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** August 31, 2020				

Strategy 3 Details	Reviews			
Strategy 3: Conduct an Annual Title I Meetings to inform parents of services provide through Title I funds and their rights and responsibilities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNApg: P N1-3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Handouts, Sign-in Sheets Minutes Summative: Composite of End of year survey, Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 4 Details	Reviews			
Strategy 4: Parents will be trained on how to access Home Access Center to become aware of their child's progress.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNApg: P N1-3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign In Sheets Usage and Participation Reports Summative: Composite of End of Year Survey, TITLE I-A Compliance Checklist **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 5 Details	Reviews			
Strategy 5: Parents will be trained on latest updates for the STAAR Assessment in order to become aware of the states standards and expectations. (3rd-5th)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNApg: P N1-3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Sign In Sheets Summative: Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Principal Parent Liaison Dean of Instruction **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** December 31, 2020				

Strategy 6 Details	Reviews			
Strategy 6: Parents will be trained on TEKS in order to become aware of States Essential Knowledge Skills and promote success for all students (K-5th).	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign In Sheets Summative: Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Principal Parent Liaison Dean of Instruction **Title I Schoolwide Elements:** 3.2 - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 7 Details	Reviews			
Strategy 7: Distribute announcements to parents and the community regarding parent meeting times and location through a school newsletter, flyers, school messenger, & marquee.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Flyers, Sign-in sheets Summative: Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Principal Parent Liaisons **Title I Schoolwide Elements:** 3.2 - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** supplies parent liaison - 199 Local funds - 199 61 6499 53 136 y 99 000				

Strategy 8 Details	Reviews			
Strategy 8: Conduct annual Title I Parent Survey with parents to evaluate the effectiveness of parental involvement efforts.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Flyers, Sign-in sheet, Agenda Summative: Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Campus Administration Parent Liaison Guest Speaker **Title I Schoolwide Elements:** 3.1 - **Population:** Champion Stakeholders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021				

Strategy 9 Details	Reviews			
Strategy 9: Conduct monthly parent presentations throughout the school year in regards to parenting skills, health, and nutrition to promote healthy lifestyles (CATCH activities). Purchase the items, tools or equipment needed to welcome parents with small nutritional snacks and refreshments in the Parent Center.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Flyers, Sign-in sheet, Agenda Summative: Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Campus Administration Parent Liaison Guest Speaker **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** General Supplies - 211 Title I-A - 211-61-6399-00-136-Y-30-0F2-Y, Misc - 211 Title I-A - 211-61-6499-53-136-Y-30-0F2-Y				

Strategy 10 Details	Reviews			
Strategy 10: Conduct home visits, attend parental involvement monthly meetings and district parental involvement events.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Contact Log, Mileage Log, Cash Payment, Student Attendance, Assessment Scores Summative: Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Principal Parent Liaisons **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Travel - 211 Title I-A - 211-61-6411-00-136-Y-30-0F2-Y				

Strategy 11 Details	Reviews			
Strategy 11: Positive School Community Environment will be promoted through the campus publication "Colts News" in which lead teachers, committee members, and other personnel will be recognized on a weekly basis.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Campus Newsletter, Surveys, Increase in parental involvement participation Summative: Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Principal Parent Liaison Counselors **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 12 Details	Reviews			
Strategy 12: The campus will ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: - Parental Involvement Policy - School-Parent-Student Compact - Campus Improvement Plan	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, flyers, Sign-in Sheets, Minutes Summative: Composite of End of year survey, Policy and Compact **Staff Responsible for Monitoring:** Principal Parent Liaison SBDM Committee **Title I Schoolwide Elements:** 3.1 - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide general supplies and effective professional development opportunities to all teachers, special education teachers, Lifeskills, adminstration, servicing pk-5th grade students, in the core curriculum in order to meet our goal in STAAR, TPRI/Tejas LEE, LPAC and C-PM's. In reference to TLI sustainability #7	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Benchmark scores, T-Tess evaluations, Walkthroughs, BOY, MOY, and EOY on TPRI/Tejas LEE, C-PMs, and STAAR. (No EOY testing due to Covid) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, Curriculum & Instruction Specialists, Bilingual Specialist **Title I Schoolwide Elements:** 2.4 - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Supplies for prof dev - 211 Title I-A - 211 13 6399 00 136 y 30 OF2, Tonor - 166 State Special Ed. - 166-11-6399-62-136-Y23-000-Y, Gloves - 166 State Special Ed. - 166-11-6399-00-136-Y-23-0b0				

Strategy 2 Details	Reviews			
Strategy 2: Provide annual Response to Intervention (RTI) training for teachers to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: RTI logs, RTI folders Summative: Increase the amount of students that will meet the phase II passing standard. decrease number of referrals to Special Education by 10% **Staff Responsible for Monitoring:** Principal Assistant Principal Dean Of Instruction Teachers **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Faculty and Staff will implement research based and effective teaching practices through the use of technology software and/or hardware and other resources in order to increase student performance in Math, Science and Language Arts. One example is the use of the HATCH program for Pre K. Maintain hardware and software through replenishing and renewing licenses and warranties. Replenishing items for hardware such as ink or toner to continue to have continuous access to our technology. We provide document cameras, laptops, projectors, scanners, laptops and computers to teachers for to use the technology during the professional development in order to support the instruction in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Classroom Teachers, TST, Computer Lab Aide TPRI/Tejas LEE, C-PM's scores, STAAR Scores **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, TST **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** Champion Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Supplies and material software - 199 Local funds - 199 23 6395 136 y 99 000, General Supplies-Ink - 199 Local funds - 199 11 6399 62 136 y 11 000, Computer Equipment - 199 Local funds - 199-11-6398-62-136-Y-99-000-Y, electronic devices - 162 State Compensatory - 162-11-6398-62-136-Y-30-000-Y, Equipment - 199 Local funds - 199 23 63 9865 136 y 99 000, Software - 162 State Compensatory - 162 11 6395 136 Y-30 000 y, Software - 211 Title I-A - 211-11-6299-62-136-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-13-6398-65-136-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-11-6399-62-136-Y-30-0f2-y				

Strategy 2 Details	Reviews			
Strategy 2: Computer Aide will be hired in order to provide assistance in the lab. Students will reinforce learned concepts through the use of various technology resources as presented by the computer lab assistant.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: TPRI/Tejas LEE, C-PM's and STAAR Scores **Staff Responsible for Monitoring:** Principal Dean of Instruction TST				

Strategy 3 Details	Reviews			
Strategy 3: TST will provide assistance with instructional technology, computer troubleshooting and creating and maintaining campus network (WIKI) and campus website.	**Formative**			**Summative**
	Oct	Jan	Mar	June
CNApg:SPP N20-25 **Milestone's/Strategy's Expected Results/Impact:** Campus Website, Requests for troubleshooting **Staff Responsible for Monitoring:** Principal Dean TST **Population:** Champion Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 4 Details	Reviews			
Strategy 4: 2nd graders will use IPADS to improve instruction and increase results.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Campus Administration TST 2nd Grade Teachers	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Dean TST 2nd Grade Teachers **Title I Schoolwide Elements:** 2.5 - **Population:** Second Grade Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 5 Details	Reviews			
Strategy 5: Technology has changed the way educators teach, do day to day operations and the way students learn, therefore technology plays a very important role in education today. Technology professional development sessions are provided at the district level as well as the campus. Even with the professional development support and the existing technology in the classroom, there is always a need to upgrade and replenish existing technology resources such as Apple products like Ipads, Apple Pencils, laptops, desktops, postermakers, laminating, document cameras or video cameras, machines and printers (ink and toner). Chrome books will be purchased along with 55 PC's to upgrade our technology usage on campus.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Data **Staff Responsible for Monitoring:** Administration TST Librarian **Title I Schoolwide Elements:** 2.5 - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** technology - 211 Title I-A - 211-23-6398-65-136-Y-30-0F2-Y, Chromebooks and PCs - 211 Title I-A - 211-11-6398-62-y-30-OF2-Y2				

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

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

Performance Objective 1: Increase the overall campus attendance rate to 97% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Strategy 1 Details	Reviews			
Strategy 1: In order to improve student attendance, Parent attendance liaisons & data entry clerk will consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Daily Attendance reports, STAAR scores, TPRI/Tejas LEE scores
    Staff Responsible for Monitoring: Principal, Campus Administration, Parent Liaison, Data Entry Clerk, Classroom teachers
    Population: Champion Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 2 Details	**Reviews**			
Strategy 2: Recognize and award incentives such as award certificates, ribbons and trophies and other incentives to students based on academic and attendance performance every six weeks and at the end of the year in order to increase learning performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Attendance reports reflecting meeting the attendance goal
    Staff Responsible for Monitoring: Principal, Campus Administration, PEIM's Supervisor, Data Entry Clerk, Counselor
    Population: Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021
    Funding Sources: Awards - 211 Title I-A - 211 11 6498 00 136 y 30 OF2, Awards - 199 Local funds - 199 11 6498 00 136 Y 11 000, Awards - 166 State Special Ed. - 166 11 6498 00 136 y 23 OP2				

