Brownsville Independent School District

Skinner Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science

Board Approval Date: November 4, 2020

Mission Statement

The mission of Skinner Elementary is to provide each student with the education which best meets his/her individual needs, interests, and potential. This education will enable students to relate classroom learning to problem solving required in life experiences.

Vision

All Skinner Elementary students will exceed the minimum academic standards and become quality leaders for tomorrow.

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2020

Needs Assessment Overview

Skinner Elementary School is located in Brownsville, Texas. Skinner Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was originally constructed in 1925 with 6 classrooms and a library. An additional 42 classrooms were added in the ensuing years.

The student population at Skinner Elementary School is approximately 450 and serves students in grades Pre-K through 5th. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 92% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 62% are classified as English Language Learners and a majority are English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Skinner Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area, fine arts and physical education. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented areas in Music and Art. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Skinner Elementary School is comprised of 23 teachers, 3 campus administrators, 1 counselor, a music teacher, librarian, part-time dyslexia teacher, part-time Speech Therapist, Diagnostician, 2 BI teachers, 2 resource Special Education teachers and 10 educational aides. The ethnicity of the Skinner Elementary School staff is diverse with 91% Hispanic and 8% Caucasian. The teaching staff is also 20 % male and 80 % female.

Skinner Elementary School's most recent campus initiatives include the following:

1. Advance Art & Music Classes
2. Sports Camps
3. Destination Imagination
4. Science Fair

Skinner Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as: Destination Imagination, Brainsville, Science Fair, UIL, Gardening club, Cheerleading, Running club, Advanced art studio and Choir.

School Namesake:	**Skinner Elementary**
School Colors:	**Green & Khaki**
School Mascot:	**Dragons**

Annual Campus Goals
Skinner Elementary
Generated by Plan4Learning.com

5 of 134

Campus #031-901-112
June 15, 2021 4:15 PM

The Skinner Elementary School faculty and staff are committed to the following goals:

- **Student Academic Success**
- **Student Health & Safety**
- **Increase Parental and Community Involvement**

Demographics

Demographics Summary

Skinner Elementary views demographic data on a daily basis. The campus concerns are: to increase daily attendance rates, high rate of mobility of students, increase Special education passing rate on state exams (STAAR), and the large number of bilingual students. Attendance is monitored on a daily basis. Calls are made either by the teachers or home visits by the parent liaison to make sure absences are excused. Chronic absences will require parent conferences. At risk students are monitored through weekly tracking sheets, new phone system, weekly fluency reports and tutorials. State Compensatory funds are allocated to provide additional tutorials and purchase additional resources so that At-Risk students have an opportunity to succeed academically. Special education teachers co-plan with classroom teachers every six weeks to discuss progress of students. Bilingual students receive ESL lessons, and teachers are to follow the ELPS in preparing lesson plans. Lesson plans are reviewed by Dean of Instruction. Procedures for overseeing demographic concerns include daily attendance reports, monitoring assessment tracking sheets and fluency reports, tutorial attendance, co-planning summary reports, lesson plans, and orientation schedules and purchasing additional resources.

The student population at Skinner Elementary School is approximately 450 and serves students in grades pre-kinder through fifth grade. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanics (99.7%), Whites (0.3%), Economically Disadvantaged (99.5%), English Language Learners (ELLs), (59.3%), At Risk (76.2%), Migrant (0.1%), Gifted and Talented (12.1%), and Special Education (6.5%). The attendance rate was 96.4% for all students and 96.5% for at-risk students. The retention rate was 10.2% for all and at-risk students.

Demographics Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Easy access to reports
- Administrative and Teacher support
- Using state Bilingual Funds for LEP students to target English Language Proficiency
- Teacher monitoring and tracking of student progress
- State Compensatory funding for At-Risk Students to fund tutorials that target students' academic needs in the content areas.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase student attendance and decrease retention rates at all grade levels. **Data Analysis/Root Cause:** Campus data showed a decline in student attendance and an increase in retention rates.

Need Statement 2 (Prioritized): Need for certified teachers and paraprofessionals to supplement instruction through morning and after-school tutorials in an effort to improve student achievement and address the needs of At-Risk, ELs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, TPRI, TEJAS Lee, TELPAS, and STAAR in the content areas of reading, math, writing, and science. **Data Analysis/Root Cause:** Analysis of data shows low academic achievement levels and gaps of special populations and all students.

Need Statement 3 (Prioritized): Need for professional development training through the Dean of Instruction to improve academic success and close the achievement gaps. **Data Analysis/Root Cause:** Analysis of data shows an increase in student academic achievement through appropriate professional development for teachers and staff.

Student Learning

Student Learning Summary

3rd-5th Grade ALL student STAAR Summary					
Subject	*Grade Level*	*2016-2017*	*2017-2018*	*2018-2019*	*2019-2020*
Reading	3rd	64%	75%	71%	COVID-19
Math	3rd	73%	84%	83%	COVID-19
Reading	4th	59%	63%	71%	COVID-19
Math	4th	55%	77%	63%	COVID-19
Writing	4th	61%	67%	62%	COVID-19
Reading	5th	83%	81%	86%	COVID-19
Math	5th	95%	94%	100%	COVID-19
Science	5th	67%	59%	76%	COVID-19

3rd- 5th Grade Performance Data Table *2018-2019*					
Subject	*All students*	*Hispanic*	*Econ. Disadv*	*Special Ed*	*ELL*
Reading	76%	76%	76%	33%	74%
Math	82%	82%	82%	64%	80%
Writing	62%	62%	61%	9%	58%
Science	76%	76%	75%	14%	75%

Student Learning Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- The availability of Reports and benchmark tracking sheets.
- Weekly Meeting that discuss student progress in each grade level
- Increase in Science Fair winners
- Teachers understand and know how to analyze student data reports.
- Dialogue between administration, teachers and parents

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to accelerate instruction to increase student performance and decrease performance gaps for students not mastering the TEKS, as well as Special Education, Bilingual/ELL, and At-Risk for all content areas at all grade levels. **Data Analysis/Root Cause:** State assessment data showed low attainment in academic performance as well as continued gaps between special populations.

Need Statement 2 (Prioritized): Need to provide supplemental resources, general supplies, and consumables to address the increased demands for varied instructional models, scope and sequence or any new program requirements. **Data Analysis/Root Cause:** Campus surveys indicate the need to increase support for implementation of instruction.

Need Statement 3 (Prioritized): Need to improve reading/literacy skills/fluency at all grade levels (EC-5) and in all content areas as well as writing across the curriculum by providing supplemental instructional resources and support including material, supplies and personnel. Additionally, substitutes will be needed to assist in small group instruction for tiered interventions, as needed. **Data Analysis/Root Cause:** Campus reports show the need to narrow the focus on additional instructional support.

Need Statement 4 (Prioritized): Need to increase the availability of quality technology software (online programs), hardware (desktop computers, laptops, Ipads, chrome books) as well as document cameras, projectors, printers, laminating machines and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Campus surveys indicate need to increase supports for implementation of online, blended and face-to-face instruction.

Need Statement 5 (Prioritized): Need to increase professional learning collaboration for faculty, staff and administration, especially in the areas of integration of technology, delivery of instruction, data analysis, and student academic progress. **Data Analysis/Root Cause:** Campus staff surveys showed a need for training a support to raise student achievement and close the gaps.

School Processes & Programs

School Processes & Programs Summary

In order to begin the preparation of college readiness, Skinner Elementary works to provide a state-of-the art, high quality education Curriculum, Instruction and Assessment is TEKS and data driven. Teachers follow BISD curriculum and supplement with state adopted textbooks and STAAR resources. Grade levels plan together and turn in weekly lesson plans, HOTS questions, and tests. Grade levels meet weekly with Principal to review assessments recording strengths and weaknesses. Students performing below grade level are grouped, placed on RTI's, and intervention procedures started. Students are recognized for passing scores, commended scores and for showing growth on six weeks benchmarks. After school tutorials are available for grades 1st-5th. In addition, students are provided opportunities to learn through the use of technology in the areas of math, reading, writing, and science (i.e. laptops, math and science software, websites). Skinner Elementary strives to become a technology rich campus with many technological applications that will support learning.

Skinner Elementary uses a hiring committee composed of administration and faculty members. During interviews each committee members scores the applicants performance. Candidates are rated and decisions are made by the hiring committee. New teachers are assigned a mentor and are allowed time to observe other teachers and campuses. The T-TESS time lines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

The faculty and staff are notified of all campus activities and professional development through newsletters and emails. Each grade level and department has a lead teacher which is the main contact for the group. The lead teacher is responsible for grade level reports, acts as a voice for the team. The Campus handbook which includes all forms and schedules is reviewed and given to each faculty member at the beginning of the school year through the campus public server. Communication with parents is maintained on a daily basis through weekly folders and Class Dojo. Communication through newsletters, lead teachers, and email is essential in the overall leadership and organization of the campus.

The campus TST and technology committee review campus needs in the area of computers which include hardware and software. In addition the TST provides technical support for teachers and notifies teachers of professional development. TST assists teachers in the instruction of Technology, TEKS and activities.

School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Knowledge of Curriculum components and TEKS
- Grade Level planning
- Weekly Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances

- Interviews of teacher candidates
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provides the needed support to retain and recruit qualified teachers.
- Grade Level Mentor

- School Context and Organization Strengths

- Weekly grade level planning focusing on TEKS
- Bi-weekly folders

- Teachers and students feel proficient in technology department
- Technology being used in different content areas
- Campus Newsletter
- TST on campus
- School Website
- Computer access for students in all classrooms
- Class Dojo
- Computer Labs

- Active Parent Center
- Participation in meetings in and out of campus.
- Participation in community events.
- Good Samaritan Community Service Partnership.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need for research-based professional development opportunities, including state, out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings that will support and enhance effective transformational reforms for best practices and student learning. **Data Analysis/Root Cause:** Analysis of data and campus surveys show an increase in student academic achievement through appropriate Professional Development for Teachers and Staff.

Need Statement 2 (Prioritized): Need to increase vertical and horizontal alignment within the grade levels to support spiraling of instruction and improvement preparation for state assessments. **Data Analysis/Root Cause:** STAAR assessment results showed the need to plan and prepare effective lessons gear toward student achievement and progress.

Need Statement 3 (Prioritized): Need for professional development in technology integration into instruction for teachers and provide professional development for campus administrators and staff for supporting and implementing educational technology. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate the need to increase training and supports for implementation of online instruction and blended teaching and learning.

Need Statement 4 (Prioritized): Need to increase the available infrastructure as well as desktop computers, and portable electronic devices to support on-line testing and learning centers. Additionally, there is a need for computer labs for Tier II and Tier II students for supplemental tutorial. **Data Analysis/Root Cause:** Campus analysis demonstrate a need for additional support through the use of electronic devices and internet access.

Need Statement 5 (Prioritized): Need for participation in co-curricular and extra-curricular activities such as Science Fair, UIL, Destination Imagination, Brainsville, Coding, Battle of the Books, and Spelling Bee to help keep students engaged and able to apply experiences beyond the classroom. **Data Analysis/Root Cause:** Analysis of data and campus surveys indicate an increase in student academic achievement by providing hands-on field experiences.

Need Statement 6 (Prioritized): Need to continue given incentives, guidance, mentoring, and recognitions to recruit, support and retain teachers and staff. **Data Analysis/Root Cause:** Campus surveys indicate the impact in student achievement of quality educators.

Need Statement 7 (Prioritized): Need to increase parent and family engagement in supporting student learning and attendance for academic success especially for second

language and migrant stakeholders by providing different times and ways to participate (online or face-to-face opportunities). **Data Analysis/Root Cause:** Data from Parent and Student Needs surveys shows more support and access is needed to support student learning.

Perceptions

Perceptions Summary

School Culture and climate issues are analyzed at SBDM meetings and monthly faculty meetings. Grade level, department, and parental concerns are discussed at SBDM meetings. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the monthly meetings. Members report back to grade levels/department and receive feedback which is then submitted for review and decision making. End of year surveys are taken into account for improvement and areas of concern. The administration has an open door policy and is always responsive to suggestions and / or new ideas. Parents meet with the Skinner Parent Liaison weekly.

Perceptions Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Staff Survey
- Teachers and Administrators meet on a weekly basis.
- Open Door Policy with Administration Staff
- Weekly Parent Meetings
- Campus safety

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase, promote and recognize attendance, academic attainment, culture and climate for students. **Data Analysis/Root Cause:** Data from campus surveys indicate need.

Need Statement 2 (Prioritized): Need to address the campus safety, health, and environment for all students, faculty, and staff, especially after COVID-19 Emergency Declaration: Closed-Instructing status and prepare for opening of school year under COVID-19 Federal and State recommendations. **Data Analysis/Root Cause:** Campus data analysis indicate the need to provide a clean, and safe environment that promotes student learning.

Need Statement 3 (Prioritized): Need to increase support for students, parents, faculty, and staff access to physical and mental health as well as nutritional supports **Data Analysis/Root Cause:** Campus needs survey shows the need to have a full time nurse.

Priority Need Statements

Need Statement 1: Need to increase student attendance and decrease retention rates at all grade levels.

Data Analysis/Root Cause 1: Campus data showed a decline in student attendance and an increase in retention rates.

Need Statement 1 Areas: Demographics

Need Statement 2: Need for certified teachers and paraprofessionals to supplement instruction through morning and after-school tutorials in an effort to improve student achievement and address the needs of At-Risk, ELs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, TPRI, TEJAS Lee, TELPAS, and STAAR in the content areas of reading, math, writing, and science.

Data Analysis/Root Cause 2: Analysis of data shows low academic achievement levels and gaps of special populations and all students.

Need Statement 2 Areas: Demographics

Need Statement 3: Need for professional development training through the Dean of Instruction to improve academic success and close the achievement gaps.

Data Analysis/Root Cause 3: Analysis of data shows an increase in student academic achievement through appropriate professional development for teachers and staff.

Need Statement 3 Areas: Demographics

Need Statement 4: Need to increase professional learning collaboration for faculty, staff and administration, especially in the areas of integration of technology, delivery of instruction, data analysis, and student academic progress.

Data Analysis/Root Cause 4: Campus staff surveys showed a need for training a support to raise student achievement and close the gaps.

Need Statement 4 Areas: Student Learning

Need Statement 5: Need to increase the availability of quality technology software (online programs), hardware (desktop computers, laptops, Ipads, chrome books) as well as document cameras, projectors, printers, laminating machines and internet access for students, faculty and staff.

Data Analysis/Root Cause 5: Campus surveys indicate need to increase supports for implementation of online, blended and face-to-face instruction.

Need Statement 5 Areas: Student Learning

Need Statement 6: Need to improve reading/literacy skills/fluency at all grade levels (EC-5) and in all content areas as well as writing across the curriculum by providing supplemental instructional resources and support including material, supplies and personnel. Additionally, substitutes will be needed to assist in small group instruction for tiered interventions, as needed.

Data Analysis/Root Cause 6: Campus reports show the need to narrow the focus on additional instructional support.

Need Statement 6 Areas: Student Learning

Need Statement 7: Need to provide supplemental resources, general supplies, and consumables to address the increased demands for varied instructional models, scope and sequence or any new program requirements.

Data Analysis/Root Cause 7: Campus surveys indicate the need to increase support for implementation of instruction.

Need Statement 7 Areas: Student Learning

Need Statement 8: Need to accelerate instruction to increase student performance and decrease performance gaps for students not mastering the TEKS, as well as Special Education, Bilingual/ELL, and At-Risk for all content areas at all grade levels.

Data Analysis/Root Cause 8: State assessment data showed low attainment in academic performance as well as continued gaps between special populations.

Need Statement 8 Areas: Student Learning

Need Statement 9: Need to increase parent and family engagement in supporting student learning and attendance for academic success especially for second language and migrant stakeholders by providing different times and ways to participate (online or face-to-face opportunities).

Data Analysis/Root Cause 9: Data from Parent and Student Needs surveys shows more support and access is needed to support student learning.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Need to continue given incentives, guidance, mentoring, and recognitions to recruit, support and retain teachers and staff.