Strategy 3 Details	**Reviews**			
Strategy 3: Our campus will implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and managing attendance thus ensuring that campus student attendance meets District and State rates so that students meet their full educational potential .	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Meeting attendance rates, increase in TPRI/Tejas LEE and STAAR scores
    Staff Responsible for Monitoring: Principal, Campus Administration, PEIM's Supervisor, Data Entry Clerk
    Population: Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The Pre-K program will be provided the full day in order to better prepare students academically.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: C-PM's BOY and MOY, lesson plans, classroom observations, student progress reports Summative: C-PM's EOY **Staff Responsible for Monitoring:** Principal Dean of Instruction Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **Comprehensive Support Strategy** - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021	**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: The Dean of Instruction will conduct regular research-based professional development sessions, in order to train and retain highly qualified personnel that will positively impact At-Risk student performance In reference to TLI sustainability # 5	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluation report, ERO session attendance reports, lesson plans, classroom observations, student progress reports, benchmark scores Summative: STAAR **Staff Responsible for Monitoring:** Principal Dean of Instruction Teachers **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Accelerated instruction through tutorials, remediation strategies and Extended Day in core-area subjects for all high and low performing and at risk students will be implemented by the 4th (1st Day for Extended Day) for week of school and extended year, in order to decrease the retention rate and improve student performance. Additional support in core subject areas will be provided to students in 5th grade who did not meet 4th grade Reading/Math STAAR standards. Teachers will provide Enrichment Courses through extended day for all students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPlus tutorial schedule, tutorial attendance, tutorial lesson plans, student progress reports, benchmark scores, classroom observations Summative: STAAR **Staff Responsible for Monitoring:** Classroom Teachers Dean of Instruction Principal **Title I Schoolwide Elements:** 2.5 - **Comprehensive Support Strategy** - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** teacher retirement care - 211 Title I-A - 211 11 6146 00 136 Y 30 ASP, ss/Medicare - 211 Title I-A - 211 11 6141 00 136 y 30 asp, Employee Benefits - 211 Title I-A - 211 11 6149 00 136 Y 30 ASP, Extended Day - Certified - 211 Title I-A - 211-11-6118-00-136-Y-30-ASP-Y, Extended Day - Certified - 211 Title I-A - 211-11-6118-00-136-Y-30-0F2, After School Tutorials - 162 State Compensatory - 162-11-6118-00-136-Y-30-000-Y, SSI Tutorial - 162 State Compensatory - 162-11-6118-00-136-Y-24-SSI-Y, Extended Day - Non-Certified - 211 Title I-A - 211-11-6121-00-136-Y-24-ASP-Y, Employee Benefits - 211 Title I-A - 211 11 6148 00 136 Y 30 ASP				

Strategy 4 Details	Reviews			
Strategy 4: Supplemental instructional materials will be provided to assist students meet content performance expectations and improve academic achievement in the foundation curriculum.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Student progress reports, lesson plans, classroom observations, BOY and MOY C-PM's, TPRI/Tejas LEE, benchmarks scores Summative: STAAR **Staff Responsible for Monitoring:** Principal Administration Dean of Instruction **Title I Schoolwide Elements:** 2.6 - **Comprehensive Support Strategy** - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 5 Details	Reviews			
Strategy 5: Teachers and Administration, will seek professional development and will attend conferences and professional development sessions in order to maintain and improve professional competence, and to keep abreast of new technology and instructional practices, allowing to make appropriate decisions when guiding the staff and/or students to academic excellence. Provide employee travel compensation for those staff seeking professional development outside the district. In reference to TLI sustainability # 7	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluation reports, lesson plans, classroom observations, student progress reports, benchmark scores Summative: STAAR **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Comprehensive Support Strategy - Population:** Champion Teachers and Administration - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Travel - 199 Local funds - 199 23 6411 00 136 y 99 000, Employee Travel - 211 Title I-A - 211 23 6411 23 136 y 30 OF2				

Strategy 6 Details	Reviews			
Strategy 6: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Homeless Youth reports. Successful participation and academic performance of homeless students Summative: STAAR **Staff Responsible for Monitoring:** Campus Administration Administrator for the Homeless Youth Project **Population:** Champion Staff - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 7 Details	Reviews			
Strategy 7: Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluation report, student progress reports, benchmark scores Summative: STAAR attendance rate and retention rate **Staff Responsible for Monitoring:** Campus Administration Administrator for the Homeless Youth Project **Population:** Champion Staff - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

Strategy 8 Details	Reviews			
Strategy 8: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enrolled and enrollment includes attending classes and participating fully in school activities.)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Student Progress Reports will show an increase in student achievement.

Summative: STAAR attendance rate, and retention rate

Staff Responsible for Monitoring: Campus Administration
Data Entry Clerk

Comprehensive Support Strategy - Population: Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021

Strategy 9 Details	Reviews			
Strategy 9: Teachers and Administrators will implement research based and effective teaching practices through the use of technology, such as, general computer supplies, document cameras, laptops, PPE materials and any other supplies needed in order to increase student performance in core subject areas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: TPRI/Tejas LEE results, C-PM's results, Benchmark and STAAR results.

Summative: STAAR

Staff Responsible for Monitoring: Principal
Dean of Instruction
Administrators
Classroom Teachers

Title I Schoolwide Elements: 2.6 - **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021

Funding Sources: Supplies - 211 Title I-A - 211 23 6399 00 136 y 30 OF2, Supplies - 199 Local funds - 199 23 6399 00 136 y 99 000

Strategy 10 Details	Reviews			
Strategy 10: Custodial Staff will be supplied to maintain school facilities and perform operational duties during tutorials.	**Formative**			**Summative**
Population: 1st - 5th Students, DYS, GT, SP.ED., LEP, Non LEP	**Oct**	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Custodial Staff Tutorial Results, Attendance, Observations, Scores

Staff Responsible for Monitoring: Campus Administration, Custodial Staff

Population: Champions Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021

Funding Sources: General Supplies - 199 Local funds - 199-51-6399-00-136-Y-99-000Y

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, the campus will utilize the -CATCH (Coordinated Approach to Child Health) program, and	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation **Staff Responsible for Monitoring:** PE Specialistg, Teachers, Principals, Deans, PE Teachers **Population:** Champion students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				
Strategy 2 Details	Reviews			
Strategy 2: Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. **Staff Responsible for Monitoring:** Health Services Administrator **Population:** Champion Stakeholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021				

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

State Compensatory

Personnel for Champion Elementary

Name	Position	Program	FTE
Loretta Dickinson	Dean of Instruction	Curriculum	1.0
Vacancy	Dyslexia	Dyslexia	1.0

Title I Personnel

Name	Position	Program	FTE
Estella Guerrero	Library Aide	Media	1.0
Jennifer Ramirez	federal program teacher aide	Federal Programs	1.0
Laura Garza	Parent Liaison	Parental Involvment	1.0
Maria Juarez	Computer Aide		1.0
Mirna Nino	Nurse	Health Services	.4

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	supplies	19901106499	$0.00
1	1	1	General Supplies	199 11 6399 00 136 y 11 000 y	$0.00
1	1	1	Printing	199 11 6399 16 136 y 11 000	$0.00
1	1	1	Copy Paper	199 11 6396 00 136 y 11 000	$0.00
1	1	1	Transportation	199 11 6494 00 136 y 11 000	$0.00
1	1	1	General Supplies	199-12-6399-00-136-Y-99-000-Y	$0.00
1	1	2	Supplies	199 23 6399 45 136 y 99 000	$0.00
1	1	2	Curriculum Development	199-13-6499-53-136-Y-99-000-Y	$0.00
1	1	6		199-11-6112-18-136-Y-11-0-00-Y	$0.00
1	4	1	General Supplies-PE	199 11 6399 51 136 y 11 000	$0.00
1	4	8	General supplies-Counselor	199 31 6399 00 136 y 99 000	$0.00
1	4	9	Health Services	199-33-6399-00-136-Y-99-000-Y	$0.00
2	1	1	General Supplies for Co-curricular	199 36 64 9953 136 y 99 000	$0.00
2	1	2	Extra duty -custodian	199 51 61 2147 136 y 99 000	$0.00
2	1	2	supplies for maintenance	199 51 6315 00 136 y 99 000	$0.00
3	2	2	Awards staff	199 23 6498 00 136 y 99 000	$0.00
5	1	4	counseling presentations	199 31 6399 00 136 y 99 000	$0.00
6	1	7	supplies parent liaison	199 61 6499 53 136 y 99 000	$0.00
8	1	1	Supplies and material software	199 23 6395 136 y 99 000	$0.00
8	1	1	General Supplies-Ink	199 11 6399 62 136 y 11 000	$0.00
8	1	1	Computer Equipment	199-11-6398-62-136-Y-99-000-Y	$0.00
8	1	1	Equipment	199 23 63 9865 136 y 99 000	$0.00
9	1	2	Awards	199 11 6498 00 136 Y 11 000	$0.00
9	2	5	Travel	199 23 6411 00 136 y 99 000	$0.00
9	2	9	Supplies	199 23 6399 00 136 y 99 000	$0.00
9	2	10	General Supplies	199-51-6399-00-136-Y-99-000Y	$0.00
				Sub-Total	$0.00

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$41,135.00
				+/- Difference	$41,135.00

			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies-Students	162 11 6399 00 136 y 30 000	$0.00
1	1	1	general supplies	162-13-6399-65-136-Y-30-000-Y	$0.00
1	1	1	copy paper	162-11-6396-00-136-Y-30-000-Y	$0.00
1	1	6	Substitutes teachers/teachers pd	162-11-6112-18-136-Y-30-000-Y	$0.00
8	1	1	electronic devices	162-11-6398-62-136-Y-30-000-Y	$0.00
8	1	1	Software	162 11 6395 136 Y-30 000 y	$0.00
9	2	3	After School Tutorials	162-11-6118-00-136-Y-30-000-Y	$0.00
9	2	3	SSI Tutorial	162-11-6118-00-136-Y-24-SSI-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$187,144.00
				+/- Difference	$187,144.00

			166 State Special Ed.		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies Life Skills	166 11 6399 00 136 Y 23 OP1	$0.00
1	1	1	Supplies-Resource	166 11 6399 00 136 y 23 OP4 Y	$0.00
1	1	1	Supplies BI	166 11 6399 00 136 y 23 OP2	$0.00
7	1	1	Tonor	166-11-6399-62-136-Y23-000-Y	$0.00
7	1	1	Gloves	166-11-6399-00-136-Y-23-0b0	$0.00
9	1	2	Awards	166 11 6498 00 136 y 23 OP2	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,320.00
				+/- Difference	$7,320.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Counselor's Supplies	211-31-6399-00-136-Y-30-0F2-Y	$0.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	211 11 6396 00 136 y 30 OF2	$0.00
1	1	1	Supplies teachers	211-13-6399-00-136-Y-330-0F2-Y	$0.00
1	1	1	Supplies	211-11-6399-00-136-Y30-0F2-Y	$0.00
1	1	1	Supplies	211-11-6399-16-136-Y-30-0F2-Y	$0.00
1	1	2	Subs for curriculum alingment	211 11 6112 18 136 y 30 AYP	$0.00
1	4	9	Nurse supplies	211-33-6399-00-136-Y-30-0F2-Y	$0.00
6	1	9	General Supplies	211-61-6399-00-136-Y-30-0F2-Y	$0.00
6	1	9	Misc	211-61-6499-53-136-Y-30-0F2-Y	$0.00
6	1	10	Travel	211-61-6411-00-136-Y-30-0F2-Y	$0.00
7	1	1	Supplies for prof dev	211 13 6399 00 136 y 30 OF2	$0.00
8	1	1	Software	211-11-6299-62-136-Y-30-0F2-Y	$0.00
8	1	1	General Supplies	211-13-6398-65-136-Y-30-0F2-Y	$0.00
8	1	1	General Supplies	211-11-6399-62-136-Y-30-0f2-y	$0.00
8	1	5	technology	211-23-6398-65-136-Y-30-0F2-Y	$0.00
8	1	5	Chromebooks and PCs	211-11-6398-62-y-30-OF2-Y2	$0.00
9	1	2	Awards	211 11 6498 00 136 y 30 OF2	$0.00
9	2	3	teacher retirement care	211 11 6146 00 136 Y 30 ASP	$0.00
9	2	3	ss/Medicare	211 11 6141 00 136 y 30 asp	$0.00
9	2	3	Employee Benefits	211 11 6149 00 136 Y 30 ASP	$0.00
9	2	3	Extended Day - Certified	211-11-6118-00-136-Y-30-ASP-Y	$0.00
9	2	3	Extended Day - Certified	211-11-6118-00-136-Y-30-0F2	$0.00
9	2	3	Extended Day - Non-Certified	211-11-6121-00-136-Y-24-ASP-Y	$0.00
9	2	3	Employee Benefits	211 11 6148 00 136 Y 30 ASP	$0.00
9	2	5	Employee Travel	211 23 6411 23 136 y 30 OF2	$0.00
9	2	9	Supplies	211 23 6399 00 136 y 30 OF2	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$198,318.00
				+/- Difference	$198,318.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	General Supplies	212-11-6399-00-136-Y-24-OF2-8	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$400.00
				+/- Difference	$400.00
				Grand Total	$0.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **CHAMPION EL**

Campus Number: **031901136**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

Grade / Subject / Level	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	83%	-	83%	-	-	-	-	-	50%	*	83%	80%	82%	78%
	2018	77%	80%	78%	-	78%	-	-	-	-	-	38%	-	77%	78%	78%	74%
At Meets Grade Level or Above	2019	45%	46%	43%	-	43%	-	-	-	-	-	17%	*	43%	40%	42%	42%
	2018	43%	46%	43%	-	43%	-	-	-	-	-	15%	-	31%	30%	42%	42%
At Masters Grade Level	2019	27%	26%	28%	-	28%	-	-	-	-	-	8%	*	27%	40%	27%	27%
	2018	25%	22%	14%	-	14%	-	-	-	-	-	15%	-	14%	0%	14%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	87%	-	87%	-	-	-	-	-	50%	*	88%	60%	87%	89%
	2018	78%	86%	93%	-	93%	-	-	-	-	-	78%	-	94%	82%	89%	92%
At Meets Grade Level or Above	2019	49%	56%	48%	-	48%	-	-	-	-	-	17%	*	47%	60%	47%	47%
	2018	47%	56%	63%	-	63%	-	-	-	-	-	39%	*	60%	82%	47%	47%
At Masters Grade Level	2019	25%	27%	24%	-	24%	-	-	-	-	-	11%	*	24%	20%	24%	24%
	2018	23%	27%	30%	-	30%	-	-	-	-	-	8%	-	25%	20%	20%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	85%	-	85%	-	-	-	-	-	58%	*	84%	91%	85%	82%
	2018	73%	79%	76%	-	76%	-	-	-	-	-	50%	-	76%	73%	76%	68%
At Meets Grade Level or Above	2019	44%	51%	40%	-	40%	-	-	-	-	-	21%	*	40%	36%	38%	39%
	2018	46%	49%	49%	-	49%	-	-	-	-	-	29%	-	48%	53%	49%	42%
At Masters Grade Level	2019	22%	23%	15%	-	15%	-	-	-	-	-	5%	*	13%	27%	14%	14%
	2018	24%	23%	14%	-	14%	-	-	-	-	-	7%	-	22%	20%	23%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or	2019	75%	82%	92%	-	92%	-	-	-	-	-	74%	*	91%	100%	91%	91%
	2018	78%	86%	91%	-	91%	-	-	-	-	-	64%	-	90%	93%	91%	86%
At Meets Grade Level or Above	2019	48%	56%	55%	-	55%	-	-	-	-	-	37%	*	56%	55%	54%	56%
	2018	49%	55%	55%	-	55%	-	-	-	-	-	43%	-	55%	67%	56%	54%
At Masters Grade Level	2019	28%	30%	37%	-	37%	-	-	-	-	-	21%	*	29%	27%	29%	29%
	2018	27%	30%	21%	-	21%	-	-	-	-	-	21%	-	27%	33%	20%	30%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	77%	-	77%	-	-	-	-	-	53%	*	79%	64%	76%	71%
	2018	63%	74%	78%	-	78%	-	-	-	-	-	64%	-	76%	87%	78%	72%
At Meets Grade Level or Above	2019	35%	44%	30%	-	30%	-	-	-	-	-	16%	*	29%	36%	29%	24%
	2018	39%	30%	30%	-	30%	-	-	-	-	-	36%	*	29%	73%	24%	24%
At Masters Grade Level	2019	11%	14%	11%	-	11%	-	-	-	-	-	11%	*	11%	9%	10%	6%
	2018	11%	11%	11%	-	11%	-	-	-	-	-	21%	*	11%	13%	6%	9%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	92%	-	92%	-	-	-	-	-	80%	*	93%	89%	91%	92%
	2018	84%	90%	89%	-	89%	-	-	-	-	-	59%	*	89%	88%	89%	89%
At Meets Grade Level or Above	2019	54%	56%	52%	-	52%	-	-	-	-	-	47%	-	51%	58%	51%	48%
	2018	54%	59%	59%	-	59%	-	-	-	-	-	24%	*	56%	76%	58%	58%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