Data Analysis/Root Cause 10: Campus surveys indicate the impact in student achievement of quality educators.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Need for participation in co-curricular and extra-curricular activities such as Science Fair, UIL, Destination Imagination, Brainsville, Coding, Battle of the Books, and Spelling Bee to help keep students engaged and able to apply experiences beyond the classroom.

Data Analysis/Root Cause 11: Analysis of data and campus surveys indicate an increase in student academic achievement by providing hands-on field experiences.

Need Statement 11 Areas: School Processes & Programs

Need Statement 12: Need to increase the available infrastructure as well as desktop computers, and portable electronic devices to support on-line testing and learning centers. Additionally, there is a need for computer labs for Tier II and Tier II students for supplemental tutorial.

Data Analysis/Root Cause 12: Campus analysis demonstrate a need for additional support through the use of electronic devices and internet access.

Need Statement 12 Areas: School Processes & Programs

Need Statement 13: Need for professional development in technology integration into instruction for teachers and provide professional development for campus administrators and staff for supporting and implementing educational technology.

Data Analysis/Root Cause 13: Campus staff and accessibility surveys indicate the need to increase training and supports for implementation of online instruction and blended teaching and learning.

Need Statement 13 Areas: School Processes & Programs

Need Statement 14: Need to increase vertical and horizontal alignment within the grade levels to support spiraling of instruction and improvement preparation for state assessments.

Data Analysis/Root Cause 14: STAAR assessment results showed the need to plan and prepare effective lessons gear toward student achievement and progress.

Need Statement 14 Areas: School Processes & Programs

Need Statement 15: Need for research-based professional development opportunities, including state, out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings that will support and enhance effective transformational reforms for best practices and student learning.

Data Analysis/Root Cause 15: Analysis of data and campus surveys show an increase in student academic achievement through appropriate Professional Development for Teachers and Staff.

Need Statement 15 Areas: School Processes & Programs

Need Statement 16: Need to increase support for students, parents, faculty, and staff access to physical and mental health as well as nutritional supports

Data Analysis/Root Cause 16: Campus needs survey shows the need to have a full time nurse.

Need Statement 16 Areas: Perceptions

Need Statement 17: Need to address the campus safety, health, and environment for all students, faculty, and staff, especially after COVID-19 Emergency Declaration: Closed-Instructing status and prepare for opening of school year under COVID-19 Federal and State recommendations.

Data Analysis/Root Cause 17: Campus data analysis indicate the need to provide a clean, and safe environment that promotes student learning.

Need Statement 17 Areas: Perceptions

Need Statement 18: Need to increase, promote and recognize attendance, academic attainment, culture and climate for students.

Data Analysis/Root Cause 18: Data from campus surveys indicate need.

Need Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

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

Goals

Revised/Approved: May 18, 2020

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

Performance Objective 1: Skinner Elementary student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

> **Evaluation Data Sources:** STAAR Performance Reports not available due to COVID-19
> Failure Reports
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 1: Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.

Language Enrichment
STEMscopes
Envision
Pearson Math
Coding Initiative
Writing Portfolios
FASCT Dr K strategies
Inclusion
Dyslexia Lab
EduSmart
Tango Software
Benchmark Education
HATCH

Oct: 35% **Jan:** 50% **Mar:** 75% **June:** →

> **Milestone's/Strategy's Expected Results/Impact:** Formative: District Benchmarks (Fall and Spring), Walkthroughs, SOY, BOY, MOY, EOY district and state assessments and data analysis meetings, fluency checks noted in report cards
>
> Summative: STAAR scores, TPRI/Tejas Lee resputs, TELPAS, TERRA NOVA/SUPERA
>
> **Staff Responsible for Monitoring:** Principal/Assistant Principal
> Dean
> Teachers
>
> **Title I Schoolwide Elements:** 2.4 - **Targeted Support Strategy - Population:** T1, BIL, EL, NI, SE, AR, GT, DYS students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
>
> **Need Statements:** Student Learning 1, 2
>
> **Funding Sources:** 2021 General Supplies - 199 Local funds - 199116399-57-112-Y11-000-Y - $291, 2021 Dyslexia Supplies - 199 Local funds - 199-11-6399-00-112-Y37-054-Y - $200, 2021 Bilingual Supplemental Supplies - 263 Title III-A Bilingual - 263-11-6399-00-112-Y25-000-Y - $930

Strategy 2 Details	Reviews			
Strategy 2: Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5th classrooms for Math, Reading, and behavior with additional training provided to teachers on documentation and interventions based on identified needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: PDS session agendas and evaluations, RTI plan pgoress monitoring reports, Summative: improved STAAR scores, TPRI/Tejas Lee/CPM data - Decrease the number of students identified for Tier 2 and 3 supports first semester to the 2nd semester **Staff Responsible for Monitoring:** Principal RTI Coordinator Counselor **Population:** T1, BIL, EL, NI, SE, AR, GT, DYS students, and all teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Analyze campus data assessments to determine specific instructional intervention needs that will drive planning for conferences, workshops, professional development, and purchase of general supplies such as consumables and charts to carry out plan of action.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Evidence of implementation: Agendas and sign-in-sheets Evidence of Impact: The campus will increase 10% on STAAR scores Formative: Agendas and Sign in Sheets Summative: STAAR Scores **Staff Responsible for Monitoring:** Principal Dean of Instruction Curriculum Specialists **Targeted Support Strategy - Population:** All teachers, staff, students, and administration - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 3 **Funding Sources:** 2021 General Supplies - 162 State Compensatory - 162-11-6399-00-112-Y30-000-Y - $2,740, 2021 General Supplies - 162 State Compensatory - 162-13-6399-00-112-Y-30-000-Y - $1,000	30%	50%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individual small group instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	June
-Librarian Aide -PK Aide -LPAC Bilingual Aide -Title 1-A personnel **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher observations, lesson plans, grades, progress repoerts, CIRCLE-PM, BOY, MOY, EOY Test results, walk-throughs Summative: -T-Tess summative evaluation data -Job description **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** T1, BIL, EL, NI, SE, AR, GT, DYS students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	75%	→

Strategy 5 Details	Reviews			
Strategy 5: Students will be tested throughout the school in:	**Formative**			**Summative**
	Oct	Jan	Mar	June
STAAR TELPAS TPRI TEJAS LEE District Benchmarks Campus Benchmarks Checkpoints **Milestone's/Strategy's Expected Results/Impact:** Formative: Daily tests Summative: tests results **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** T1, BIL, EL, NI, SE, AR, GT, DYS students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 1 **Funding Sources:** 2021 Miscellaneous Operating Costs- Students - 199 Local funds - 199-11-6499-53-112-Y-11-000-Y - $1,500	25%	50%	75%	100%

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to accelerate instruction to increase student performance and decrease performance gaps for students not mastering the TEKS, as well as Special Education, Bilingual/ELL, and At-Risk for all content areas at all grade levels. **Data Analysis/Root Cause**: State assessment data showed low attainment in academic performance as well as continued gaps between special populations.
Need Statement 2: Need to provide supplemental resources, general supplies, and consumables to address the increased demands for varied instructional models, scope and sequence or any new program requirements. **Data Analysis/Root Cause**: Campus surveys indicate the need to increase support for implementation of instruction.
Need Statement 3: Need to improve reading/literacy skills/fluency at all grade levels (EC-5) and in all content areas as well as writing across the curriculum by providing supplemental instructional resources and support including material, supplies and personnel. Additionally, substitutes will be needed to assist in small group instruction for tiered interventions, as needed. **Data Analysis/Root Cause**: Campus reports show the need to narrow the focus on additional instructional support.

Perceptions
Need Statement 1: Need to increase, promote and recognize attendance, academic attainment, culture and climate for students. **Data Analysis/Root Cause**: Data from campus surveys indicate need.

Goal 1: Skinner Elementary students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).
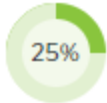
Performance Objective 2: Skinner Elementary early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Skinner Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** PK-3-year-old students as of Sept. 1st - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	50%	60%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Language Enrichment (Niehaus) Learning A-Z Inclusion (co-teach) Model Tango Software **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** T1, BIL, EL, NI, SE, AR, GT, DYS students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 3.1 - **Population:** Elementary PK-K students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: The campus will implement the BISD 2019-2020 Action Plan for ELAR activities to support ELAR instruction and improve instruction and student achievement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Follow the components described on the Plan of Action for English Language Arts and Reading for 2018-2019 to improve instructin and student achievmenet. Formative: Mid and End Checks Summative: STAAR Results **Staff Responsible for Monitoring:** Administration SBDM Committee **Title I Schoolwide Elements:** 2.4 - **Population:** Teachers, administrators - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 5 Details	Reviews			
Strategy 5: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare Migrant students academically. Population: Elementary PK-K Migrant students Timeline: Daily August 14, 2019 - May 27, 2020	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool PLUS Master Schedule, Teacher Lesson Plans, Classroom observations, Progress Monitoring Assessment Scores, Student Progress reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY) TPRI/TEJAS LEE, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** Elementary PK-K Migrant students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	75%	→

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

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

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

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: In order to implement a comprehensive instructional program all students will be provided with Texas Literacy Initiative strategies.	**Formative**			**Summative**
1. Fluency: Students in grades K-5 will practice fluency in school/home and record their 1 minute reading fluency on a daily basis.	**Oct**	**Jan**	**Mar**	**June**

2. Think,Turn, and Talk
3. Making Connections
4. Creating Mental Images
5. Making Inferences and Predictions
6. Determining Importance and Summarizing
7. Monitoring and clarifying
 	
    Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation: Teacher walk through data
 	
    Evidence of Impact:
    The Campus will have a 10% increase in STAAR,TPRI, TJI, CPM.
 	
    Formative Evaluation: BOY, MOY, school and district benchmarks
 	
    Summative Evaluation: EOY, STAAR, TELPAS
    Staff Responsible for Monitoring: Classroom teacher/aides
    Parents
    Dean of Instruction
    Title I Schoolwide Elements: 2.4 - **Population:** T1, BIL, ELL, NL, SE, AR, GT, DYS Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	25%	50%	75%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 2: Students will be provided intensive instruction incorporating TELPAS activities and rubric in Reading, Math, Science and Writing centers. Oral Language will be monitored through ELPS and discussion questions. Supplemental instructional resources and site licence software will be purchased to reinforce all ELL students frameworks and to prepare students for state assessments. Consumable resources will be utilized in small groups to enhance learning and to provide support through hands on activities.

Professional development will be provided for the teachers. In addition, substitutes will be allocated for SSI STAAR testing in the Spring of 2021 and LPAC to increase the student performance of all ELLs.

Oct: 25% Jan: 50% Mar: 80% June: →

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, walk-through, and TELPAS samples

Summative
AMAO Improvement:
49 % of current LEP students progressing by at least 1 proficiency level a year on TELPAS. Focus will be placed on 2nd grade and 3rd grade
14 % of current LEP students reaching Advanced High on TELPAS (1-4 years) by using TELPAS tutorials online

Staff Responsible for Monitoring: Principal/Assistant Principal
LPAC
Bilingual teachers

Title I Schoolwide Elements: 2.6 - **Population:** T1, BIL, ELL, SE, AR, GT, DYS Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Student Learning 1, 3

Funding Sources: 2021 Wages for Substitute Teachers - 162 State Compensatory - 162-11-6112-18-112-Y-30-000-Y - $3,750, 2021 Substitutes for Professional Development - 163 State Bilingual - 163-11-6112-00-112-Y25-000-Y - $800, 2021 Bilingual General Supplies and Supplemental Resources - 163 State Bilingual - 163-11-6399-00-112-Y25-000-Y - $5,800

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: To prepare for the creation of ELA, Math, Science, Social Studies and CATCH lessons and for STAAR preparation, consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report and report card.	**Oct**	**Jan**	**Mar**	**June**
Resources: Teachers will be able to check out a variety of classroom resources that include : Math WarmUps, TEKS Target Practice, GPS, Drops in the Bucket, Motivation Reading, Writing & Math, Science, and Writing Measuring Up Express STAAR Master Along with consumable supplies from a teacher resource room to help improve the delivery of instruction and aid in differentiating instruction through centers and small group instruction. Also print out student center activities from the Florida Centers for Reading Research. Administration will be able to purchase supplies and materials for office use. Technology supplies such as VGA adapters, wireless keyboards, HDMI adapters, search protectors, & power strips to help project online programs on TVs. Teachers will also use search protectors and power strips to connect all laptops and IPads for student use in classroom. **Milestone's/Strategy's Expected Results/Impact:** Formative: sign in sheets Summative: The Campus Scores will increase by 10% on all Standardize Test. **Staff Responsible for Monitoring:** Administration Counselor Teachers **Population:** All Teachers and Campus Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1, 2, 4 **Funding Sources:** 2021 Supplies - 211 Title I-A - 211-61-6399-00-112-Y30-0F2 - $450, 2021 General Supplies - 211 Title I-A - 211-11-6399-00-112-Y-30-0F2-Y - $11,643, 2021 General Supplies - 166 State Special Ed. - 166-11-6399-00-112-Y-23-0P4-Y - $0, 2021 Furniture - Office - 199 Local funds - 199-23-6399-45-112-Y-99-000-Y - $1,482, 2021 Copy Paper - 211 Title I-A - 211-11-6396-00-112-Y-30-0F2-Y - $1,200, 2021 General Supplies - Counselor - 199 Local funds - 199-31-6399-00-112-Y-11-000-Y - $500, 2021 Supplies - 211 Title I-A - 211-23-6399-00-112-Y30-0F2-Y - $1,750, 2021 General Supplies - 199 Local funds - 199-23-6399-00-112-Y-99-000-Y - $500, 2021 General Supplies - 199 Local funds - 199-11-6399-51-112-Y-11-000-Y - $500, 2021 General Supplies - 162 State Compensatory - 162-11-6399-00-112-Y30-000-Y - $8,755.75	25%	50%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: All Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services such as tutorial and extended day services. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Distribution Forms, Composites of services Summative Impact: - Fewer PFS students are identified due to increased performances **Staff Responsible for Monitoring:** Migrant teacher Principal **Population:** All Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	50%	75%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Need Statements:

Student Learning
Need Statement 1: Need to accelerate instruction to increase student performance and decrease performance gaps for students not mastering the TEKS, as well as Special Education, Bilingual/ELL, and At-Risk for all content areas at all grade levels. **Data Analysis/Root Cause**: State assessment data showed low attainment in academic performance as well as continued gaps between special populations.
Need Statement 2: Need to provide supplemental resources, general supplies, and consumables to address the increased demands for varied instructional models, scope and sequence or any new program requirements. **Data Analysis/Root Cause**: Campus surveys indicate the need to increase support for implementation of instruction.
Need Statement 3: Need to improve reading/literacy skills/fluency at all grade levels (EC-5) and in all content areas as well as writing across the curriculum by providing supplemental instructional resources and support including material, supplies and personnel. Additionally, substitutes will be needed to assist in small group instruction for tiered interventions, as needed. **Data Analysis/Root Cause**: Campus reports show the need to narrow the focus on additional instructional support.
Need Statement 4: Need to increase the availability of quality technology software (online programs), hardware (desktop computers, laptops, Ipads, chrome books) as well as document cameras, projectors, printers, laminating machines and internet access for students, faculty and staff. **Data Analysis/Root Cause**: Campus surveys indicate need to increase supports for implementation of online, blended and face-to-face instruction.