Subject / Performance Level	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level (continued)	2019	29%	28%	21%	–	–	–	–	–	–	20%	21%	*	21%	21%	19%	17%
	2018	26%	28%	18%	–	–	–	–	–	–	6%	15%	*	18%	35%	18%	20%
Grade 5 Mathematics^ — At Approaches Grade Level or Above	2019	90%	96%	99%	–	–	–	–	–	–	100%	–	–	99%	100%	100%	100%
	2018	91%	97%	98%	–	–	–	–	–	–	88%	*	*	98%	100%	98%	97%
At Meets Grade Level or Above	2019	58%	70%	79%	–	–	–	–	–	–	73%	–	–	82%	68%	79%	81%
	2018	58%	74%	80%	–	–	–	–	–	–	59%	*	*	78%	94%	80%	80%
At Masters Grade Level	2019	36%	46%	45%	–	–	–	–	–	–	47%	*	*	45%	47%	44%	43%
	2018	30%	43%	42%	–	–	–	–	–	–	29%	*	*	37%	71%	42%	45%
Grade 5 Science — At Approaches Grade Level or Above	2019	78%	81%	88%	–	–	–	–	–	–	67%	89%	–	88%	88%	87%	87%
	2018	77%	78%	87%	–	–	–	–	–	–	62%	100%	33%	86%	90%	84%	84%
At Meets Grade Level or Above	2019	50%	52%	53%	–	–	–	–	–	–	35%	33%	78%	52%	57%	51%	52%
	2018	48%	49%	57%	–	–	–	–	–	–	35%	–	–	57%	68%	57%	53%
At Masters Grade Level	2019	24%	23%	26%	–	–	–	–	–	–	20%	11%	–	25%	31%	25%	23%
	2018	22%	21%	24%	–	–	–	–	–	–	15%	22%	–	23%	32%	23%	21%
All Grades All Subjects — At Approaches Grade Level or Above	2019	75%	76%	87%	–	–	–	–	–	–	87%	93%	–	89%	88%	86%	84%
	2018	74%	74%	81%	–	–	–	–	–	–	81%	88%	–	81%	83%	81%	77%
At Meets Grade Level or Above	2019	46%	47%	45%	–	–	–	–	–	–	67%	74%	–	44%	49%	44%	43%
	2018	48%	48%	46%	–	–	–	–	–	–	47%	–	–	46%	47%	46%	41%
At Masters Grade Level	2019	21%	18%	18%	–	–	–	–	–	–	15%	22%	–	20%	21%	20%	18%
	2018	19%	17%	18%	–	–	–	–	–	–	12%	–	–	18%	35%	20%	14%
All Grades ELA/Reading — At Approaches Grade Level or Above	2019	75%	76%	87%	–	–	–	–	–	–	87%	89%	–	89%	88%	87%	84%
	2018	74%	74%	81%	–	–	–	–	–	–	81%	88%	–	81%	83%	81%	77%
At Meets Grade Level or Above	2019	46%	47%	45%	–	–	–	–	–	–	50%	81%	–	81%	83%	81%	77%
	2018	48%	48%	46%	–	–	–	–	–	–	47%	–	–	44%	49%	44%	43%
At Masters Grade Level	2019	21%	18%	18%	–	–	–	–	–	–	27%	–	–	20%	26%	20%	18%
	2018	19%	17%	18%	–	–	–	–	–	–	23%	–	–	18%	20%	18%	14%
All Grades Mathematics — At Approaches Grade Level or Above	2019	82%	86%	93%	–	–	–	–	–	–	73%	92%	*	92%	94%	92%	93%
	2018	81%	85%	94%	–	–	–	–	–	–	78%	94%	*	94%	93%	92%	92%
At Meets Grade Level or Above	2019	52%	57%	61%	–	–	–	–	–	–	40%	61%	*	61%	63%	60%	63%
	2018	50%	57%	57%	–	–	–	–	–	–	47%	69%	*	69%	74%	69%	66%
At Masters Grade Level	2019	26%	31%	33%	–	–	–	–	–	–	25%	33%	*	33%	37%	32%	32%
	2018	24%	28%	36%	–	–	–	–	–	–	20%	36%	–	35%	47%	36%	32%
All Grades Writing — At Approaches Grade Level or Above	2019	68%	76%	77%	–	–	–	–	–	–	53%	79%	*	79%	64%	76%	71%
	2018	66%	71%	78%	–	–	–	–	–	–	64%	76%	–	76%	87%	78%	72%
At Meets Grade Level or Above	2019	41%	45%	51%	–	–	–	–	–	–	16%	40%	*	61%	63%	60%	24%
	2018	38%	44%	30%	–	–	–	–	–	–	36%	47%	*	29%	36%	29%	46%
At Masters Grade Level	2019	14%	15%	11%	–	–	–	–	–	–	11%	11%	*	11%	9%	10%	6%
	2018	13%	13%	11%	–	–	–	–	–	–	21%	–	–	11%	13%	11%	9%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	92%	-	92%	-	-	-	-	-	87%	-	93%	89%	91%	94%
	2018	80%	82%	90%	-	90%	-	-	-	-	-	47%	*	88%	100%	90%	92%
At Meets Grade Level or Above	2019	54%	55%	74%	-	74%	-	-	-	-	-	67%	-	74%	74%	73%	73%
	2018	51%	51%	58%	-	58%	-	-	-	-	-	29%	*	55%	71%	58%	58%
At Masters Grade Level	2019	25%	21%	35%	-	35%	-	-	-	-	-	40%	-	33%	42%	33%	32%
	2018	23%	19%	21%	-	21%	-	-	-	-	-	12%	*	18%	35%	21%	20%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	69	77	-	77	-	-	-	-	-	72	*	76	86	77	79
	2018	63	65	66	-	66	-	-	-	-	-	69	-	69	50	66	62
Grade 4 Mathematics	2019	65	64	67	-	67	-	-	-	-	-	69	*	66	77	66	68
	2018	65	66	63	-	63	-	-	-	-	-	58	-	63	63	63	52
Grade 5 ELA/Reading	2019	81	78	75	-	75	-	-	-	-	-	84	*	76	74	75	77
	2018	80	81	82	-	82	-	-	-	-	-	82	*	83	75	82	79
Grade 5 Mathematics	2019	83	88	88	-	88	-	-	-	-	-	100		87	89	89	90
	2018	81	87	83	-	83	-	-	-	-	-	88	*	80	100	83	80
All Grades Both Subjects	2019	69	69	77	-	77	-	-	-	-	-	81	*	76	82	77	78
	2018	69	71	74	-	74	-	-	-	-	-	76	92	74	73	74	69
All Grades ELA/Reading	2019	68	67	76	-	76	-	-	-	-	-	78	*	77	79	76	78
	2018	69	69	75	-	75	-	-	-	-	-	77	*	77	63	75	71
All Grades Mathematics	2019	70	70	77	-	77	-	-	-	-	-	83	*	76	85	77	79
	2018	70	72	74	-	74	-	-	-	-	-	75	*	72	82	74	67

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	70%	-	70%	-	-	-	-	-	52%	69%	65%
	2018	38%	44%	50%	-	50%	-	-	-	-	-	29%	50%	52%
Mathematics	2019	45%	57%	71%	-	71%	-	-	-	-	-	67%	71%	73%
	2018	47%	57%	93%	-	93%	-	-	-	-	-	83%	93%	100%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	84%	-	84%	-	-	-	-	-	45%	83%	83%
Students Requiring Accelerated Instruction	2019	22%	16%	16%	-	16%	-	-	-	-	-	55%	17%	17%
STAAR Cumulative Met Standard	2019	86%	91%	92%	-	92%	-	-	-	-	-	70%	91%	91%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	95%	-	95%	-	-	-	-	-	91%	95%	100%
Students Requiring Accelerated Instruction	2019	17%	8%	5%	-	5%	-	-	-	-	-	9%	5%	0%
STAAR Cumulative Met Standard	2019	90%	96%	99%	-	99%	-	-	-	-	-	100%	99%	100%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

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

Total Students: 780
Grade Span: EE - 05
(Current EL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level													
All Grades All Subjects													
At Approaches Grade Level or Above 2019	78%	81%	88%	-	-	-	-	-	-	-	*	85%	85%
At Approaches Grade Level or Above 2018	77%	78%	82%	-	-	-	-	-	-	-	*	82%	82%
At Meets Grade Level or Above 2019	50%	52%	53%	-	-	-	-	-	-	-	*	47%	47%
At Meets Grade Level or Above 2018	48%	49%	49%	-	-	-	-	-	-	-	*	48%	48%
At Masters Grade Level 2019	24%	23%	26%	-	-	-	-	-	-	-	*	19%	19%
At Masters Grade Level 2018	22%	21%	24%	-	-	-	-	-	-	-	*	16%	16%
All Grades ELA/Reading													
At Approaches Grade Level or Above 2019	75%	76%	87%	-	-	-	-	-	-	-	*	81%	81%
At Approaches Grade Level or Above 2018	74%	74%	81%	-	-	-	-	-	-	-	*	75%	74%
At Meets Grade Level or Above 2019	48%	47%	47%	-	-	-	-	-	-	-	*	37%	37%
At Meets Grade Level or Above 2018	46%	47%	45%	-	-	-	-	-	-	-	*	37%	37%
At Masters Grade Level 2019	21%	18%	18%	-	-	-	-	-	-	-	*	12%	12%
At Masters Grade Level 2018	19%	16%	16%	-	-	-	-	-	-	-	*	9%	9%
All Grades Mathematics													
At Approaches Grade Level or Above 2019	82%	86%	93%	-	-	-	-	-	-	-	*	91%	92%
At Approaches Grade Level or Above 2018	81%	85%	94%	-	-	-	-	-	-	-	*	90%	90%
At Meets Grade Level or Above 2019	52%	57%	61%	-	-	-	-	-	-	-	*	61%	61%
At Meets Grade Level or Above 2018	50%	55%	69%	-	-	-	-	-	-	-	*	63%	63%
At Masters Grade Level 2019	26%	31%	33%	-	-	-	-	-	-	-	*	28%	28%
At Masters Grade Level 2018	24%	28%	36%	-	-	-	-	-	-	-	*	27%	27%
All Grades Writing													
At Approaches Grade Level or Above 2019	68%	76%	77%	-	-	-	-	-	-	-	*	70%	70%
At Approaches Grade Level or Above 2018	66%	71%	78%	-	-	-	-	-	-	-	*	65%	65%
At Meets Grade Level or Above 2019	41%	44%	51%	-	-	-	-	-	-	-	*	22%	22%
At Meets Grade Level or Above 2018	38%	45%	30%	-	-	-	-	-	-	-	*	38%	38%
At Masters Grade Level 2019	14%	15%	11%	-	-	-	-	-	-	-	*	6%	6%
At Masters Grade Level 2018	13%	13%	11%	-	-	-	-	-	-	-	*	3%	3%
All Grades Science													
At Approaches Grade Level or Above 2019	81%	84%	92%	-	-	-	-	-	-	-	*	90%	91%
At Approaches Grade Level or Above 2018	80%	82%	90%	-	-	-	-	-	-	-	*	93%	90%
At Meets Grade Level or Above 2019	54%	55%	63%	-	-	-	-	-	-	-	*	56%	56%
At Meets Grade Level or Above 2018	51%	51%	74%	-	-	-	-	-	-	-	*	56%	56%
At Masters Grade Level 2019	25%	21%	24%	-	-	-	-	-	-	-	*	24%	27%
At Masters Grade Level 2018	23%	13%	35%	-	-	-	-	-	-	-	*	24%	27%
School Progress Domain - Academic Growth Score													
All Grades Both Subjects 2019	69%	69%	77%	-	-	-	-	-	-	-	88%	79%	79%
All Grades Both Subjects 2018	69%	71%	74%	-	-	-	-	-	-	-	63%	69%	69%
All Grades ELA/Reading 2019	68%	67%	76%	-	-	-	-	-	-	-	*	77%	77%
All Grades ELA/Reading 2018	69%	69%	75%	-	-	-	-	-	-	-	*	72%	72%
All Grades Mathematics 2019	70%	71%	77%	-	-	-	-	-	-	-	*	81%	81%
All Grades Mathematics 2018	70%	72%	74%	-	-	-	-	-	-	-	*	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)													
Reading 2019	41%	48%	66%	-	-	-	-	-	-	-	*	66%	65%
Reading 2018	38%	44%	50%	-	-	-	-	-	-	-	*	52%	52%
Mathematics 2019	45%	57%	71%	-	-	-	-	-	-	-	*	73%	73%
Mathematics 2018	47%	57%	93%	-	-	-	-	-	-	-	*	100%	100%

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

2019 STAAR Participation (All Grades)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	94%	-	94%	-	-	-	-	-	91%	94%	92%
Not Included in Accountability													
Mobile	4%	2%	3%	-	3%	-	-	-	-	-	9%	3%	3%
Other Exclusions	1%	2%	2%	-	2%	-	-	-	-	-	0%	3%	5%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%

2018 STAAR Participation (All Grades)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	91%	-	91%	-	-	-	-	-	93%	91%	88%
Not Included in Accountability													
Mobile	4%	3%	7%	-	7%	-	-	-	-	-	7%	7%	8%
Other Exclusions	1%	2%	2%	-	2%	-	-	-	-	-	0%	2%	4%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 78C
Grade Span: EE - 05
School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	96.3%	-	96.3%						95.0%	96.3%	96.5%
2016-17	95.7%	95.8%	96.9%	-	96.9%	*					95.8%	97.0%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Graduates (2017-18 Annual Graduates)

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190113b

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

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

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students	780	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	4	0.5%	0.2%	0.3%
Pre-Kindergarten	118	15.1%	8.0%	4.4%
Kindergarten	93	11.9%	5.9%	6.9%
Grade 1	126	16.2%	6.8%	7.1%
Grade 2	106	13.6%	6.6%	7.2%
Grade 3	103	13.2%	6.5%	7.3%
Grade 4	118	15.1%	6.9%	7.6%
Grade 5	112	14.4%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	780	100.0%	98.3%	52.6%
White	0	0.0%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	734	94.1%	88.5%	60.6%
Non-Educationally Disadvantaged	46	5.9%	11.5%	39.4%
Section 504 Students	70	9.0%	8.7%	6.5%
English Learners (EL)	406	52.1%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	39	5.0%	5.4%	3.6%
At-Risk	607	77.8%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	111			
By Type of Primary Disability				
Students with Intellectual Disabilities	42	37.8%	55.3%	42.4%
Students with Physical Disabilities	26	23.4%	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	26	23.4%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	106	15.8%	15.0%	15.4%

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Student Information

By Ethnicity:	Campus Count	Campus Percent	District	State
African American	0	0.0%		
Hispanic	104	15.5%		
White	2	0.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information

Retention Rates by Grade:	Non-Special Education Rates Campus	District	State	Special Education Rates Campus	District	State
Kindergarten	1.1%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	16.8%	10.7%	3.1%	34.8%	16.2%	5.5%
Grade 2	1.1%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	1.9%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	1.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.6%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information

	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.4	19.2	18.9
Grade 1	18.0	17.8	18.8
Grade 2	17.9	17.8	18.7
Grade 3	17.6	19.2	18.9
Grade 4	16.7	21.6	19.2
Grade 5	24.8	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	72.5	100.0%	100.0%	100.0%
Professional Staff:	55.0	75.9%	56.5%	64.1%
Teachers	45.7	62.9%	44.0%	49.8%
Professional Support	5.9	8.1%	9.5%	10.1%
Campus Administration (School Leadership)	3.5	4.8%	2.9%	3.0%
Educational Aides:	17.5	24.1%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	69.4	95.7%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	42.5	93.2%	90.3%	27.7%
White	3.1	6.8%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.3	18.2%	32.0%	23.8%
Females	37.4	81.8%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	39.5	86.4%	79.4%	73.6%
Masters	6.2	13.6%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	2.7%	7.0%
1-5 Years Experience	3.1	6.9%	14.3%	28.9%
6-10 Years Experience	7.6	16.7%	17.6%	19.0%
11-20 Years Experience	25.2	55.3%	39.3%	29.3%
Over 20 Years Experience	8.6	18.9%	26.0%	15.7%
Number of Students per Teacher	17.1	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	8.8	6.3
Average Years Experience of Principals with District	10.0	8.4	5.4
Average Years Experience of Assistant Principals	5.3	8.4	5.3
Average Years Experience of Assistant Principals with District	5.3	8.2	4.7
Average Years Experience of Teachers:	15.8	15.1	11.1
Average Years Experience of Teachers with District:	15.4	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$43,119	$49,007	$47,218
1-5 Years Experience	$45,982	$49,170	$50,408
6-10 Years Experience	$49,385	$50,423	$52,786
11-20 Years Experience	$66,674	$55,575	$56,041
Over 20 Years Experience	$62,226	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$60,998	$55,810	$54,122
Professional Support	$58,969	$67,073	$64,069
Campus Administration (School Leadership)	$71,805	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Program Information	Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	399	51.2%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	48	6.2%	12.0%	8.1%
Special Education	111	14.2%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	5.3%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	2.2%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	36.7	80.5%	78.8%	71.4%
Special Education	5.5	12.0%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

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

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

'*****' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

.ink to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Brownsville ISD
031901

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.