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

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

    Evaluation Data Sources: Regional and state competition participation numbers

    Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Art students and teacher will participate in BISD district and state various art competition/exhibition throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
TEAM membership is required. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans Walk-throughs Monthly Projects Summative: Art Competition results **Staff Responsible for Monitoring:** Art teacher Administration **Population:** T1, BIL, EL, NI, SE, AR, GT, DYS students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	20%	20%	60%	✗

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Students identified as Gifted and Talented will participate in:	**Oct**	**Jan**	**Mar**	**June**

Destination Imagination
Art Competition
UIL
Spelling Bee
Brainsville
Science Fair
Art Contests
College Awareness activities

30%   50%   75%   →

Milestone's/Strategy's Expected Results/Impact: Formative:
Identification procedures for GT students, nomination forms, and GT lesson plans

Summative:
GT students scores

Staff Responsible for Monitoring: Principal
Dean of Instruction
Teacher

Population: All GT Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Funding Sources: Supplemental Resources for GT students - 199 Local funds - 199-11-6399-00-112-Y21-000-Y - $840

Strategy 3 Details	Reviews			
Strategy 3: Skinner Students will participate in	**Formative**			**Summative**
-College awareness -Coding -Art Tour -Jump Rope for Heart - PK Field trip -5th Grade Orientation -Spelling Bee -Science Fair -Brainsville -District Field Day -Special Olympics -Field Trips -End of year student incentive Bus transportation will be required to assist to events.	**Oct**	**Jan**	**Mar**	**June**
	20%	50%	50%	→

Milestone's/Strategy's Expected Results/Impact: Formative: office referrals
Summative: Behavioral documentation 360

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Instruction

Population: All Students PK-5th - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: School Processes & Programs 5

Funding Sources: 2021 Student Travel Entrance Fee - 199 Local funds - 199-11-6412-00-112-Y-000-Y - $0
, 2021 Transportation - 199 Local funds - 199-11-6494-00-112-Y-11-000-Y - $0

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

Performance Objective 4 Need Statements:

School Processes & Programs
Need Statement 5: Need for participation in co-curricular and extra-curricular activities such as Science Fair, UIL, Destination Imagination, Brainsville, Coding, Battle of the Books, and Spelling Bee to help keep students engaged and able to apply experiences beyond the classroom. **Data Analysis/Root Cause**: Analysis of data and campus surveys indicate an increase in student academic achievement by providing hands-on field experiences.

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

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Skinner Elementary will purposely 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: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.
    Formative: Monthly comparison of energy usage
    Summative: Annual comparison of energy usage
    Staff Responsible for Monitoring: Maintenance Coordinator
    Custodians
    Campus Principal
    Population: All campus personnel - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	25%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Survey results will indicate prioritization of the renovation plans.
    Formative: Survey
    Summative: Evaluation/analysis of survey data
    Staff Responsible for Monitoring: Administration
    Custodians
    Maintenance Staff
    Population: All campus personnel - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	20%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Skinner Elementary staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative results: beautification/garden event showcases and office areas are clean and green Summative impact: improved campus survey data about facilities **Staff Responsible for Monitoring:** Administration Custodians/Maintenance Staff Teachers **Population:** All faculty, staff, students and parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 2 **Funding Sources:** 2021 Supplies for Maintenance /operating costs - 199 Local funds - 199-51-6315-00-112-Y-99-000-Y - $6,000, 2021 General Supplies - 199 Local funds - 199-51-6399-00-112-Y-99-000-Y - $1,000	15%	50%	75%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Need Statements:

Perceptions
Need Statement 2: Need to address the campus safety, health, and environment for all students, faculty, and staff, especially after COVID-19 Emergency Declaration: Closed-Instructing status and prepare for opening of school year under COVID-19 Federal and State recommendations. **Data Analysis/Root Cause**: Campus data analysis indicate the need to provide a clean, and safe environment that promotes student learning.

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

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will use 100% of available budgeted funds based on the needs assessments.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Funding report will indicate funds were allocated for campus needs.	**Oct**	**Jan**	**Mar**	**June**
Formative: PO's Summative: expenditure report **Staff Responsible for Monitoring:** Administration SBDM Committee **Population:** All students and teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	85%	→
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Skinner Elementary will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and campus morale and climate.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** Administration SBDM Committee **Population:** all Skinner Elementary faculty and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be given incentives during teacher appreciation week to recognize their hard work and dedication and to recruit, support, and retain teachers and principals.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Funding report will indicate funds were allocated for teacher appreciation. Formative: PO's Summative: expenditure report **Staff Responsible for Monitoring:** Campus Principal SBDM committee **Population:** All faculty and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 6 **Funding Sources:** 2021 Miscellaneous Operating Costs-Food for teachers - 199 Local funds - 199-13-6499-53-112-Y-99-000-Y - $1,500, 2021 Miscellaneous Operating Costs- Teacher incentives - 199 Local funds - 199-23-6498-00-112-Y-99-000-Y - $1,118, 2021 Awards - 199 Local funds - 199-11-6498-00-112-Y11-000-Y - $1,290	15%	50%	75%	100%

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

Performance Objective 2 Need Statements:

School Processes & Programs
Need Statement 6: Need to continue given incentives, guidance, mentoring, and recognitions to recruit, support and retain teachers and staff. **Data Analysis/Root Cause**: Campus surveys indicate the impact in student achievement of quality educators.

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Schedule monthly articles Summative: listing of all articles presented **Staff Responsible for Monitoring:** Administration Teachers Staff **Population:** Staff, teachers and administrators - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Skinner will designate a Public Information Office (PIO) contact to provide features articles, current and prior students/parents/staff recognition, co-extra curricular activities, and parent/community events.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submission of information for articles and showcases Summative: Annual compilation of articles and presentations/showcases **Staff Responsible for Monitoring:** Principal **Population:** Principal, Assistant Principal and Dean of Instruction - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	15%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: The campus will update the school website monthly showcasing student and community activities.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Campus website will be up to date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of monthly updates Summative: annual compilation of presentations being showcased **Staff Responsible for Monitoring:** Administration TST **Population:** All campus - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

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

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

Performance Objective 2: Skinner Elementary will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide information through various media on the District of Innovation Plan.		**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings.		**Oct**	**Jan**	**Mar**	**June**
Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar **Staff Responsible for Monitoring:** Campus Administration TST **Population:** Campus Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021		30%	50%	75%	→
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

Performance Objective 1: Discipline referrals will decrease by 5%.

Evaluation Data Sources: PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline referrals.

Summative Evaluation: Met Objective
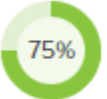
Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: In order to prevent discipline incidents and/or referrals all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide **Staff Responsible for Monitoring:** Principal Assistant Principal Parent Liaison **Population:** All Students/parents; campus personnel - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	85%	90%	95%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Campus will implement RtI behavior interventions and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: eSchool discipline report data Decrease the number of suspensions by implementing RtI behavior interventions **Staff Responsible for Monitoring:** Counselor RTI Administrator Principal **Title I Schoolwide Elements:** 2.6 - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

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

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) 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 reports for district and 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.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** RTI Coordinator Principal **Population:** All teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	✗

Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Counselors and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on:	**Oct**	**Jan**	**Mar**	**June**
Gang Awareness, Bullying/harassment, Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures	30%	50%	75%	100%
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: Counselor				
Population: All Students and parents/guardians - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			

Strategy 1: Campuses will develop and maintain an Emergency Operations Plan.
Plan must be multi-hazard in nature.
Must be reviewed and updated annually by the campus safety and security committee.
The following drills must be practiced accordingly: LOCKDOWN drills (twice per semester), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation.
In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Sign in Sheets
    Summative: After Action Reviews, Evaluations, Audits
 	
    Staff Responsible for Monitoring: Administration
    Faculty & Staff
    BISD Police Security
 	
    Population: Administration, faculty and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	25%	50%	75%	→

Strategy 2 Details	Reviews			

Strategy 2: Implement an identification security system at all campuses.
All faculty must obtain and display an identification card while on school grounds.
All students must obtain and display an identification card while on school grounds.
Visitors must present an identification at sign-in; Monitored at all times.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative:Sign-in sheets
    Summative: Audits and Evaluation Sheets
 	
    Staff Responsible for Monitoring: PrincipalAssistant Principal
    BIDS Police Security
    Front Clerk
 	
    Population: All teachers, faculty, staff, teacher aides, all students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	25%	50%	75%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Distance Learning for 2020-2021 school year due to COVID-19 will be the recommended opening strategy as per the CDC, TEA, and BISD guidelines. To ensure the safety of students face to face and/or virtual learning, supplies will be provided to promote the continuation of a safe learning environment. This includes but not limited to water bottles, school supplies, safety equipment, etc.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district reopening plan will ensure a safe environment for all students, faculty, and staff. Formative: Monthly comparison of supply usage Summative: Annual comparison of supply usage **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** All Students, Faculty and Staff - **Start Date:** August 24, 2020 - **End Date:** June 4, 2021 **Need Statements:** Perceptions 2	30%	50%	75%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Need Statements:

Perceptions
Need Statement 2: Need to address the campus safety, health, and environment for all students, faculty, and staff, especially after COVID-19 Emergency Declaration: Closed-Instructing status and prepare for opening of school year under COVID-19 Federal and State recommendations. **Data Analysis/Root Cause**: Campus data analysis indicate the need to provide a clean, and safe environment that promotes student learning.

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

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct the following annual Title I-A required activities:	**Formative**			**Summative**
*Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level	**Oct**	**Jan**	**Mar**	**June**

*Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative results:
    Completed Parental Involvement Policies, Campuses S-P-S Compacts
    Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas
    Summative Impact:
    100% Completed Title I-A Parental Involvement Compliance Checklist
    100% Signed S-P-S Compact
    Training Session Evaluations
 	
    Staff Responsible for Monitoring: Principal
    Parent Liaison
 	
    Title I Schoolwide Elements: 3.1 - **Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	30%	50%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Campus Report Card **Milestone's/Strategy's Expected Results/Impact:** Formative results: Calendar, agendas, sign in sheets, minutes, flyers, Compact, parent representative list Summative: Composite of meeting minutes **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.2 - **Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Capitalize on campus community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers. *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, Fairs, meet the teacher, parent meetings and seminars. *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. - Increase parent volunteers to be involved in campus various activities throughout the school year. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Calendar, agendas, sign in sheets, minutes, flyers, Compact, parent representative list, clearance forms Summative: Increased Partnerships and Parent Volunteers by 5% **Staff Responsible for Monitoring:** Parent Liaison Principal **Title I Schoolwide Elements:** 3.2 - **Population:** Parents and Community - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide ample Parent Education opportunities through parent conferences, campus/district support group meetings and parent training sessions at the campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:	Oct	Jan	Mar	June
-Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool **Staff Responsible for Monitoring:** Parent Liaison Principal **Title I Schoolwide Elements:** 3.2 - **Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 7 **Funding Sources:** 2021 Employee Travel - 211 Title I-A - 211-61-6411-00-112-Y30-0F2-Y - $0, 2021 Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-112-Y30-0F2-Y - $850, 2021 Parent Liaison food and refreshments for parent meetings - 211 Title I-A - 211-61-6399-00-112-Y30-0F2-Y - $1,490, 2021 Travel - 199 Local funds - 199-23-6411-00-112-Y99-000-Y - $100	25%	50%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Skinner Elementary Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD webpage and disseminated by Parent Liaison and Pre-kindergarten teachers.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program **Staff Responsible for Monitoring:** Principal PK teachers Parent Liaison **Population:** All Pre-kindergarten faculty, staff and parents - **Start Date:** July 1, 2020 - **End Date:** July 1, 2021	30%	50%	75%	100%

Strategy 6 Details	Reviews			
Strategy 6: Skinner will be provided with a parent liaison that will assist the campus by monitoring attendance, making home visits, Walk for the Future recruitment, and recruit parents and community to be involved in the campus and campus meetings. Population: Parent Liaison **Milestone's/Strategy's Expected Results/Impact:** Formative: Daily Sign-In Summative: Increase in parent participation logs And increase in attendance rate **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parent Liaison - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	100%	100%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 7: Need to increase parent and family engagement in supporting student learning and attendance for academic success especially for second language and migrant stakeholders by providing different times and ways to participate (online or face-to-face opportunities). **Data Analysis/Root Cause**: Data from Parent and Student Needs surveys shows more support and access is needed to support student learning.

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign in Sheets Summative: The campus will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR exams. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Title I Schoolwide Elements:** 2.5 - **Targeted Support Strategy** - **Population:** All teachers teaching core content and special education, dyslexia, and other academic areas - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning (Title I-A & Title II-A).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results **Staff Responsible for Monitoring:** Principal Dean of Instruction Teachers **Targeted Support Strategy - Population:** PK-3 to 5th teachers and administrators - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 1 **Funding Sources:** 2021 Employee Travel - 199 Local funds - 199-31-6411-23-112-Y99-032-Y - $0, 2021 Employee Travel - 211 Title I-A - 211-23-6411-23-112-Y-30-0F2-Y, 2021 Employee Travel - 199 Local funds - 199-13-6411-23-112-Y-99-000-Y - $0, 2021 Conference Fees - 199 Local funds - 199-31-6497-00-112-Y99-032-Y - $75	30%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, completion rate, and decrease the retention rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, Completion Rate -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR and At-risk Retention **Staff Responsible for Monitoring:** Principals Dean of Instruction Education & Homeless Youth **Targeted Support Strategy - Population:** Elementary At-risk Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments.	Formative			Summative
	Oct	Jan	Mar	June

TLI learning strategies
ELPS
Sheltered instruction
Accelerated Reading Program
Science Fair
UIL
Brainsville
Empowering Writers Evidence of Impact
 	
    Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation:
    Agendas, sign-in sheets, TLI Classroom visuals, Champion Time Lesson Plans
    Empowering Writer's
 	
    Evidence of Impact:
    The Campus will increase 10% on all STAAR Scores
 	
    Formative Evaluation: Walk-thru's
 	
    Summative Evaluation: T-Tess
    Staff Responsible for Monitoring: Campus Principal
    Dean of Instruction
    Curriculum Specialists
    Targeted Support Strategy - Population: All teachers and special program teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	40%	50%	75%	→

Strategy 5 Details	Reviews			
Strategy 5: Co-Planning for inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment	Formative			Summative
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation: ARD Meetings, Sign-in Sheets, walk through	30%	50%	75%	100%
Evidence of Impact: The Campus Scores will increase by 10% on all Standardize Test. **Staff Responsible for Monitoring:** Special Ed/BI//Dyslexia Teachers Special Ed Adm. Principal **Targeted Support Strategy - Population:** All teachers and campus staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

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

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 1: Need for research-based professional development opportunities, including state, out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings that will support and enhance effective transformational reforms for best practices and student learning. **Data Analysis/Root Cause**: Analysis of data and campus surveys show an increase in student academic achievement through appropriate Professional Development for Teachers and Staff.
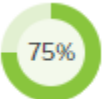
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. Such as:	**Oct**	**Jan**	**Mar**	**June**
	30%	50%	75%	→

Strategy 1: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. Such as:

-Summit K12
-Achieve 3000
-Learning A-Z
-Spelling City
-Hatch
-Stemscopes
-IXL learning
The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.

Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.