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

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STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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STUDENT WELFARE
FREEDOM FROM BULLYING

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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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STUDENT WELFARE
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(LEGAL)

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

Policy

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

1.   Prohibits the bullying of a student;

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

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

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

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

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

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

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

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

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

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

Internet Posting

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

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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

Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

The percent of 3rd Grade students that are Meets on the **STAAR 2018-19** will increase from 46% to 50% by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets					
	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	46%	67%	44%	41%	25%
2021	47%	68%	45%	42%	26%
2022	48%	69%	46%	43%	27%
2023	49%	70%	47%	44%	28%
2024	50%	71%	48%	45%	29%

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 56% to 60% by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
56%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets					
	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	56%	56%	54%	53%	31%
2021	57%	57%	55%	54%	32%
2022	58%	58%	56%	55%	33%
2023	59%	59%	57%	56%	34%
2024	60%	60%	58%	57%	35%

Minimum size criteria set to 25 or more students.

Projection - Closing Gap Report (English & Spanish)

District: BROWNSVILLE ISD

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 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	Special Education
2020	93%	94%	92%	87%
2021	94%	95%	93%	88%
2022	95%	96%	94%	89%
2023	96%	97%	95%	90%
2024	97%	98%	96%	91%

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 96% to 100% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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 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	Special Education
2020	95%	95%	90%	74%
2021	96%	96%	91%	75%
2022	97%	97%	92%	76%
2023	98%	98%	93%	77%
2024	99%	99%	94%	78%

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 79% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
80%	81%	82%	83%	84%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	80%	79%	83%
2021	81%	80%	84%
2022	82%	81%	85%
2023	83%	82%	86%
2024	84%	83%	87%

Minimum size criteria set to 10 or more students.

District: **BROWNSVILLE ISD**   Campus: **CHAMPION 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 79% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
80%	81%	82%	83%	84%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	79%	79%	73%	33%
2021	80%	80%	74%	34%
2022	81%	81%	75%	35%
2023	82%	82%	76%	36%
2024	83%	83%	77%	37%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **CHAMPION 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 24% to 29% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	26%	27%	28%	29%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	26%	27%	18%	1%
2021	27%	28%	19%	2%
2022	28%	29%	20%	3%
2023	29%	30%	21%	4%
2024	30%	31%	22%	5%

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 53% to 58% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	53%	55%	49%	22%
2021	54%	56%	50%	23%
2022	55%	57%	51%	24%
2023	56%	58%	52%	25%
2024	57%	59%	53%	26%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CHAMPION 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 34% to 39% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	36%	37%	38%	39%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	35%	34%	32%	20%
2021	36%	35%	33%	21%
2022	37%	36%	34%	22%
2023	38%	37%	35%	23%
2024	39%	38%	36%	24%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **CHAMPION 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 24% to 29% by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
25%	26%	27%	28%	29%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	27%	25%	29%	1%
2021	28%	26%	30%	2%
2022	29%	27%	31%	3%
2023	30%	28%	32%	4%
2024	31%	29%	33%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade	Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 35% to 40% by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
36%	37%	38%	39%	40%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **CHAMPION 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	Special Education
2020	31%	30%	30%	8%
2021	32%	31%	31%	9%
2022	33%	32%	32%	10%
2023	34%	33%	33%	11%
2024	35%	34%	34%	12%

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 36% to 41% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37%	38%	39%	40%	41%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **CHAMPION 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 43% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	44%	43%	43%	18%
2021	45%	44%	44%	19%
2022	46%	45%	45%	20%
2023	47%	46%	46%	21%
2024	48%	47%	47%	22%

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 48% to 53% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	49%	48%	50%	18%
2021	50%	49%	51%	19%
2022	51%	50%	52%	20%
2023	52%	51%	53%	21%
2024	53%	52%	54%	22%

Minimum size criteria set to 10 or more students.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **CHAMPION EL**

Campus Number: **031901136**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	83%	-	83%	-	-	-	-	-	50%	*	83%	80%	82%	78%
	2018	77%	80%	78%	-	78%	-	-	-	-	-	38%	-	77%	78%	78%	74%
At Meets Grade Level or Above	2019	45%	46%	43%	-	43%	-	-	-	-	-	17%	*	43%	40%	42%	42%
	2018	43%	42%	31%	-	31%	-	-	-	-	-	15%	*	31%	30%	31%	30%
At Masters Grade Level	2019	27%	26%	28%	-	28%	-	-	-	-	-	17%	*	28%	40%	27%	27%
	2018	25%	22%	14%	-	14%	-	-	-	-	-	8%	-	14%	0%	14%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	87%	-	87%	-	-	-	-	-	50%	*	88%	87%	89%	87%
	2018	78%	86%	93%	-	93%	-	-	-	-	-	78%	*	94%	82%	93%	92%
At Meets Grade Level or Above	2019	49%	56%	48%	-	48%	-	-	-	-	-	17%	*	47%	60%	47%	47%
	2018	47%	54%	63%	-	63%	-	-	-	-	-	39%	*	64%	82%	63%	63%
At Masters Grade Level	2019	25%	27%	24%	-	24%	-	-	-	-	-	11%	*	25%	20%	24%	24%
	2018	23%	27%	30%	-	30%	-	-	-	-	-	11%	-	30%	27%	29%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	85%	-	85%	-	-	-	-	-	58%	*	84%	91%	85%	82%
	2018	73%	79%	76%	-	76%	-	-	-	-	-	50%	-	76%	73%	76%	76%
At Meets Grade Level or Above	2019	44%	51%	40%	-	40%	-	-	-	-	-	21%	*	40%	36%	38%	39%
	2018	46%	49%	49%	-	49%	-	-	-	-	-	29%	*	48%	53%	49%	42%
At Masters Grade Level	2019	22%	23%	15%	-	15%	-	-	-	-	-	5%	*	13%	27%	14%	14%
	2018	22%	23%	21%	-	21%	-	-	-	-	-	7%	-	22%	20%	21%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	92%	-	92%	-	-	-	-	-	74%	*	91%	100%	91%	91%
	2018	78%	86%	91%	-	91%	-	-	-	-	-	64%	-	90%	93%	91%	86%
At Meets Grade Level or Above	2019	49%	53%	55%	-	55%	-	-	-	-	-	37%	*	56%	55%	54%	56%
	2018	48%	56%	56%	-	56%	-	-	-	-	-	43%	*	56%	53%	56%	56%
At Masters Grade Level	2019	28%	30%	29%	-	29%	-	-	-	-	-	21%	*	29%	67%	29%	29%
	2018	27%	30%	37%	-	37%	-	-	-	-	-	21%	*	37%	33%	37%	30%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	77%	-	77%	-	-	-	-	-	53%	*	79%	64%	76%	71%
	2018	63%	74%	78%	-	78%	-	-	-	-	-	64%	*	76%	87%	78%	72%
At Meets Grade Level or Above	2019	35%	44%	30%	-	30%	-	-	-	-	-	16%	*	29%	36%	29%	24%
	2018	39%	48%	51%	-	51%	-	-	-	-	-	36%	*	47%	73%	51%	46%
At Masters Grade Level	2019	11%	14%	11%	-	11%	-	-	-	-	-	11%	*	11%	9%	10%	6%
	2018	11%	14%	11%	-	11%	-	-	-	-	-	21%	*	11%	13%	11%	9%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	92%	-	92%	-	-	-	-	-	80%	*	93%	89%	92%	91%
	2018	84%	90%	89%	-	89%	-	-	-	-	-	59%	*	89%	88%	89%	89%
At Meets Grade Level or Above	2019	54%	56%	52%	-	52%	-	-	-	-	-	47%	*	51%	58%	51%	48%
	2018	54%	59%	59%	-	59%	-	-	-	-	-	24%	*	56%	76%	59%	58%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

Note: This page is printed in landscape orientation. Demographic columns (African American, White, American Indian, Asian, Pacific Islander, Two or More Races) are shown as "-" (masked / insufficient data) throughout. The campus is ~99% Hispanic.

Measure	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	21%	-	21%	-	-	-	-	-	20%	*	21%	21%	19%	17%
	2018	26%	28%	18%	-	18%	-	-	-	-	-	6%	*	15%	35%	18%	20%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	99%	-	99%	-	-	-	-	-	100%	-	99%	100%	99%	100%
	2018	91%	97%	98%	-	98%	-	-	-	-	-	88%	*	98%	100%	98%	97%
At Meets Grade Level or Above	2019	58%	70%	79%	-	79%	-	-	-	-	-	73%	-	82%	68%	79%	81%
	2018	58%	74%	80%	-	80%	-	-	-	-	-	59%	*	78%	94%	80%	80%
At Masters Grade Level	2019	36%	46%	45%	-	45%	-	-	-	-	-	47%	-	45%	44%	44%	43%
	2018	30%	43%	42%	-	42%	-	-	-	-	-	29%	*	37%	47%	42%	45%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	92%	-	92%	-	-	-	-	-	89%	-	93%	89%	91%	94%
	2018	76%	85%	90%	-	90%	-	-	-	-	-	88%	-	88%	100%	90%	92%
At Meets Grade Level or Above	2019	49%	60%	74%	-	74%	-	-	-	-	-	67%	-	74%	74%	73%	87%
	2018	49%	74%	74%	-	74%	-	-	-	-	-	62%	-	76%	74%	73%	84%
At Masters Grade Level	2019	24%	28%	35%	-	35%	-	-	-	-	-	40%	-	42%	33%	33%	20%
	2018	24%	28%	35%	-	35%	-	-	-	-	-	29%	-	37%	42%	42%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	88%	-	88%	-	-	-	-	-	67%	89%	88%	88%	87%	87%
	2018	77%	78%	87%	-	87%	-	-	-	-	-	62%	86%	86%	89%	84%	84%
At Meets Grade Level or Above	2019	50%	52%	53%	-	53%	-	-	-	-	-	27%	*	49%	57%	51%	52%
	2018	48%	57%	53%	-	53%	-	-	-	-	-	23%	*	57%	68%	52%	53%
At Masters Grade Level	2019	24%	20%	24%	-	24%	-	-	-	-	-	13%	*	20%	26%	21%	20%
	2018	22%	21%	24%	-	24%	-	-	-	-	-	11%	*	18%	21%	20%	21%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	87%	-	87%	-	-	-	-	-	62%	89%	86%	89%	86%	87%
	2018	74%	76%	81%	-	81%	-	-	-	-	-	50%	78%	81%	83%	80%	84%
At Meets Grade Level or Above	2019	46%	47%	45%	-	45%	-	-	-	-	-	27%	*	44%	49%	44%	44%
	2018	46%	47%	45%	-	45%	-	-	-	-	-	23%	*	47%	49%	46%	46%
At Masters Grade Level	2019	21%	18%	21%	-	21%	-	-	-	-	-	13%	*	20%	26%	18%	14%
	2018	19%	17%	18%	-	18%	-	-	-	-	-	7%	*	18%	21%	18%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	93%	-	93%	-	-	-	-	-	73%	88%	94%	94%	92%	93%
	2018	81%	85%	94%	-	94%	-	-	-	-	-	78%	86%	93%	93%	94%	92%
At Meets Grade Level or Above	2019	52%	57%	61%	-	61%	-	-	-	-	-	45%	*	57%	63%	60%	52%
	2018	52%	57%	61%	-	61%	-	-	-	-	-	46%	*	57%	63%	63%	63%
At Masters Grade Level	2019	26%	31%	33%	-	33%	-	-	-	-	-	23%	*	26%	37%	32%	18%
	2018	24%	28%	36%	-	36%	-	-	-	-	-	27%	*	31%	37%	32%	46%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	77%	-	77%	-	-	-	-	-	53%	78%	92%	94%	76%	71%
	2018	66%	71%	78%	-	78%	-	-	-	-	-	64%	76%	94%	93%	78%	72%
At Meets Grade Level or Above	2019	41%	45%	51%	-	51%	-	-	-	-	-	16%	*	61%	63%	29%	24%
	2018	38%	44%	30%	-	30%	-	-	-	-	-	36%	*	60%	66%	29%	46%
At Masters Grade Level	2019	14%	15%	11%	-	11%	-	-	-	-	-	7%	*	11%	11%	10%	6%
	2018	13%	13%	11%	-	11%	-	-	-	-	-	16%	*	11%	11%	11%	9%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	92%	-	92%	-	-	-	-	-	87%	-	93%	89%	91%	94%
	2018	80%	82%	90%	-	90%	-	-	-	-	-	47%	*	88%	100%	90%	92%
At Meets Grade Level or Above	2019	54%	55%	74%	-	74%	-	-	-	-	-	67%	-	74%	74%	73%	73%
	2018	51%	51%	58%	-	58%	-	-	-	-	-	29%	*	55%	71%	58%	58%
At Masters Grade Level	2019	25%	21%	35%	-	35%	-	-	-	-	-	40%	-	33%	42%	33%	32%
	2018	23%	19%	21%	-	21%	-	-	-	-	-	12%	*	18%	35%	21%	20%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	69	77	-	77	-	-	-	-	-	72	*	76	86	77	79
	2018	63	65	66	-	66	-	-	-	-	-	69	-	69	50	66	62
Grade 4 Mathematics	2019	65	64	67	-	67	-	-	-	-	-	69	*	66	77	66	68
	2018	65	66	63	-	63	-	-	-	-	-	58	-	63	63	63	52
Grade 5 ELA/Reading	2019	81	78	75	-	75	-	-	-	-	-	84	*	76	74	75	77
	2018	80	81	82	-	82	-	-	-	-	-	82	*	83	75	82	79
Grade 5 Mathematics	2019	83	88	88	-	88	-	-	-	-	-	100	*	87	89	89	90
	2018	81	87	83	-	83	-	-	-	-	-	88	*	80	100	83	80
All Grades Both Subjects	2019	69	69	77	-	77	-	-	-	-	-	81	*	76	82	77	78
	2018	69	71	74	-	74	-	-	-	-	-	76	92	74	73	74	69
All Grades ELA/Reading	2019	68	67	76	-	76	-	-	-	-	-	78	*	76	79	76	78
	2018	69	69	75	-	75	-	-	-	-	-	77	*	77	63	75	71
All Grades Mathematics	2019	70	71	77	-	77	-	-	-	-	-	83	*	76	85	77	79
	2018	70	72	74	-	74	-	-	-	-	-	75	*	72	82	74	67

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	70%	-	70%	-	-	-	-	-	52%	69%	65%
	2018	38%	50%	50%	-	50%	-	-	-	-	-	29%	50%	52%
Mathematics	2019	45%	57%	71%	-	71%	-	-	-	-	-	67%	71%	73%
	2018	47%	57%	93%	-	93%	-	-	-	-	-	83%	93%	100%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	84%	-	84%	-	-	-	-	-	45%	83%	83%
Students Requiring Accelerated Instruction	2019	22%	16%	16%	-	16%	-	-	-	-	-	55%	17%	17%
STAAR Cumulative Met Standard	2019	86%	91%	92%	-	92%	-	-	-	-	-	70%	91%	91%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	95%	-	95%	-	-	-	-	-	91%	95%	100%
Students Requiring Accelerated Instruction	2019	17%	8%	5%	-	5%	-	-	-	-	-	9%	5%	0%
STAAR Cumulative Met Standard	2019	90%	96%	99%	-	99%	-	-	-	-	-	100%	99%	100%

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

Total Students: 780
Grade Span: EE - 05
(Current EL Students)