    Milestone's/Strategy's Expected Results/Impact: Formative Results:
    1. Benchmarks
    2. Classroom projects
    3. Student competitions
    4. Improved connectivity of wired and wireless devices.
    Summative Impact:
    1. Test scores
    2. End of Year grades
    3. Electronic portfolios
    4. StarChart Surveys
    5. Benchmarks

    Staff Responsible for Monitoring: Administration
    TST

    Title I Schoolwide Elements: 2.4 - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

    Need Statements: Student Learning 4

    Funding Sources: Software - 162 State Compensatory - 162-11-6299-62-112-Y-30-000-Y - $5,900.25, 2021 Software Licenses Music K-8 - 199 Local funds - 199-11-6299-62-112-Y11-057-Y - $179, Jamif Software (iPads) - 162 State Compensatory - 162-11-6395-65-112-Y30-000-Y - $700

Strategy 2 Details	Reviews			
Strategy 2: The campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
The TST will update the campus website weekly. Students will be scheduled for computer lab to increase knowledge and use of technology skills. **Milestone's/Strategy's Expected Results/Impact:** Formative: Computer Lab Schedule Technology Reports Summative: Standardized test scores campus benchmarks **Staff Responsible for Monitoring:** TST Dean of Instruction Principal **Population:** Campus faculty - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Teachers, administration and students will use computers, printers, ink, iPad's, tablets, TV's, VGA adapters, and software to project information on screen and used to assist all at risk students to supplement after school tutorials in Math and Reading in order to achieve 95% mastery and level III Performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: math and reading lesson plans Summative: Standardized test scores campus benchmarks **Staff Responsible for Monitoring:** Campus Administration Teachers **Population:** All Faculty, Staff and Administrators - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 4 - School Processes & Programs 4 **Funding Sources:** 2021 Technology Equipment Under $5000.00 - 162 State Compensatory - 162-11-6398-62-112-Y30-000-Y - $35,000, 2021 Technology Equipment Under $5000 - 263 Title III-A Bilingual - 263-11-6398-62-112-Y25-000-Y - $3,294, 2021 LCL DEFI $150-$500 Technology Equipment - 162 State Compensatory - 162-11-6398-62-112-Y30-000-Y - $2,120, 2021 Equipment Under $5000 - 199 Local funds - 199-11-6398-62-00-112-Y11-000-Y - $783, 2021 Technology Equipment - 211 Title I-A - 211-11-6398-00-112-Y-30-0F2-Y - $2,180	30%	50%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 2nd grade students will be provided with an electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher or campus.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: 1. Classroom projects 2. Completed homework assignments 3. Increase Six Weeks grades 4. Increase benchmark scores Summative: - Improve state assessment(s) scores **Staff Responsible for Monitoring:** Administration TST Teacher **Population:** 2nd grade students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	50%	50%	85%	✗

Strategy 5 Details		Reviews		
Strategy 5: Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs At-home learning Interactive tablets Laptops Desktops Sensors/Interface Technology Interactive whiteboards Document cameras Elmo's RedCat- amplication system Student response systems Calculators Laminating Machine	**Formative**			**Summative**
	Oct	Jan	Mar	June
	50%	75%	90%	→
Milestone's/Strategy's Expected Results/Impact: Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, and TELPAS **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.5 - **Population:** All students grades PK-5 - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 4 **Funding Sources:** Computers - 162 State Compensatory - 162-11-6398-62-112-Y30-000-Y - $38,669				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Need Statements:
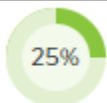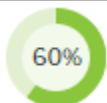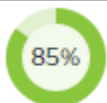
Student Learning
Need Statement 4: Need to increase the availability of quality technology software (online programs), hardware (desktop computers, laptops, Ipads, chrome books) as well as document cameras, projectors, printers, laminating machines and internet access for students, faculty and staff. **Data Analysis/Root Cause**: Campus surveys indicate need to increase supports for implementation of online, blended and face-to-face instruction.
School Processes & Programs
Need Statement 4: Need to increase the available infrastructure as well as desktop computers, and portable electronic devices to support on-line testing and learning centers. Additionally, there is a need for computer labs for Tier II and Tier II students for supplemental tutorial. **Data Analysis/Root Cause**: Campus analysis demonstrate a need for additional support through the use of electronic devices and internet access.

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

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, and/or court notifications as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Summative Impact: -PEIMS Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Principal Assistant Principal Parent Liaison **Population:** All students PK to 5th grade - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	60%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: -PEIMS attendance data shows increase **Staff Responsible for Monitoring:** Principal Assistant Principal Parent Liaison **Population:** All students with absenteeism - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	60%	85%	→

Strategy 3 Details	Reviews			
Strategy 3: Recognize students with perfect attendance, academic improvement and behavior every six weeks by awarding incentives. Parent Liaison will monitor attendance. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly review of campus attendance rates. Monitor campus Attendance Management plans as needed by campus visitations by attendance office. Summative: Attendance Rates **Staff Responsible for Monitoring:** Principal/Assistant Principal Data Entry Clerk Counselor **Population:** T1, BIL, ELL, NL, SE, AR, GT, DYS Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** 2021 Awards - 199 Local funds - 199-11-6498-00-112-Y-11-000-Y - $1,000, 2021 Awards - 166 State Special Ed. - 166-11-6498-00-112-Y23-0P2-Y - $2,820, 2021 Awards - 211 Title I-A - 211-11-6498-00-112-Y-30-0F2-Y - $2,000, 2021 Supplies (Certificates) - 199 Local funds - 199-31-6399-00-112-Y99-032-Y - $75				
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	45%	50%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Walk for the future to monitor drop out attendance. **Staff Responsible for Monitoring:** PEIMS Administrator Mr. Santos Delgado **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** December 1, 2020	**Oct**	**Jan**	**Mar**	**June**
	0%	0%	0%	✗

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase student attendance and decrease retention rates at all grade levels. **Data Analysis/Root Cause**: Campus data showed a decline in student attendance and an increase in retention rates.

Perceptions
Need Statement 1: Need to increase, promote and recognize attendance, academic attainment, culture and climate for students. **Data Analysis/Root Cause**: Data from campus surveys indicate need.

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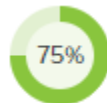
Performance Objective 2: Skinner Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: A food pantry and clothes closet will be implemented at Skinner Elementary to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, and decrease the retention rate.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Pantry cloths closet inventory Pantry and cloth distribution log Summative: benchmark scores Student progress reports **Staff Responsible for Monitoring:** Administration Counselor Parent Liaison **Population:** AR, Homeless, unaccompanied youth - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	50%	55%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: Skinner Elementary will implement tutorials and extended day tutorials to implement remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by October 2020. Supplies will be provided for At Risk students for classroom instruction. Library Media Services will print out Fluency booklets to help At Risk students Reading comprehension. Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create graphic organizers. Extra duty pay will be allotted for Certified and Classified Personnel for material preparation for virtual remote learning and/or face to face instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	75%	→
Milestone's/Strategy's Expected Results/Impact: Formative: At-Risk student Tutorial Rosters Tutorial Attendance Sheets Tutorial Lesson Plans Benchmark Scores Student Progress Reports Tutorial classroom observations Fluency Weekly Report				

Summative: STAAR Scores

Staff Responsible for Monitoring: Principal
Dean of Instruction
Assistant Principal

Title I Schoolwide Elements: 2.5 - **Targeted Support Strategy - Population:** T1, AR, LEP, MI, DYS, Special Ed. Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Demographics 2 - Student Learning 2

Funding Sources: 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6146-00-112-Y30-0F2-Y - $22, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6146-00-112-Y30-0F2-Y - $137, 2021 Extra Duty Pay - 211 Title I-A - 211-11-6121-00-112-Y-30-ASP-Y - $800, 2021 Extra Duty Pay - 211 Title I-A - 211-11-6118-00-112-Y-30-ASP-Y - $24,209, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6141-00-112-Y-30-ASP-Y - $392, 2021 Extra Duty Pay - SSI - 162 State Compensatory - 162-11-6118-00-112-Y-24-SSI-Y - $4,357, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 611-61-6141-00-112-Y30-0F2-Y - $6, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6126-00-112-Y30-0F2-Y - $336, 2021 Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-112-Y-30-000-Y - $0, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6148-00-112-Y30-0F2-Y - $1, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6149-00-112-Y30-0F2-Y - $5, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6149-00-112-Y-30-ASP-Y - $405, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6148-00-112-Y-30-ASP-Y - $63, 2021 Extra Duty Pay - 199 Local funds - 199-11-6399-16-112-Y-11-000-Y - $100, 2021 General Supplies (Media) - 162 State Compensatory - 162-11-6399-16-112-Y-30-000-Y - $0, 2021 General Supplies - 199 Local funds - 199-11-6399-16-112-Y-11-000-Y - $1,217, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6149-00-112-Y30-0F2-Y - $22, 2021 General Supplies - 199 Local funds - 199-11-6399-00-112-Y11-000-Y - $410, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6141-00-112-Y30-0F2-y - $18, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6146-00-112-Y-30-ASP-Y - $2,411, 2021 Extra Duty - 211 Title I-A - 211-61-6118-00-112-Y30-0F2-Y - $1,350, 2021 Media Services (Fluency booklets) - 199 Local funds - 199-11-6399-16-112-Y11-000-Y - $1,038, 2021 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-61-6148-00-112-Y30-0F2-Y - $4

Strategy 3 Details	Reviews			
Strategy 3: 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 achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: -Increased STAAR scores **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** Elementary At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	50%	70%	85%	→

Strategy 4 Details	Reviews			
Strategy 4: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: -CIRCLE-PM (EOY) compared to BOY and MOY, **Staff Responsible for Monitoring:** Principal Assistant Principal Dyslexia Department **Title I Schoolwide Elements:** 2.6 - **Population:** Elementary At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 5 Details	Reviews			
Strategy 5: Migrant students will have an equal opportunity to attend tutorial and summer school programs to ensure promotion if needed or to participate in the migrant enrichment after school/summer school program.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Population:** All Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	20%	50%	75%	→

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Need for certified teachers and paraprofessionals to supplement instruction through morning and after-school tutorials in an effort to improve student achievement and address the needs of At-Risk, ELs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, TPRI, TEJAS Lee, TELPAS, and STAAR in the content areas of reading, math, writing, and science. **Data Analysis/Root Cause**: Analysis of data shows low academic achievement levels and gaps of special populations and all students.
Student Learning
Need Statement 2: Need to provide supplemental resources, general supplies, and consumables to address the increased demands for varied instructional models, scope and sequence or any new program requirements. **Data Analysis/Root Cause**: Campus surveys indicate the need to increase support for implementation of instruction.

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, the district will utilize the -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.	**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:** P.E. Coaches Counselor Administration **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: A full time nurse will be employed to provide health related services to students and staff. Will purchase supplies and materials for nurse to use with students, such as band aids, sanitary napkins and first aid assistance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: nurse slips Summative:Nurse Documentation of Services **Staff Responsible for Monitoring:** Nurse **Population:** Nurse - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 3 **Funding Sources:** 2021 Nurse General Supplies - 199 Local funds - 199-33-6399-00-112-Y-99-000-Y - $600	100%	100%	100%	100%

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

Performance Objective 3 Need Statements:

Perceptions
Need Statement 3: Need to increase support for students, parents, faculty, and staff access to physical and mental health as well as nutritional supports **Data Analysis/Root Cause**: Campus needs survey shows the need to have a full time nurse.

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June 15, 2021 4:15 PM

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. Language Enrichment STEMscopes Envision Pearson Math Coding Initiative Writing Portfolios FASCT Dr K strategies Inclusion Dyslexia Lab EduSmart Tango Software Benchmark Education HATCH
1	1	3	Analyze campus data assessments to determine specific instructional intervention needs that will drive planning for conferences, workshops, professional development, and purchase of general supplies such as consumables and charts to carry out plan of action.
7	1	1	Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.
7	1	2	Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning (Title I-A & Title II-A).
7	1	3	Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, completion rate, and decrease the retention rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, Completion Rate - Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance
7	1	4	Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments. TLI learning strategies ELPS Sheltered instruction Accelerated Reading Program Science Fair UIL Brainsville Empowering Writers Evidence of Impact
7	1	5	Co-Planning for inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment
9	2	2	Skinner Elementary will implement tutorials and extended day tutorials to implement remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by October 2020. Supplies will be provided for At Risk students for classroom instruction. Library Media Services will print out Fluency booklets to help At Risk students Reading comprehension. Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create graphic organizers. Extra duty pay will be allotted for Certified and Classified Personnel for material preparation for virtual remote learning and/or face to face instruction.

State Compensatory

Personnel for Skinner Elementary

Name	Position	Program	FTE
A. Gracia	Dyslexia Teacher	State Compensatory	.50
C. Lua	Pre-Kinder Teacher	State Compensatory	.50
G. J. Chavez	Dean of Instruction	State Compensatory	1.00
S. Cortinas	Pre-Kinder Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Skinner follows the Texas Accountability Interventions and Supports (TAIS) continuous improvement cycle (Please see addendum). This means that the campus both continuously and periodically reviewing data to assess and re-assess progress towards meeting the campus goals and performance objectives. Faculty, staff, parent and student needs assessment perceptual surveys are conducted every Spring (March 2020) and data is aggregated to the campus level to be used as part of the comprehensive needs assessment. In addition, multiple measures are used to determine areas of greatest need for instruction, professional development, attendance, safety, technology and other areas. Comprehensive Needs Assessment determines the strengths and needs of students, staff, parents and community involvement and facilities before deciding how to use available local, state, and federal budget allocations. At-Risk, Dyslexia, GT, Title I and Special Education student performance on state assessments. The goal is to have 90% if all students and all student groups passing all of state mandated assessments for the 2018-2019 school year and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability. CNA will be reviewed and revised by the SBDM in May 18, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan has been developed as a committee with the SBDM members. SBDM members take information to other campus personnel and review and discuss changes, needs, and improvements. The SBDM is broken into goal area subcommittees that meet with the support of of their grade level or department personnel to revise and update the prior year improvement plan.

Mary Ellen Rodriguez	Principal	Administrator
Gloria Janett Chavez	Dean of Instruction	Meeting Facilitator
Claudia Lua-Cardenas	PK Teacher	Classroom Teacher
Adriana Garcia	Kinder Teacher	Classroom Teacher
Maria Leija	1st Grade Teacher	Classroom Teacher
Maria Cardenas	3rd Grade Teacher	Classroom Teacher
Esmeralda Herrera	4th Grade Teacher	Classroom Teacher
Nelda Garza	5th Grade Teacher	Classroom Teacher
Miriram Cruz	PE Paraprofessional	Paraprofessional
Gabriel Chavez Y1	5th Grade Student	Student
Sandra Garcia	District Level Rep	District-level Professional
George Vela	HEB Manager	Business Representative
Father Oscar	Priest @ San Joseph Church	Community Representative
Cruz Hector Torres	Parent	Parent
Blanca Holmes	Librarian	Non-classroom Professional
Norma Berrones	Teacher	Classroom Teacher

Mary Ellen Rodriguez	Principal	Administrator
Mayra Rangel	Special Education Teacher	Classroom Teacher
Estela Chavez	Judge	Business Representative
Eddie Lucio Jr.	Senator	Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Veronica Rodriguez	2nd grade	Classroom Teacher

2.2: Regular monitoring and revision

SBDM Committee monitored the Campus Improvement Plan on (08/29/2019, 09/30/2019, 11/07/2019). SBDM also reviewed and revised the Campus Improvement Plan on May 18, 2020 to monitor and evaluate the campus needs and campus surveys. SBDM will monitor the plan monthly and evaluate it at the end of the year (May 2021).

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

The Campus Improvement Plan will be available to local educational agency, parents, and the public on the Skinner Elementary Website, and the BISD Website. Parts of the plan are presented and discussed at parent meetings, and during open house at the Skinner library. CIP is also available in hard copy at the Dean's office-Room 15 (white binder labeled CIP 2019-2020) on book shelf. Parent meetings will provide information on the campus plan in both English and Spanish. The CIP is available in print and online in English and will be translated upon request.

2.4: Opportunities for all children to meet State standards

Skinner Elementary will provide numerous opportunties to all students in order to meet State standards. Skinner Elementary will also offer additional support to struggling populations such as ELL, Special Education, and At-Risk by providing research-based instructional resources, such as:

- SSI tutorials
- Year long Extended Day tutorials until 5:00 PM
- Regular tutorials
- Community Presentations
- Hands On actvities
- Academic Resources

Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

2.5: Increased learning time and well-rounded education

Certified teachers are assigned to all academic instructional positions to ensure high quality education for all students. Skinner Elementary strives to increase teacher preparation with professional development to bring back new strategies to the classroom to increase learning time. Skinner Elementary provides free access to a wide variety of co-curricular programs such as music, art, tutorials, extended day activities, academic and technological software. Significant categorical as well as local funds are expended to provide extended day and week accelerated instruction opportunities to targeted students. Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

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

Skinner Elementary addresses the needs of all students especially at-risk students by implementing the 3-tier Response to Intervention model. Supplemental support is made available during the regular school day as well as through before and after school programs geared towards closing the achievement gaps. Special Education, Dyslexia, 504 and other program services are provided based on student's individual plans and needs. The campus services include guidance and counseling, health-related, safety/security staff, and family supports. Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus Family Engagement Policy and Compact was revised and modified during the SBDM Teams meeting on May 18, 2020, due to COVID-19. Workshop # 149466 Remote Check-in: SkinnerDragons

Skinner elementary develops and distributes the parent and family engagement policy at the begining of the school year.

Family Engagement Policy and Compact was provided to parents in English and Spanish.