STAAR Performance Rate by Subject and Performance Level

Measure	Year	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 All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	88%	-	-	-	-	-	-	-	-	88%	84%	85%
	2018	77%	78%	82%	-	-	-	-	-	-	-	-	77%	82%	82%
At Meets Grade Level or Above	2019	50%	52%	53%	-	-	-	-	-	-	-	-	56%	47%	47%
	2018	48%	49%	47%	-	-	-	-	-	-	-	-	46%	49%	48%
At Masters Grade Level	2019	24%	23%	26%	-	-	-	-	-	-	-	-	38%	18%	19%
	2018	22%	21%	24%	-	-	-	-	-	-	-	-	23%	16%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	87%	-	-	-	-	-	-	-	-	83%	81%	81%
	2018	74%	74%	81%	-	-	-	-	-	-	-	-	*	75%	74%
At Meets Grade Level or Above	2019	48%	47%	37%	-	-	-	-	-	-	-	-	33%	37%	37%
	2018	46%	44%	35%	-	-	-	-	-	-	-	-	*	35%	35%
At Masters Grade Level	2019	21%	18%	12%	-	-	-	-	-	-	-	-	0%	12%	12%
	2018	19%	17%	10%	-	-	-	-	-	-	-	-	*	9%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	93%	-	-	-	-	-	-	-	-	100%	91%	92%
	2018	81%	85%	94%	-	-	-	-	-	-	-	-	100%	90%	90%
At Meets Grade Level or Above	2019	52%	57%	61%	-	-	-	-	-	-	-	-	67%	61%	61%
	2018	50%	55%	61%	-	-	-	-	-	-	-	-	60%	63%	63%
At Masters Grade Level	2019	26%	31%	33%	-	-	-	-	-	-	-	-	67%	26%	28%
	2018	24%	28%	26%	-	-	-	-	-	-	-	-	40%	27%	28%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	70%	-	-	-	-	-	-	-	-	*	70%	69%
	2018	66%	71%	78%	-	-	-	-	-	-	-	-	*	65%	64%
At Meets Grade Level or Above	2019	41%	44%	22%	-	-	-	-	-	-	-	-	*	22%	22%
	2018	38%	45%	30%	-	-	-	-	-	-	-	-	*	38%	38%
At Masters Grade Level	2019	14%	15%	6%	-	-	-	-	-	-	-	-	*	6%	5%
	2018	13%	13%	3%	-	-	-	-	-	-	-	-	*	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	92%	-	-	-	-	-	-	-	-	*	90%	91%
	2018	80%	82%	90%	-	-	-	-	-	-	-	-	*	93%	93%
At Meets Grade Level or Above	2019	54%	55%	65%	-	-	-	-	-	-	-	-	*	63%	63%
	2018	51%	51%	63%	-	-	-	-	-	-	-	-	*	56%	56%
At Masters Grade Level	2019	25%	21%	24%	-	-	-	-	-	-	-	-	*	24%	27%
	2018	23%	19%	27%	-	-	-	-	-	-	-	-	*	24%	24%

School Progress Domain - Academic Growth Score

Measure	Year	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 Both Subjects	2019	69%	69%	77%	-	-	-	-	-	-	-	-	88%	79%	79%
	2018	69%	71%	74%	-	-	-	-	-	-	-	-	63%	69%	69%
All Grades ELA/Reading	2019	68%	67%	76%	-	-	-	-	-	-	-	-	*	77%	77%
	2018	69%	69%	75%	-	-	-	-	-	-	-	-	*	72%	72%
All Grades Mathematics	2019	70%	71%	77%	-	-	-	-	-	-	-	-	*	81%	81%
	2018	70%	72%	74%	-	-	-	-	-	-	-	-	*	66%	66%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

Measure	Year	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
Reading	2019	41%	48%	66%	-	-	-	-	-	-	-	-	*	66%	65%
	2018	38%	44%	50%	-	-	-	-	-	-	-	-	*	52%	52%
Mathematics	2019	45%	57%	71%	-	-	-	-	-	-	-	-	*	73%	73%
	2018	47%	57%	93%	-	-	-	-	-	-	-	-	*	100%	100%

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	94%	-	94%	-	-	-	-	-	91%	94%	92%
Not Included in Accountability													
Mobile	4%	2%	3%	-	3%	-	-	-	-	-	9%	3%	3%
Other Exclusions	1%	2%	2%	-	2%	-	-	-	-	-	0%	3%	5%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	91%	-	91%	-	-	-	-	-	93%	91%	88%
Not Included in Accountability													
Mobile	4%	3%	7%	-	7%	-	-	-	-	-	7%	7%	8%
Other Exclusions	1%	2%	2%	-	2%	-	-	-	-	-	0%	2%	4%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv (Current)	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	96.3%	-	96.3%	*	-	-	-	-	95.0%	96.3%	96.5%
2016-17	95.7%	95.8%	96.9%	-	96.9%	*	-	-	-	-	95.8%	97.0%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.69%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.49%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

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

Student Information	Campus		District	State
	Count	Percent		
Total Students	780	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	4	0.5%	0.2%	0.3%
Pre-Kindergarten	118	15.1%	8.0%	4.4%
Kindergarten	93	11.9%	5.9%	6.9%
Grade 1	126	16.2%	6.8%	7.1%
Grade 2	106	13.6%	6.6%	7.2%
Grade 3	103	13.2%	6.5%	7.3%
Grade 4	118	15.1%	6.9%	7.6%
Grade 5	112	14.4%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	780	100.0%	98.3%	52.6%
White	0	0.0%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	734	94.1%	88.5%	60.6%
Non-Educationally Disadvantaged	46	5.9%	11.5%	39.4%
Section 504 Students	70	9.0%	8.7%	6.5%
English Learners (EL)	406	52.1%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	39	5.0%	5.4%	3.6%
At-Risk	607	77.8%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	111			
By Type of Primary Disability				
Students with Intellectual Disabilities	42	37.8%	55.3%	42.4%
Students with Physical Disabilities	26	23.4%	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	26	23.4%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	106	15.8%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Student Information

By Ethnicity:	---------- Campus ----------		District	State
	Count	Percent		
African American	0	0.0%		
Hispanic	104	15.5%		
White	2	0.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information

Retention Rates by Grade:	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Kindergarten	1.1%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	16.8%	10.7%	3.1%	34.8%	16.2%	5.5%
Grade 2	1.1%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	1.9%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	1.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information

	Campus	District	State

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Elementary:			
Kindergarten	20.4	19.2	18.9
Grade 1	18.0	17.8	18.8
Grade 2	17.9	17.8	18.7
Grade 3	17.6	19.2	18.9
Grade 4	16.7	21.6	19.2
Grade 5	24.8	21.1	21.2
Grade 6	-	21.9	20.4

Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

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

Staff Information	Count/Average	Campus Percent	District	State
Total Staff	72.5	100.0%	100.0%	100.0%
Professional Staff:	55.0	75.9%	56.5%	64.1%
Teachers	45.7	62.9%	44.0%	49.8%
Professional Support	5.9	8.1%	9.5%	10.1%
Campus Administration (School Leadership)	3.5	4.8%	2.9%	3.0%
Educational Aides:	17.5	24.1%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	69.4	95.7%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	42.5	93.2%	90.3%	27.7%
White	3.1	6.8%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.3	18.2%	32.0%	23.8%
Females	37.4	81.8%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	39.5	86.4%	79.4%	73.6%
Masters	6.2	13.6%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	2.7%	7.0%
1-5 Years Experience	3.1	6.9%	14.3%	28.9%
6-10 Years Experience	7.6	16.7%	17.6%	19.0%
11-20 Years Experience	25.2	55.3%	39.3%	29.3%
Over 20 Years Experience	8.6	18.9%	26.0%	15.7%
Number of Students per Teacher	17.1	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 031901136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	8.8	6.3
Average Years Experience of Principals with District	10.0	8.4	5.4
Average Years Experience of Assistant Principals	5.3	8.4	5.3
Average Years Experience of Assistant Principals with District	5.3	8.2	4.7
Average Years Experience of Teachers:	15.8	15.1	11.1
Average Years Experience of Teachers with District:	15.4	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$43,119	$49,007	$47,218
1-5 Years Experience	$45,982	$49,170	$50,408
6-10 Years Experience	$49,385	$50,423	$52,786
11-20 Years Experience	$66,674	$55,575	$56,041
Over 20 Years Experience	$62,226	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$60,998	$55,810	$54,122
Professional Support	$58,969	$67,073	$64,069
Campus Administration (School Leadership)	$71,805	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
Campus Name: CHAMPION EL
Campus Number: 03190136

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

Total Students: 780
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	399	51.2%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	48	6.2%	12.0%	8.1%
Special Education	111	14.2%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	5.3%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	2.2%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	36.7	80.5%	78.8%	71.4%
Special Education	5.5	12.0%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

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

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

'****' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

.ink to: **PEIMS Financial Standard Reports 2017-18 Financial Actual Report**