Mary Ellen Rodriguez	Principal	Administrator
Gloria J.Chavez	Dean of Instruction	Meeting Facilitator
Claudia Lua-Cardenas	PK Teacher	Classroom Teacher
Adriana Garcia	Kinder Teacher	Classroom Teacher
Maria Leija	1st Grade Teacher	Classroom Teacher
Maria Cardenas	3rd Grade Teacher	Classroom Teacher
Esmeralda Herrera	4th Grade Teacher	Classroom Teacher
Nelda Garza	5th Grade Teacher	Classroom Teacher
Miriam Cruz	PE Paraprofessional	Paraprofessional
Gabriel Chavez Y1	5th Grade Student	Student
Sandra Garcia	District Level Rep	District-level Professional
George Vela	HEB Manager	Business Representative
Father Oscar	Priest @ San Joseph Church	Community Representative
Aide Torres	House wife	Parent
Blanca Holmes	Librarian	Non-classroom Professional
Norma Berrones	Teacher	Classroom Teacher
Mayra Rangel	Special Education Teacher	Classroom Teacher
Estela Chavez	Judge	Business Representative
Eddie Lucio Jr.	Senator	Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Pat Vazquez Y1	2nd grade	Classroom Teacher

3.2: Offer flexible number of parent involvement meetings

Skinner Elementary will offer weekly parent meetings on Friday at 9:30 AM in Room 19 or school cafeteria. In addition to offer flexibility to our parents, we hold various meetings at different dates and times for working parents. Meetings provided information and feedback opportunities to parents at the campus including, not not limited to Open House, student performances, and recognition events. Skinner Elementary welcomes parents/ guardians and community members to come to see our campus and visit with administration, faculty and staff before school, during teacher planning and afterschool. Skinner Elementary encourages active parent, business, and community participation.

For example:

Parent Meetings before Awards Ceremony for 1st Six Weeks (date TBD), upper grades were awarded in the AM and lower grades in the PM.

Psrent Meetings before Awards Ceremony for the 2nd Six Weeks (date TBD), upper grades were awarded in the AM and lower grades in the PM.

Parent Meetings before Mid-Year Awards Ceremony (date TBD), upper grades were awarded in the AM and lower grades in the PM.

Parent meetings will be held in different times and days of the week to be able to cater to all parents. For example parent meetings were held on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, in the morning, mid-day, afternoon and evenings.

Different opportunities were given throughout the school year.

Title I Personnel

Name	Position	Program	FTE
D. Lopez	PK Teacher Aide	Title 1	1.00
M. Jimenez	Nurse	Title 1	.40
M. Saenz	Parent Liaison	Title 1	1.00
M. Sandoval	Computer Aide	Title I	1.00
S. Martinez	Library Aide	Title 1	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mary Ellen Rodriguez	Principal
Meeting Facilitator	Gloria Chavez	Dean of Instruction
Classroom Teacher	Claudia Lua Y1	PK Teacher
Classroom Teacher	Adriana Garcia Y1	Kinder Teacher
Classroom Teacher	Maria Leija Y1	1st Grade Teacher
Classroom Teacher	Maria Cardenas Y1	3rd Grade Teacher
Classroom Teacher	Esmeralda Herrera Y1	4th Grade Teacher
Classroom Teacher	Nelda Garza Y1	5th Grade Teacher
Paraprofessional	Miriam Cruz Y1	PE Paraprofessional
Student	Gabriel Chavez	5th Grade Student
District-level Professional	Sandra Garcia Y1	District Level Rep
Business Representative	George Vela	HEB Manager
Community Representative	Father Oscar	Father @ St. Joseph Church
Parent	Cruz Torres	Parent
Non-classroom Professional	Blanca Holmes Y1	Librarian
Classroom Teacher	Mayra Rangel Y1	Special Education Teacher
Business Representative	Estela Chavez	Judge
Community Representative	Eddie Lucio	Senator
Parent	Ana Laura Alaniz	House Wife
Classroom Teacher	Veronica Rodriguez Y1	2nd grade
Non-classroom Professional	Sylvia Chavez	Counselor

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	2021 General Supplies	199116399-57-112-Y11-000-Y	$291.00
1	1	1	2021 Dyslexia Supplies	199-11-6399-00-112-Y37-054-Y	$200.00
1	1	5	2021 Miscellaneous Operating Costs- Students	199-11-6499-53-112-Y-11-000-Y	$1,500.00
1	3	3	2021 Furniture - Office	199-23-6399-45-112-Y-99-000-Y	$1,482.00
1	3	3	2021 General Supplies - Counselor	199-31-6399-00-112-Y-11-000-Y	$500.00
1	3	3	2021 General Supplies	199-23-6399-00-112-Y-99-000-Y	$500.00
1	3	3	2021 General Supplies	199-11-6399-51-112-Y-11-000-Y	$500.00
1	4	2	Supplemental Resources for GT students	199-11-6399-00-112-Y21-000-Y	$840.00
1	4	3	2021 Student Travel Entrance Fee	199-11-6412-00-112-Y-000-Y	$0.00
1	4	3	2021 Transportation	199-11-6494-00-112-Y-11-000-Y	$0.00
2	1	3	2021 Supplies for Maintenance /operating costs	199-51-6315-00-112-Y-99-000-Y	$6,000.00
2	1	3	2021 General Supplies	199-51-6399-00-112-Y-99-000-Y	$1,000.00
3	2	2	2021 Miscellaneous Operating Costs-Food for teachers	199-13-6499-53-112-Y-99-000-Y	$1,500.00
3	2	2	2021 Miscellaneous Operating Costs- Teacher incentives	199-23-6498-00-112-Y-99-000-Y	$1,118.00
3	2	2	2021 Awards	199-11-6498-00-112-Y11-000-Y	$1,290.00
6	1	4	2021 Travel	199-23-6411-00-112-Y99-000-Y	$100.00
7	1	2	2021 Employee Travel	199-31-6411-23-112-Y99-032-Y	$0.00
7	1	2	2021 Employee Travel	199-13-6411-23-112-Y-99-000-Y	$0.00
7	1	2	2021 Conference Fees	199-31-6497-00-112-Y99-032-Y	$75.00
8	1	1	2021 Software Licenses Music K-8	199-11-6299-62-112-Y11-057-Y	$179.00
8	1	3	2021 Equipment Under $5000	199-11-6398-62-00-112-Y11-000-Y	$783.00
9	1	3	2021 Awards	199-11-6498-00-112-Y-11-000-Y	$1,000.00
9	1	3	2021 Supplies (Certificates)	199-31-6399-00-112-Y99-032-Y	$75.00
9	2	2	2021 Extra Duty Pay	199-11-6399-16-112-Y-11-000-Y	$100.00
9	2	2	2021 General Supplies	199-11-6399-16-112-Y-11-000-Y	$1,217.00
9	2	2	2021 General Supplies	199-11-6399-00-112-Y11-000-Y	$410.00
9	2	2	2021 Media Services (Fluency booklets)	199-11-6399-16-112-Y11-000-Y	$1,038.00

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	2	2021 Nurse General Supplies	199-33-6399-00-112-Y-99-000-Y	$600.00
				Sub-Total	$22,298.00
				Budgeted Fund Source Amount	$22,298.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	2021 General Supplies	162-11-6399-00-112-Y30-000-Y	$2,740.00
1	1	3	2021 General Supplies	162-13-6399-00-112-Y-30-000-Y	$1,000.00
1	3	2	2021 Wages for Substitute Teachers	162-11-6112-18-112-Y-30-000-Y	$3,750.00
1	3	3	2021 General Supplies	162-11-6399-00-112-Y30-000-Y	$8,755.75
8	1	1	Software	162-11-6299-62-112-Y-30-000-Y	$5,900.25
8	1	1	Jamif Software (iPads)	162-11-6395-65-112-Y30-000-Y	$700.00
8	1	3	2021 Technology Equipment Under $5000.00	162-11-6398-62-112-Y30-000-Y	$35,000.00
8	1	3	2021 LCL DEFI $150-$500 Technology Equipment	162-11-6398-62-112-Y30-000-Y	$2,120.00
8	1	5	Computers	162-11-6398-62-112-Y30-000-Y	$38,669.00
9	2	2	2021 Extra Duty Pay - SSI	162-11-6118-00-112-Y-24-SSI-Y	$4,357.00
9	2	2	2021 Extra Duty Pay	162-11-6118-00-112-Y-30-000-Y	$0.00
9	2	2	2021 General Supplies (Media)	162-11-6399-16-112-Y-30-000-Y	$0.00
				Sub-Total	$102,992.00
				Budgeted Fund Source Amount	$102,992.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	2021 Substitutes for Professional Development	163-11-6112-00-112-Y25-000-Y	$800.00
1	3	2	2021 Bilingual General Supplies and Supplemental Resources	163-11-6399-00-112-Y25-000-Y	$5,800.00
				Sub-Total	$6,600.00
				Budgeted Fund Source Amount	$6,600.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	2021 General Supplies	166-11-6399-00-112-Y-23-0P4-Y	$0.00
9	1	3	2021 Awards	166-11-6498-00-112-Y23-0P2-Y	$2,820.00
				Sub-Total	$2,820.00
				Budgeted Fund Source Amount	$2,820.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	2021 Supplies	211-61-6399-00-112-Y30-0F2	$450.00
1	3	3	2021 General Supplies	211-11-6399-00-112-Y-30-0F2-Y	$11,643.00
1	3	3	2021 Copy Paper	211-11-6396-00-112-Y-30-0F2-Y	$1,200.00
1	3	3	2021 Supplies	211-23-6399-00-112-Y30-0F2-Y	$1,750.00
6	1	4	2021 Employee Travel	211-61-6411-00-112-Y30-0F2-Y	$0.00
6	1	4	2021 Miscellaneous Operating Costs	211-61-6499-53-112-Y30-0F2-Y	$850.00
6	1	4	2021 Parent Liaison food and refreshments for parent meetings	211-61-6399-00-112-Y30-0F2-Y	$1,490.00
7	1	2	2021 Employee Travel	211-23-6411-23-112-Y-30-0F2-Y	$0.00
8	1	3	2021 Technology Equipment	211-11-6398-00-112-Y-30-0F2-Y	$2,180.00
9	1	3	2021 Awards	211-11-6498-00-112-Y-30-0F2-Y	$2,000.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6146-00-112-Y30-0F2-Y	$22.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6146-00-112-Y30-0F2-Y	$137.00
9	2	2	2021 Extra Duty Pay	211-11-6121-00-112-Y-30-ASP-Y	$800.00
9	2	2	2021 Extra Duty Pay	211-11-6118-00-112-Y-30-ASP-Y	$24,209.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-11-6141-00-112-Y-30-ASP-Y	$392.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	611-61-6141-00-112-Y30-0F2-Y	$6.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6126-00-112-Y30-0F2-Y	$336.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6148-00-112-Y30-0F2-Y	$1.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6149-00-112-Y30-0F2-Y	$5.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-11-6149-00-112-Y-30-ASP-Y	$405.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-11-6148-00-112-Y-30-ASP-Y	$63.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6149-00-112-Y30-0F2-Y	$22.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6141-00-112-Y30-0F2-y	$18.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-11-6146-00-112-Y-30-ASP-Y	$2,411.00
9	2	2	2021 Extra Duty	211-61-6118-00-112-Y30-0F2-Y	$1,350.00
9	2	2	2021 Extra Duty Pay + Fringe Benefits	211-61-6148-00-112-Y30-0F2-Y	$4.00
				Sub-Total	$51,744.00
				Budgeted Fund Source Amount	$51,744.00
				+/- Difference	$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2021 Bilingual Supplemental Supplies	263-11-6399-00-112-Y25-000-Y	$930.00
8	1	3	2021 Technology Equipment Under $5000	263-11-6398-62-112-Y25-000-Y	$3,294.00
				Sub-Total	$4,224.00
				Budgeted Fund Source Amount	$4,224.00
				+/- Difference	$0.00
				Grand Total	$190,678.00

Addendums

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools
Campus Name: SKINNER EL
Campus ID: 031901112
District Name: BROWNSVILLE ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress											
Baseline 2016-17 Rates											41%
2017-18 through 2021-22											36%
2022-23 through 2026-27											38%
2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^											
Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'^'   Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),
C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.
(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.
Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.
Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
Comprehensive Support and Improvement Schools , **Targeted Support and Improvement Schools** and **Additional Targeted Support Schools** list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status.Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.
To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.
(CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military

STAAR Percent at Approaches Grade Level or Above

Grade 3

Reading

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Students	75%	79%	**69%**	-	69%	-	-	-	-	-	69%	*	25%	78%	60%	69%	70%	-	50%	-	-
CWD	49%	48%	**25%**	-	25%	-	-	-	-	-	25%	-	25%	-	20%	0%	60%	-	*	-	-
CWOD	79%	85%	**78%**	-	78%	-	-	-	-	-	78%	*	-	78%	65%	84%	71%	-	63%	-	-
EL	69%	72%	**60%**	-	60%	-	-	-	-	-	60%	-	20%	65%	60%	67%	50%	-	50%	-	-
Male	73%	78%	**69%**	-	69%	-	-	-	-	-	68%	*	0%	84%	67%	69%	-	-	57%	-	-
Female	78%	81%	**70%**	-	70%	-	-	-	-	-	70%	-	60%	71%	50%	-	70%	-	*	-	-

Mathematics

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Students	78%	84%	**83%**	-	83%	-	-	-	-	-	83%	*	50%	90%	86%	77%	91%	-	80%	-	-
CWD	52%	57%	**50%**	-	50%	-	-	-	-	-	50%	-	50%	-	80%	29%	80%	-	*	-	-
CWOD	81%	89%	**90%**	-	90%	-	-	-	-	-	90%	*	-	90%	86%	88%	93%	-	88%	-	-
EL	75%	81%	**86%**	-	86%	-	-	-	-	-	86%	-	80%	86%	86%	79%	94%	-	88%	-	-
Male	78%	84%	**77%**	-	77%	-	-	-	-	-	76%	*	29%	88%	79%	77%	-	-	86%	-	-
Female	78%	85%	**91%**	-	91%	-	-	-	-	-	91%	-	80%	93%	94%	-	91%	-	*	-	-

Grade 4

Reading

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Students	74%	83%	**69%**	-	69%	-	-	-	-	-	69%	*	17%	80%	67%	76%	63%	-	*	-	-
CWD	44%	50%	**17%**	-	17%	-	-	-	-	-	17%	-	17%	-	13%	20%	14%	-	*	-	-
CWOD	78%	89%	**80%**	-	80%	-	-	-	-	-	79%	*	-	80%	78%	86%	74%	-	*	-	-
EL	64%	72%	**67%**	-	67%	-	-	-	-	-	67%	-	13%	78%	67%	71%	63%	-	*	-	-
Male	71%	81%	**76%**	-	76%	-	-	-	-	-	76%	-	20%	86%	71%	76%	-	-	*	-	-
Female	77%	84%	**63%**	-	63%	-	-	-	-	-	62%	*	14%	74%	63%	-	63%	-	*	-	-

Mathematics

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Students	74%	82%	**65%**	-	65%	-	-	-	-	-	64%	*	33%	71%	56%	67%	63%	-	*	-	-
CWD	46%	53%	**33%**	-	33%	-	-	-	-	-	33%	-	33%	-	38%	20%	43%	-	*	-	-
CWOD	78%	87%	**71%**	-	71%	-	-	-	-	-	71%	*	-	71%	59%	75%	68%	-	*	-	-
EL	69%	71%	**56%**	-	56%	-	-	-	-	-	56%	-	38%	59%	56%	62%	50%	-	*	-	-
Male	74%	81%	**67%**	-	67%	-	-	-	-	-	67%	-	20%	75%	62%	67%	-	-	*	-	-
Female	74%	82%	**63%**	-	63%	-	-	-	-	-	62%	*	43%	68%	50%	-	63%	-	*	-	-

Grade 5

Reading

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Students	86%	90%	**85%**	-	85%	-	-	-	-	-	85%	*	50%	94%	85%	78%	90%	-	43%	-	-
CWD	55%	60%	**50%**	-	50%	-	-	-	-	-	50%	-	50%	-	*	56%	40%	-	*	-	-
CWOD	89%	96%	**94%**	-	94%	-	-	-	-	-	94%	*	-	94%	91%	89%	97%	-	*	-	-
EL	77%	83%	**85%**	-	85%	-	-	-	-	-	85%	-	*	91%	85%	89%	82%	-	*	-	-
Male	83%	89%	**78%**	-	78%	-	-	-	-	-	77%	*	56%	89%	89%	78%	-	-	*	-	-
Female	88%	92%	**90%**	-	90%	-	-	-	-	-	90%	*	40%	97%	82%	-	90%	-	50%	-	-

Mathematics

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Students	89%	96%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-	100%	-	-
CWD	68%	81%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	100%	-	*	-	-
CWOD	92%	98%	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	*	-	-
EL	85%	94%	**100%**	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-	*	-	-
Male	88%	95%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-	*	-	-
Female	90%	97%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-	100%	-	-

Science

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Students	74%	83%	**74%**	-	74%	-	-	-	-	-	73%	*	14%	89%	78%	64%	80%	-	14%	-	-
CWD	45%	54%	**14%**	-	14%	-	-	-	-	-	14%	-	14%	-	*	11%	20%	-	*	-	-

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	77%	88%	**89%**	-	89%	-	-	-	-	-	88%	*	-	89%	83%	89%	89%	-	*	-	-
EL	60%	71%	**78%**	-	78%	-	-	-	-	-	78%	-	*	83%	78%	90%	71%	-	*	-	-
Male	74%	83%	**64%**	-	64%	-	-	-	-	-	63%	*	11%	89%	90%	64%	-	-	*	-	-
Female	73%	83%	**80%**	-	80%	-	-	-	-	-	79%	*	20%	89%	71%	-	80%	-	17%	-	-

STAAR Percent at Meets Grade Level or Above

Grade 3

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	44%	46%	**31%**	-	31%	-	-	-	-	-	30%	*	8%	35%	14%	36%	24%	-	10%	-	-
	CWD	26%	25%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	0%	0%	20%	-	*	-	-
	CWOD	46%	49%	**35%**	-	35%	-	-	-	-	-	34%	*	-	35%	16%	44%	25%	-	13%	-	-
	EL	35%	32%	**14%**	-	14%	-	-	-	-	-	14%	-	0%	16%	14%	25%	0%	-	0%	-	-
	Male	41%	44%	**36%**	-	36%	-	-	-	-	-	34%	*	0%	44%	25%	36%	-	-	14%	-	-
	Female	47%	47%	**24%**	-	24%	-	-	-	-	-	24%	-	20%	25%	0%	-	24%	-	*	-	-
Mathematics	All Students	48%	55%	**50%**	-	50%	-	-	-	-	-	49%	*	25%	55%	40%	49%	52%	-	40%	-	-
	CWD	30%	30%	**25%**	-	25%	-	-	-	-	-	25%	-	25%	-	40%	0%	60%	-	*	-	-
	CWOD	50%	59%	**55%**	-	55%	-	-	-	-	-	54%	*	-	55%	41%	59%	50%	-	50%	-	-
	EL	41%	45%	**40%**	-	40%	-	-	-	-	-	40%	-	40%	41%	40%	38%	44%	-	38%	-	-
	Male	49%	56%	**49%**	-	49%	-	-	-	-	-	47%	*	0%	59%	38%	49%	-	-	43%	-	-
	Female	46%	53%	**52%**	-	52%	-	-	-	-	-	52%	-	60%	50%	44%	-	52%	-	*	-	-

Grade 4

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	43%	51%	**38%**	-	38%	-	-	-	-	-	37%	*	8%	44%	27%	45%	32%	-	*	-	-
	CWD	24%	25%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	46%	55%	**44%**	-	44%	-	-	-	-	-	43%	*	-	44%	32%	50%	39%	-	*	-	-
	EL	30%	33%	**27%**	-	27%	-	-	-	-	-	27%	-	0%	32%	27%	38%	17%	-	*	-	-
	Male	41%	51%	**45%**	-	45%	-	-	-	-	-	45%	-	20%	50%	38%	45%	-	-	*	-	-
	Female	46%	50%	**32%**	-	32%	-	-	-	-	-	30%	*	0%	39%	17%	-	32%	-	*	-	-
Mathematics	All Students	46%	52%	**30%**	-	30%	-	-	-	-	-	29%	*	8%	34%	20%	36%	24%	-	*	-	-
	CWD	27%	28%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	49%	56%	**34%**	-	34%	-	-	-	-	-	33%	*	-	34%	24%	39%	29%	-	*	-	-
	EL	39%	37%	**20%**	-	20%	-	-	-	-	-	20%	-	0%	24%	20%	29%	13%	-	*	-	-
	Male	48%	55%	**36%**	-	36%	-	-	-	-	-	36%	-	20%	39%	29%	36%	-	-	*	-	-
	Female	45%	49%	**24%**	-	24%	-	-	-	-	-	22%	*	0%	29%	13%	-	24%	-	*	-	-

Grade 5

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	53%	56%	**45%**	-	45%	-	-	-	-	-	43%	*	0%	57%	42%	37%	50%	-	14%	-	-
	CWD	27%	28%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	56%	61%	**57%**	-	57%	-	-	-	-	-	55%	*	-	57%	48%	56%	57%	-	*	-	-
	EL	36%	37%	**42%**	-	42%	-	-	-	-	-	42%	-	*	48%	42%	44%	41%	-	*	-	-
	Male	50%	53%	**37%**	-	37%	-	-	-	-	-	35%	*	0%	56%	44%	37%	-	-	*	-	-
	Female	56%	58%	**50%**	-	50%	-	-	-	-	-	49%	*	0%	57%	41%	-	50%	-	17%	-	-
Mathematics	All Students	57%	69%	**70%**	-	70%	-	-	-	-	-	69%	*	29%	81%	65%	52%	83%	-	43%	-	-
	CWD	31%	40%	**29%**	-	29%	-	-	-	-	-	29%	-	29%	-	*	11%	60%	-	*	-	-
	CWOD	60%	75%	**81%**	-	81%	-	-	-	-	-	80%	*	-	81%	70%	72%	86%	-	*	-	-
	EL	46%	55%	**65%**	-	65%	-	-	-	-	-	65%	-	*	70%	65%	67%	65%	-	*	-	-
	Male	56%	68%	**52%**	-	52%	-	-	-	-	-	50%	*	11%	72%	67%	52%	-	-	*	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Female	57%	71%	**83%**	-	83%	-	-	-	-	-	82%	*	60%	86%	65%	-	83%	-	50%	-	-
Science	All Students	48%	59%	**56%**	-	56%	-	-	-	-	-	55%	*	0%	70%	63%	54%	58%	-	0%	-	-
	CWD	27%	34%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	50%	63%	**70%**	-	70%	-	-	-	-	-	69%	*	-	70%	71%	79%	66%	-	*	-	-
	EL	31%	44%	**63%**	-	63%	-	-	-	-	-	63%	-	*	71%	63%	80%	53%	-	*	-	-
	Male	50%	62%	**54%**	-	54%	-	-	-	-	-	52%	*	0%	79%	80%	54%	-	-	*	-	-
	Female	45%	56%	**58%**	-	58%	-	-	-	-	-	56%	*	0%	66%	53%	-	58%	-	0%	-	-

STAAR Percent at Masters Grade Level

Grade 3

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	27%	25%	**14%**	-	14%	-	-	-	-	-	13%	*	0%	17%	5%	18%	9%	-	10%	-	-
	CWD	10%	8%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	29%	28%	**17%**	-	17%	-	-	-	-	-	15%	*	-	17%	5%	22%	11%	-	13%	-	-
	EL	19%	14%	**5%**	-	5%	-	-	-	-	-	5%	-	0%	5%	5%	8%	0%	-	0%	-	-
	Male	24%	23%	**18%**	-	18%	-	-	-	-	-	16%	*	0%	22%	8%	18%	-	-	14%	-	-
	Female	29%	28%	**9%**	-	9%	-	-	-	-	-	9%	-	0%	11%	0%	-	9%	-	*	-	-
Mathematics	All Students	24%	27%	**25%**	-	25%	-	-	-	-	-	24%	*	8%	28%	14%	31%	18%	-	20%	-	-
	CWD	12%	13%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	20%	0%	20%	-	*	-	-
	CWOD	25%	29%	**28%**	-	28%	-	-	-	-	-	27%	*	-	28%	14%	38%	18%	-	25%	-	-
	EL	18%	17%	**14%**	-	14%	-	-	-	-	-	14%	-	20%	14%	14%	21%	6%	-	13%	-	-
	Male	26%	28%	**31%**	-	31%	-	-	-	-	-	29%	*	0%	38%	21%	31%	-	-	29%	-	-
	Female	22%	25%	**18%**	-	18%	-	-	-	-	-	18%	-	20%	18%	6%	-	18%	-	*	-	-

Grade 4

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	23%	**18%**	-	18%	-	-	-	-	-	17%	*	8%	20%	9%	18%	18%	-	*	-	-
	CWD	8%	8%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	23%	25%	**20%**	-	20%	-	-	-	-	-	19%	*	-	20%	11%	18%	23%	-	*	-	-
	EL	12%	10%	**9%**	-	9%	-	-	-	-	-	9%	-	0%	11%	9%	10%	8%	-	*	-	-
	Male	20%	22%	**18%**	-	18%	-	-	-	-	-	18%	-	20%	18%	10%	18%	-	-	*	-	-
	Female	23%	23%	**18%**	-	18%	-	-	-	-	-	16%	*	0%	23%	8%	-	18%	-	*	-	-
Mathematics	All Students	27%	29%	**13%**	-	13%	-	-	-	-	-	11%	*	8%	14%	2%	15%	11%	-	*	-	-
	CWD	13%	14%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	29%	32%	**14%**	-	14%	-	-	-	-	-	12%	*	-	14%	3%	14%	13%	-	*	-	-
	EL	20%	18%	**2%**	-	2%	-	-	-	-	-	2%	-	0%	3%	2%	5%	0%	-	*	-	-
	Male	29%	33%	**15%**	-	15%	-	-	-	-	-	15%	-	20%	14%	5%	15%	-	-	*	-	-
	Female	25%	26%	**11%**	-	11%	-	-	-	-	-	8%	*	0%	13%	0%	-	11%	-	*	-	-

Grade 5

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	27%	**22%**	-	22%	-	-	-	-	-	22%	*	0%	28%	27%	11%	30%	-	14%	-	-
	CWD	9%	9%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	31%	31%	**28%**	-	28%	-	-	-	-	-	27%	*	-	28%	30%	17%	34%	-	*	-	-
	EL	14%	13%	**27%**	-	27%	-	-	-	-	-	27%	-	*	30%	27%	22%	29%	-	*	-	-
	Male	26%	25%	**11%**	-	11%	-	-	-	-	-	12%	*	0%	17%	22%	11%	-	-	*	-	-
	Female	31%	30%	**30%**	-	30%	-	-	-	-	-	28%	*	0%	34%	29%	-	30%	-	17%	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	36%	45%	**46%**	-	46%	-	-	-	-	-	45%	*	7%	57%	46%	37%	53%	-	29%	-	-
	CWD	14%	19%	**7%**	-	7%	-	-	-	-	-	7%	-	7%	-	*	0%	20%	-	*	-	-
	CWOD	38%	50%	**57%**	-	57%	-	-	-	-	-	55%	*	-	57%	52%	56%	57%	-	*	-	-
	EL	24%	29%	**46%**	-	46%	-	-	-	-	-	46%	-	*	52%	46%	44%	47%	-	*	-	-
	Male	36%	45%	**37%**	-	37%	-	-	-	-	-	35%	*	0%	56%	44%	37%	-	-	*	-	-
	Female	35%	45%	**53%**	-	53%	-	-	-	-	-	51%	*	20%	57%	47%	-	53%	-	33%	-	-
Science	All Students	23%	28%	**25%**	-	25%	-	-	-	-	-	23%	*	0%	31%	15%	32%	20%	-	0%	-	-
	CWD	11%	13%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	25%	30%	**31%**	-	31%	-	-	-	-	-	29%	*	-	31%	17%	47%	23%	-	*	-	-
	EL	11%	15%	**15%**	-	15%	-	-	-	-	-	15%	-	*	17%	15%	30%	6%	-	*	-	-
	Male	25%	32%	**32%**	-	32%	-	-	-	-	-	30%	*	0%	47%	30%	32%	-	-	*	-	-
	Female	21%	24%	**20%**	-	20%	-	-	-	-	-	18%	*	0%	23%	6%	-	20%	-	0%	-	-

STAAR Percent at Approaches Grade Level or Above
All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	77%	80%	**78%**	-	78%	-	-	-	-	-	77%	100%	42%	86%	73%	75%	80%	-	55%	-	-
	CWD	46%	51%	**42%**	-	42%	-	-	-	-	-	42%	-	42%	-	40%	37%	49%	-	39%	-	-
	CWOD	81%	85%	**86%**	-	86%	-	-	-	-	-	85%	100%	-	86%	78%	86%	85%	-	65%	-	-
	EL	62%	65%	**73%**	-	73%	-	-	-	-	-	73%	-	40%	78%	73%	75%	71%	-	55%	-	-
	Male	74%	77%	**75%**	-	75%	-	-	-	-	-	75%	100%	37%	86%	75%	75%	-	-	57%	-	-
	Female	80%	82%	**80%**	-	80%	-	-	-	-	-	79%	100%	49%	85%	71%	-	80%	-	54%	-	-
Reading	All Students	73%	74%	**74%**	-	74%	-	-	-	-	-	74%	*	32%	84%	68%	74%	75%	-	43%	-	-
	CWD	39%	41%	**32%**	-	32%	-	-	-	-	-	32%	-	32%	-	19%	29%	35%	-	14%	-	-
	CWOD	78%	80%	**84%**	-	84%	-	-	-	-	-	83%	*	-	84%	76%	86%	82%	-	57%	-	-
	EL	54%	55%	**68%**	-	68%	-	-	-	-	-	68%	-	19%	76%	68%	72%	64%	-	40%	-	-
	Male	69%	71%	**74%**	-	74%	-	-	-	-	-	73%	*	29%	86%	72%	74%	-	-	40%	-	-
	Female	78%	78%	**75%**	-	75%	-	-	-	-	-	74%	*	35%	82%	64%	-	75%	-	45%	-	-
Mathematics	All Students	81%	85%	**82%**	-	82%	-	-	-	-	-	82%	*	63%	87%	77%	80%	85%	-	81%	-	-
	CWD	53%	61%	**63%**	-	63%	-	-	-	-	-	63%	-	63%	-	63%	57%	71%	-	86%	-	-
	CWOD	84%	89%	**87%**	-	87%	-	-	-	-	-	86%	*	-	87%	79%	86%	87%	-	79%	-	-
	EL	72%	78%	**77%**	-	77%	-	-	-	-	-	77%	-	63%	79%	77%	76%	78%	-	80%	-	-
	Male	79%	84%	**80%**	-	80%	-	-	-	-	-	79%	*	57%	86%	76%	80%	-	-	80%	-	-
	Female	82%	86%	**85%**	-	85%	-	-	-	-	-	84%	*	71%	87%	78%	-	85%	-	82%	-	-
Science	All Students	80%	83%	**74%**	-	74%	-	-	-	-	-	73%	*	14%	89%	78%	64%	80%	-	14%	-	-
	CWD	51%	55%	**14%**	-	14%	-	-	-	Asian	-	14%	-	14%	-	*	11%	20%	-	*	-	-
	CWOD	84%	88%	**89%**	-	89%	-	-	-	-	-	88%	*	-	89%	83%	89%	89%	-	*	-	-
	EL	61%	67%	**78%**	-	78%	-	-	-	-	-	78%	-	*	83%	78%	90%	71%	-	*	-	-
	Male	79%	82%	**64%**	-	64%	-	-	-	-	-	63%	*	11%	89%	90%	64%	-	-	*	-	-
	Female	81%	84%	**80%**	-	80%	-	-	-	-	-	79%	*	20%	89%	71%	-	80%	-	17%	-	-

STAAR Percent at Meets Grade Level or Above
All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	49%	51%	**45%**	-	45%	-	-	-	-	-	44%	100%	11%	53%	35%	44%	47%	-	18%	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	24%	26%	**11%**	-	11%	-	-	-	-	-	11%	-	11%	-	9%	6%	18%	-	11%	-	-
	CWOD	52%	55%	**53%**	-	53%	-	-	-	-	-	52%	100%	-	53%	39%	55%	52%	-	23%	-	-
	EL	29%	30%	**35%**	-	35%	-	-	-	-	-	35%	-	9%	39%	35%	40%	31%	-	12%	-	-
	Male	47%	50%	**44%**	-	44%	-	-	-	-	-	43%	100%	6%	55%	40%	44%	-	-	19%	-	-
	Female	52%	53%	**47%**	-	47%	-	-	-	-	-	46%	100%	18%	52%	31%	-	47%	-	18%	-	-
Reading	All Students	47%	46%	**38%**	-	38%	-	-	-	-	-	36%	*	5%	45%	26%	39%	36%	-	10%	-	-
	CWD	21%	21%	**5%**	-	5%	-	-	-	-	-	5%	-	5%	-	0%	5%	6%	-	0%	-	-
	CWOD	50%	51%	**45%**	-	45%	-	-	-	-	-	43%	*	-	45%	30%	49%	41%	-	14%	-	-
	EL	23%	22%	**26%**	-	26%	-	-	-	-	-	26%	-	0%	30%	26%	33%	19%	-	7%	-	-
	Male	43%	43%	**39%**	-	39%	-	-	-	-	-	38%	*	5%	49%	33%	39%	-	-	10%	-	-
	Female	51%	49%	**36%**	-	36%	-	-	-	-	-	35%	*	6%	41%	19%	-	36%	-	9%	-	-
Mathematics	All Students	51%	56%	**50%**	-	50%	-	-	-	-	-	49%	*	21%	56%	38%	45%	53%	-	33%	-	-
	CWD	26%	32%	**21%**	-	21%	-	-	-	-	-	21%	-	21%	-	19%	10%	35%	-	29%	-	-
	CWOD	54%	61%	**56%**	-	56%	-	-	-	-	-	55%	*	-	56%	41%	55%	56%	-	36%	-	-
	EL	37%	41%	**38%**	-	38%	-	-	-	-	-	38%	-	19%	41%	38%	39%	37%	-	20%	-	-
	Male	50%	56%	**45%**	-	45%	-	-	-	-	-	44%	*	10%	55%	39%	45%	-	-	30%	-	-
	Female	51%	57%	**53%**	-	53%	-	-	-	-	-	52%	*	35%	56%	37%	-	53%	-	36%	-	-
Science	All Students	53%	54%	**56%**	-	56%	-	-	-	-	-	55%	*	0%	70%	63%	54%	58%	-	0%	-	-
	CWD	25%	29%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	56%	58%	**70%**	-	70%	-	-	-	-	-	69%	*	-	70%	71%	79%	66%	-	*	-	-
	EL	26%	30%	**63%**	-	63%	-	-	-	-	-	63%	-	*	71%	63%	80%	53%	-	*	-	-
	Male	53%	55%	**54%**	-	54%	-	-	-	-	-	52%	*	0%	79%	80%	54%	-	-	*	-	-
	Female	53%	53%	**58%**	-	58%	-	-	-	-	-	56%	*	0%	66%	53%	-	58%	-	0%	-	-

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	23%	23%	**23%**	-	23%	-	-	-	-	-	22%	90%	4%	27%	14%	23%	23%	-	12%	-	-
	CWD	8%	11%	**4%**	-	4%	-	-	-	-	-	4%	-	4%	-	3%	4%	5%	-	6%	-	-
	CWOD	25%	25%	**27%**	-	27%	-	-	-	-	-	26%	90%	-	27%	16%	29%	26%	-	16%	-	-
	EL	11%	11%	**14%**	-	14%	-	-	-	-	-	14%	-	3%	16%	14%	16%	13%	-	6%	-	-
	Male	22%	22%	**23%**	-	23%	-	-	-	-	-	22%	80%	4%	29%	16%	23%	-	-	14%	-	-
	Female	24%	23%	**23%**	-	23%	-	-	-	-	-	22%	100%	5%	26%	13%	-	23%	-	11%	-	-
Reading	All Students	20%	17%	**18%**	-	18%	-	-	-	-	-	17%	*	3%	22%	12%	16%	20%	-	10%	-	-
	CWD	7%	7%	**3%**	-	3%	-	-	-	-	-	3%	-	3%	-	0%	5%	0%	-	0%	-	-
	CWOD	22%	19%	**22%**	-	22%	-	-	-	-	-	20%	*	-	22%	13%	19%	23%	-	14%	-	-
	EL	8%	7%	**12%**	-	12%	-	-	-	-	-	12%	-	0%	13%	12%	11%	12%	-	7%	-	-
	Male	17%	15%	**16%**	-	16%	-	-	-	-	-	15%	*	5%	19%	11%	16%	-	-	10%	-	-
	Female	23%	20%	**20%**	-	20%	-	-	-	-	-	18%	*	0%	23%	12%	-	20%	-	9%	-	-
Mathematics	All Students	26%	30%	**28%**	-	28%	-	-	-	-	-	26%	*	8%	32%	17%	27%	28%	-	19%	-	-
	CWD	11%	15%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	6%	5%	12%	-	14%	-	-
	CWOD	28%	33%	**32%**	-	32%	-	-	-	-	-	30%	*	-	32%	19%	33%	31%	-	21%	-	-
	EL	16%	18%	**17%**	-	17%	-	-	-	-	-	17%	-	6%	19%	17%	19%	15%	-	7%	-	-
	Male	25%	30%	**27%**	-	27%	-	-	-	-	-	26%	*	5%	33%	19%	27%	-	-	20%	-	-
	Female	26%	31%	**28%**	-	28%	-	-	-	-	-	27%	*	12%	31%	15%	-	28%	-	18%	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	24%	21%	**25%**	-	25%	-	-	-	-	-	23%	*	0%	31%	15%	32%	20%	-	0%	-	-
	CWD	8%	11%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	26%	22%	**31%**	-	31%	-	-	-	-	-	29%	*	-	31%	17%	47%	23%	-	*	-	-
	EL	7%	8%	**15%**	-	15%	-	-	-	-	-	15%	-	*	17%	15%	30%	6%	-	*	-	-
	Male	25%	23%	**32%**	-	32%	-	-	-	-	-	30%	*	0%	47%	30%	32%	-	-	*	-	-
	Female	23%	19%	**20%**	-	20%	-	-	-	-	-	18%	*	0%	23%	6%	-	20%	-	0%	-	-

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

'-'   Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	73	-	73	-	-	-	-	-	72	58	70
CWD	58	-	58	-	-	-	-	-	58	58	45
CWOD	76	-	76	-	-	-	-	-	75	-	75
EL	70	-	70	-	-	-	-	-	70	45	70
Male	71	-	71	-	-	-	-	-	71	64	72
Female	74	-	74	-	-	-	-	-	73	50	69
Mathematics											
All Students	68	-	68	-	-	-	-	-	67	75	55
CWD	75	-	75	-	-	-	-	-	75	75	50
CWOD	66	-	66	-	-	-	-	-	65	-	56
EL	55	-	55	-	-	-	-	-	55	50	55
Male	69	-	69	-	-	-	-	-	69	86	53
Female	66	-	66	-	-	-	-	-	66	63	56

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.
'^'   Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
230	42	18%

'^'   Indicates data reporting does not meet for Minimum Size.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	49	-	49	-	-	-	-	-	48	19	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

English Learner Language Proficiency Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

Federal Graduation Status^

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+'   STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
    Blank cells above represent student group indicators that do not meet the minimum size criteria.
'^'   Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children

without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	*
	Male	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	*
	Male	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
Science	All Students	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	*
	Male	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	*

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	-
Science	All Students	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		2
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	23	0	23	0	0	0	0	0	11	5	2
	Female	26	0	26	0	0	0	0	0	17	5	0
	Total	49	0	49	0	0	0	0	0	28	10	2

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	19
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	40	0	38	2	0	0	0	0	26	2
	Female	29	0	29	0	0	0	0	0	26	2
	Total	69	0	67	2	0	0	0	0	52	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.
      Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	10.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	4.2%

'-'   Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-

2018-19 Federal Report Card

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 6						
Reading	6,038	1%	52	2%	-	-
Mathematics	6,036	1%	52	2%	-	-
Grade 7						
Reading	5,616	1%	62	2%	-	-
Mathematics	5,616	2%	62	2%	-	-
Grade 8						
Reading	5,251	1%	63	2%	-	-
Mathematics	5,254	2%	63	3%	-	-
Science	5,250	1%	63	2%	-	-
End of Course						
English I	5,150	1%	60	1%	-	-
English II	4,680	1%	46	1%	-	-
Algebra I	5,122	1%	61	2%	-	-
Biology	4,954	1%	49	1%	-	-
All Grades						
All Subjects	101,751	1%	1,107	2%	-	-
Reading	45,064	1%	483	2%	-	-
Mathematics	40,350	1%	438	2%	-	-
Science	16,337	1%	186	2%	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic TX	% Below Basic US	% At or Above Basic TX	% At or Above Basic US	% At or Above Proficient TX	% At or Above Proficient US	% At Advanced TX	% At Advanced US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3

Grade	Subject	Student Group	% Below Basic TX	US	% At or Above Basic TX	US	% At or Above Proficient TX	US	% At Advanced TX	US
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **SKINNER EL**

Campus Number: **031901112**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD

Campus Name: SKINNER EL

Campus Number: 031901112

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 414

Grade Span: PK - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**71%**	-	71%	-	-	-	-	-	27%	-	71%	67%	71%	67%
	2018	77%	80%	**75%**	-	76%	*	-	-	-	-	67%	*	76%	71%	76%	71%
At Meets Grade Level or Above	2019	45%	46%	**32%**	-	32%	-	-	-	-	-	9%	-	32%	33%	31%	28%
	2018	43%	42%	**30%**	-	30%	*	-	-	-	-	17%	*	29%	43%	31%	24%
At Masters Grade Level	2019	27%	26%	**14%**	-	14%	-	-	-	-	-	0%	-	16%	0%	13%	13%
	2018	25%	22%	**12%**	-	12%	*	-	-	-	-	0%	*	13%	0%	12%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**83%**	-	83%	-	-	-	-	-	45%	-	81%	100%	82%	83%
	2018	78%	86%	**84%**	-	84%	*	-	-	-	-	50%	*	83%	100%	84%	81%
At Meets Grade Level or Above	2019	49%	56%	**52%**	-	52%	-	-	-	-	-	27%	-	51%	67%	51%	50%
	2018	47%	54%	**43%**	-	43%	*	-	-	-	-	0%	*	41%	57%	43%	39%
At Masters Grade Level	2019	25%	27%	**26%**	-	26%	-	-	-	-	-	9%	-	27%	17%	25%	22%
	2018	23%	27%	**14%**	-	14%	*	-	-	-	-	0%	*	14%	14%	13%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**71%**	-	71%	-	-	-	-	-	18%	*	68%	100%	71%	69%
	2018	73%	79%	**63%**	-	63%	-	-	-	-	-	0%	-	59%	82%	62%	64%
At Meets Grade Level or Above	2019	44%	51%	**41%**	-	41%	-	-	-	-	-	9%	*	41%	43%	40%	35%
	2018	46%	49%	**32%**	-	32%	-	-	-	-	-	0%	-	29%	45%	29%	31%
At Masters Grade Level	2019	22%	23%	**21%**	-	21%	-	-	-	-	-	9%	*	23%	0%	19%	17%
	2018	24%	23%	**10%**	-	10%	-	-	-	-	-	0%	-	12%	0%	9%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**63%**	-	63%	-	-	-	-	-	36%	*	63%	71%	63%	58%
	2018	78%	86%	**77%**	-	77%	-	-	-	-	-	10%	-	76%	82%	76%	78%
At Meets Grade Level or Above	2019	48%	53%	**29%**	-	29%	-	-	-	-	-	9%	*	29%	29%	27%	27%
	2018	49%	56%	**41%**	-	41%	-	-	-	-	-	0%	-	40%	45%	39%	48%
At Masters Grade Level	2019	28%	30%	**14%**	-	14%	-	-	-	-	-	9%	*	14%	14%	13%	10%
	2018	27%	30%	**23%**	-	23%	-	-	-	-	-	0%	-	20%	36%	22%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**62%**	-	62%	-	-	-	-	-	9%	*	59%	86%	61%	58%
	2018	63%	74%	**67%**	-	67%	-	-	-	-	-	0%	-	63%	82%	66%	72%
At Meets Grade Level or Above	2019	35%	44%	**19%**	-	19%	-	-	-	-	-	9%	*	20%	14%	18%	10%
	2018	39%	48%	**38%**	-	38%	-	-	-	-	-	0%	-	37%	45%	36%	39%
At Masters Grade Level	2019	11%	14%	**6%**	-	6%	-	-	-	-	-	0%	*	7%	0%	5%	4%
	2018	11%	14%	**13%**	-	13%	-	-	-	-	-	0%	-	10%	27%	10%	13%

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**86%**	-	86%	-	-	-	-	-	50%	-	84%	100%	86%	88%
	2018	84%	90%	**81%**	-	81%	-	-	-	-	-	30%	-	80%	90%	82%	75%
At Meets Grade Level or Above	2019	54%	56%	**45%**	-	45%	-	-	-	-	-	0%	-	43%	63%	44%	48%
	2018	54%	59%	**45%**	-	45%	-	-	-	-	-	20%	-	44%	50%	46%	38%
At Masters Grade Level	2019	29%	28%	**23%**	-	23%	-	-	-	-	-	0%	-	21%	38%	22%	21%
	2018	26%	28%	**14%**	-	14%	-	-	-	-	-	0%	-	14%	20%	15%	10%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
	2018	91%	97%	**94%**	-	94%	-	-	-	-	-	80%	-	97%	80%	94%	92%
At Meets Grade Level or Above	2019	58%	70%	**71%**	-	71%	-	-	-	-	-	29%	-	72%	63%	70%	73%
	2018	58%	74%	**62%**	-	62%	-	-	-	-	-	10%	-	63%	60%	63%	58%
At Masters Grade Level	2019	36%	46%	**47%**	-	47%	-	-	-	-	-	7%	-	45%	63%	45%	48%
	2018	30%	43%	**30%**	-	30%	-	-	-	-	-	10%	-	31%	30%	31%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**76%**	-	76%	-	-	-	-	-	14%	-	72%	100%	75%	75%
	2018	76%	85%	**59%**	-	59%	-	-	-	-	-	10%	-	63%	40%	60%	50%
At Meets Grade Level or Above	2019	49%	60%	**58%**	-	58%	-	-	-	-	-	0%	-	53%	88%	56%	58%
	2018	41%	51%	**26%**	-	26%	-	-	-	-	-	0%	-	29%	10%	26%	19%
At Masters Grade Level	2019	24%	28%	**26%**	-	26%	-	-	-	-	-	0%	-	26%	25%	23%	23%
	2018	17%	20%	**9%**	-	9%	-	-	-	-	-	0%	-	10%	0%	9%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**77%**	-	77%	-	-	-	-	-	39%	83%	75%	91%	76%	74%
	2018	77%	78%	**76%**	-	76%	*	-	-	-	-	28%	*	75%	78%	76%	73%
At Meets Grade Level or Above	2019	50%	52%	**44%**	-	44%	-	-	-	-	-	11%	33%	43%	51%	42%	40%
	2018	48%	49%	**40%**	-	40%	*	-	-	-	-	6%	*	39%	44%	39%	37%
At Masters Grade Level	2019	24%	23%	**22%**	-	22%	-	-	-	-	-	4%	0%	22%	21%	21%	19%
	2018	22%	21%	**16%**	-	16%	*	-	-	-	-	1%	*	15%	17%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**76%**	-	76%	-	-	-	-	-	33%	*	75%	90%	76%	74%
	2018	74%	74%	**74%**	-	74%	*	-	-	-	-	28%	*	72%	82%	74%	70%
At Meets Grade Level or Above	2019	48%	47%	**39%**	-	39%	-	-	-	-	-	6%	*	38%	48%	38%	36%
	2018	46%	44%	**35%**	-	36%	*	-	-	-	-	12%	*	34%	46%	35%	30%
At Masters Grade Level	2019	21%	18%	**19%**	-	19%	-	-	-	-	-	3%	*	20%	14%	18%	17%
	2018	19%	17%	**12%**	-	12%	*	-	-	-	-	0%	*	13%	7%	12%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**82%**	-	82%	-	-	-	-	-	64%	*	81%	90%	82%	80%
	2018	81%	85%	**86%**	-	85%	*	-	-	-	-	46%	*	85%	86%	85%	83%
At Meets Grade Level or Above	2019	52%	57%	**51%**	-	51%	-	-	-	-	-	22%	*	51%	52%	50%	49%

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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)
	2018	50%	55%	**49%**	-	49%	*	-	-	-	-	4%	*	48%	54%	49%	47%
At Masters Grade Level	2019	26%	31%	**29%**	-	29%	-	-	-	-	-	8%	*	29%	33%	28%	26%
	2018	24%	28%	**22%**	-	22%	*	-	-	-	-	4%	*	21%	29%	22%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**62%**	-	62%	-	-	-	-	-	9%	*	59%	86%	61%	58%
	2018	66%	71%	**67%**	-	67%	-	-	-	-	-	0%	-	63%	82%	66%	72%
At Meets Grade Level or Above	2019	38%	44%	**19%**	-	19%	-	-	-	-	-	9%	*	20%	14%	18%	10%
	2018	41%	45%	**38%**	-	38%	-	-	-	-	-	0%	-	37%	45%	36%	39%
At Masters Grade Level	2019	14%	15%	**6%**	-	6%	-	-	-	-	-	0%	*	7%	0%	5%	4%
	2018	13%	13%	**13%**	-	13%	-	-	-	-	-	0%	-	10%	27%	10%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**76%**	-	76%	-	-	-	-	-	14%	-	72%	100%	75%	75%
	2018	80%	82%	**59%**	-	59%	-	-	-	-	-	10%	-	63%	40%	60%	50%
At Meets Grade Level or Above	2019	54%	55%	**58%**	-	58%	-	-	-	-	-	0%	-	53%	88%	56%	58%
	2018	51%	51%	**26%**	-	26%	-	-	-	-	-	0%	-	29%	10%	26%	19%
At Masters Grade Level	2019	25%	21%	**26%**	-	26%	-	-	-	-	-	0%	-	26%	25%	23%	23%
	2018	23%	19%	**9%**	-	9%	-	-	-	-	-	0%	-	10%	0%	9%	6%

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**63**	-	63	-	-	-	-	-	27	*	62	75	63	64
	2018	63	65	**49**	-	49	-	-	-	-	-	67	-	54	25	49	44
Grade 4 Mathematics	2019	65	64	**38**	-	38	-	-	-	-	-	41	*	38	36	37	35
	2018	65	66	**58**	-	58	-	-	-	-	-	70	-	57	60	58	57
Grade 5 ELA/Reading	2019	81	78	**86**	-	86	-	-	-	-	-	86	-	86	83	85	90
	2018	80	81	**81**	-	81	-	-	-	-	-	60	-	80	86	80	81
Grade 5 Mathematics	2019	83	88	**96**	-	96	-	-	-	-	-	100	-	97	93	96	95
	2018	81	87	**95**	-	95	-	-	-	-	-	100	-	94	100	95	93
All Grades Both Subjects	2019	69	69	**71**	-	71	-	-	-	-	-	67	*	71	71	71	70
	2018	69	71	**72**	-	72	-	-	-	-	-	74	-	73	63	72	69
All Grades ELA/Reading	2019	68	67	**75**	-	75	-	-	-	-	-	60	*	75	79	74	77
	2018	69	69	**66**	-	66	-	-	-	-	-	63	-	68	50	66	63
All Grades Mathematics	2019	70	71	**68**	-	68	-	-	-	-	-	74	*	68	64	67	63
	2018	70	72	**77**	-	77	-	-	-	-	-	85	-	77	76	77	75

District Name: BROWNSVILLE ISD

Campus Name: SKINNER EL

Campus Number: 031901112

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 414

Grade Span: PK - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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%	**51%**	-	51%	-	-	-	-	-	35%	51%	55%
	2018	38%	44%	**43%**	-	43%	-	-	-	-	-	*	44%	53%
Mathematics	2019	45%	57%	**65%**	-	65%	-	-	-	-	-	73%	65%	54%
	2018	47%	57%	**69%**	-	69%	-	-	-	-	-	41%	68%	77%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**77%**	-	77%	-	-	-	-	-	21%	77%	80%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**23%**	-	23%	-	-	-	-	-	79%	23%	20%
STAAR Cumulative Met Standard														
	2019	86%	91%	**86%**	-	86%	-	-	-	-	-	50%	86%	88%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**94%**	-	94%	-	-	-	-	-	79%	94%	92%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**6%**	-	6%	-	-	-	-	-	21%	6%	8%
STAAR Cumulative Met Standard														
	2019	90%	96%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 414
Grade Span: PK - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**77%**	72%	72%	-	-	-	*	-	*	-	72%	72%
	2018	77%	78%	**76%**	73%	73%	-	-	-	-	-	-	-	73%	73%
At Meets Grade Level or Above	2019	50%	52%	**44%**	33%	33%	-	-	-	*	-	*	-	33%	33%
	2018	48%	49%	**40%**	33%	33%	-	-	-	-	-	-	-	33%	33%
At Masters Grade Level	2019	24%	23%	**22%**	14%	14%	-	-	-	*	-	*	-	14%	14%
	2018	22%	21%	**16%**	10%	10%	-	-	-	-	-	-	-	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**76%**	72%	72%	-	-	-	*	-	*	-	71%	71%
	2018	74%	74%	**74%**	69%	69%	-	-	-	-	-	-	-	69%	69%
At Meets Grade Level or Above	2019	48%	47%	**39%**	28%	28%	-	-	-	*	-	*	-	28%	28%
	2018	46%	44%	**35%**	28%	28%	-	-	-	-	-	-	-	28%	28%
At Masters Grade Level	2019	21%	18%	**19%**	13%	13%	-	-	-	*	-	*	-	13%	13%
	2018	19%	17%	**12%**	3%	3%	-	-	-	-	-	-	-	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**82%**	76%	76%	-	-	-	*	-	*	-	76%	76%
	2018	81%	85%	**86%**	84%	84%	-	-	-	-	-	-	-	84%	84%
At Meets Grade Level or Above	2019	52%	57%	**51%**	40%	40%	-	-	-	*	-	*	-	40%	40%
	2018	50%	55%	**49%**	46%	46%	-	-	-	-	-	-	-	46%	46%
At Masters Grade Level	2019	26%	31%	**29%**	19%	19%	-	-	-	*	-	*	-	19%	19%
	2018	24%	28%	**22%**	21%	21%	-	-	-	-	-	-	-	21%	21%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**62%**	54%	54%	-	-	-	-	-	-	-	54%	54%
	2018	66%	71%	**67%**	68%	68%	-	-	-	-	-	-	-	68%	68%
At Meets Grade Level or Above	2019	38%	44%	**19%**	5%	5%	-	-	-	-	-	-	-	5%	5%
	2018	41%	45%	**38%**	36%	36%	-	-	-	-	-	-	-	36%	36%
At Masters Grade Level	2019	14%	15%	**6%**	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	**13%**	8%	8%	-	-	-	-	-	-	-	8%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**76%**	84%	84%	-	-	-	-	-	-	-	84%	84%
	2018	80%	82%	**59%**	52%	52%	-	-	-	-	-	-	-	52%	52%
At Meets Grade Level or Above	2019	54%	55%	**58%**	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	51%	51%	**26%**	6%	6%	-	-	-	-	-	-	-	6%	6%
At Masters Grade Level	2019	25%	21%	**26%**	16%	16%	-	-	-	-	-	-	-	16%	16%
	2018	23%	19%	**9%**	0%	0%	-	-	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**71%**	64%	64%	-	-	-	-	-	-	-	64%	64%
	2018	69%	71%	**72%**	73%	73%	-	-	-	-	-	-	-	73%	73%
All Grades ELA/Reading	2019	68%	67%	**75%**	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	69%	69%	**66%**	69%	69%	-	-	-	-	-	-	-	69%	69%
All Grades Mathematics	2019	70%	71%	**68%**	53%	53%	-	-	-	-	-	-	-	53%	53%
	2018	70%	72%	**77%**	76%	76%	-	-	-	-	-	-	-	76%	76%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**51%**	55%	55%	-	-	-	-	-	-	-	55%	55%
	2018	38%	44%	**43%**	53%	53%	-	-	-	-	-	-	-	53%	53%
Mathematics	2019	45%	57%	**65%**	54%	54%	-	-	-	-	-	-	-	54%	54%
	2018	47%	57%	**69%**	77%	77%	-	-	-	-	-	-	-	77%	77%

District Name: BROWNSVILLE ISD

Campus Name: SKINNER EL

Campus Number: 031901112

Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 425

Grade Span: PK - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	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%	-	-	-	-	-	95%	93%	88%
Not Included in Accountability													
Mobile	4%	2%	**6%**	-	6%	-	-	-	-	-	5%	6%	11%
Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	1%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**92%**	-	93%	33%	-	-	-	-	92%	94%	91%
Not Included in Accountability													
Mobile	4%	3%	**7%**	-	6%	67%	-	-	-	-	8%	5%	7%
Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	-	0%	1%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	**96.1%**	-	96.1%	*	-	-	-	-	95.7%	96.0%	95.9%
2017-18	95.4%	95.4%	**96.3%**	-	96.3%	*	-	-	-	-	94.9%	96.4%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Campus Name: SKINNER EL

Campus Number: 031901112

Total Students: 414

Grade Span: PK - 05

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 414

Campus Name: SKINNER EL

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: PK - 05

Campus Number: 031901112

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: BROWNSVILLE ISD

Campus Name: SKINNER EL

Campus Number: 031901112

Total Students: 414

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Total Students	414	100.0%	42,989	5,479,173	414	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	83	20.0%	8.3%	4.5%	83	20.0%	8.3%	4.5%
Kindergarten	36	8.7%	5.9%	7.0%	36	8.7%	5.9%	7.0%
Grade 1	50	12.1%	6.5%	7.1%	50	12.1%	6.5%	7.1%
Grade 2	59	14.3%	6.5%	7.1%	59	14.3%	6.4%	7.1%
Grade 3	58	14.0%	6.7%	7.1%	58	14.0%	6.7%	7.1%
Grade 4	62	15.0%	6.6%	7.3%	62	15.0%	6.6%	7.3%
Grade 5	66	15.9%	7.1%	7.6%	66	15.9%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.6%	0	0.0%	0.1%	12.6%
Hispanic	410	99.0%	98.3%	52.8%	410	99.0%	98.3%	52.8%
White	2	0.5%	1.3%	27.0%	2	0.5%	1.3%	27.0%
American Indian	2	0.5%	0.0%	0.4%	2	0.5%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	211	51.0%	49.1%	48.8%	211	51.0%	49.1%	48.8%
Male	203	49.0%	50.9%	51.2%	203	49.0%	50.9%	51.2%
Economically Disadvantaged	408	98.6%	89.5%	60.3%	408	98.6%	89.5%	60.2%
Non-Educationally Disadvantaged	6	1.4%	10.5%	39.7%	6	1.4%	10.5%	39.8%
Section 504 Students	31	7.5%	8.6%	6.9%	31	7.5%	8.6%	6.9%
English Learners (EL)	264	63.8%	36.1%	20.3%	264	63.8%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	7	1.7%	5.9%	4.1%	7	1.7%	5.9%	4.1%
Foster Care	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Homeless	52	12.6%	3.4%	1.4%	52	12.6%	3.4%	1.4%
Immigrant	19	4.6%	1.1%	2.3%	19	4.6%	1.1%	2.3%
Migrant	1	0.2%	1.4%	0.3%	1	0.2%	1.4%	0.3%
Title I	330	79.7%	98.5%	65.1%	330	79.7%	98.5%	65.1%
Military Connected	0	0.0%	0.5%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	325	78.5%	67.8%	50.6%	325	78.5%	67.7%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: BROWNSVILLE ISD

Campus Name: SKINNER EL

Campus Number: 031901112

Total Students: 414

Grade Span: PK - 05

School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	264	63.8%	35.6%	20.6%	264	63.8%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	33	8.0%	11.6%	8.1%	33	8.0%	11.6%	8.1%
Special Education	47	11.4%	13.3%	10.5%	47	11.4%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	47							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	36.2%	54.6%	42.4%				
Students with Physical Disabilities	10	21.3%	11.7%	21.4%				
Students with Autism	10	21.3%	12.1%	13.8%				
Students with Behavioral Disabilities	10	21.3%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	69	18.9%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	65	17.8%						
White	4	1.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	73	20.4%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.6%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	12.2%	7.6%	2.9%	20.0%	15.7%	4.9%
Grade 2	15.7%	4.1%	1.6%	0.0%	4.6%	2.0%
Grade 3	8.5%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	0.0%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	19.0	19.0
Grade 1	13.6	16.9	18.9
Grade 2	17.3	17.9	18.8
Grade 3	45.4	22.2	19.0
Grade 4	16.3	23.3	19.2
Grade 5	38.2	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	43.2	100.0%	100.0%	100.0%
Professional Staff:	34.2	79.2%	56.7%	63.7%
Teachers	26.0	60.2%	44.1%	49.4%
Professional Support	6.3	14.5%	9.7%	10.2%
Campus Administration (School Leadership)	1.9	4.5%	2.8%	3.0%
Educational Aides:	9.0	20.8%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	41.8	96.7%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	24.6	94.5%	89.8%	28.1%
White	1.4	5.5%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.5	17.1%	31.5%	23.8%
Females	21.6	82.9%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	20.4	78.4%	79.4%	73.4%
Masters	5.6	21.6%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	2.4	9.3%	13.3%	27.9%
6-10 Years Experience	1.5	5.8%	17.3%	19.4%
11-20 Years Experience	17.1	65.6%	40.1%	29.4%
Over 20 Years Experience	5.0	19.3%	27.1%	15.9%
Number of Students per Teacher	15.9	n/a	15.0	15.1

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 414

Campus Name: SKINNER EL

2019-20 Campus Staff Information

Grade Span: PK - 05

Campus Number: 031901112

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	9.6	6.2
Average Years Experience of Principals with District	3.0	9.1	5.3
Average Years Experience of Assistant Principals	7.0	9.1	5.3
Average Years Experience of Assistant Principals with District	7.0	8.9	4.7
Average Years Experience of Teachers:	15.2	15.4	11.1
Average Years Experience of Teachers with District:	15.0	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,807	$49,868
1-5 Years Experience	$48,676	$51,636	$52,823
6-10 Years Experience	$52,194	$53,468	$55,756
11-20 Years Experience	$66,047	$58,689	$59,308
Over 20 Years Experience	$64,509	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$63,336	$58,957	$57,091
Professional Support	$74,861	$73,071	$67,352
Campus Administration (School Leadership)	$91,583	$95,913	$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	4.6%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.5	1.9%	0.6%	2.8%
Gifted & Talented Education	0.1	0.4%	0.4%	1.9%
Regular Education	21.4	82.2%	78.7%	70.9%
Special Education	2.8	10.9%	11.7%	9.3%
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.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

Brownsville Independent School District

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**   Campus: **SKINNER EL**

Early Childhood Literacy Progress Measure 1   Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	90%	92%	81%
2021	91%	93%	82%
2022	92%	94%	83%
2023	93%	95%	84%
2024	94%	96%	85%

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 100% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	100%	100%	100%
2021	100%	100%	100%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SKINNER EL**

Early Childhood Literacy Progress Measure 2	Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 98% to 100% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	98%	100%	97%
2021	99%	100%	98%
2022	100%	100%	99%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2	Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SKINNER 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 91% to 96% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	93%	94%	95%	96%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

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 13% to 18% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
14%	15%	16%	17%	18%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	14%	14%	8%
2021	15%	15%	9%
2022	16%	16%	10%
2023	17%	17%	11%
2024	18%	18%	12%

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 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
2020	44%	44%	47%
2021	45%	45%	48%
2022	46%	46%	49%
2023	47%	47%	50%
2024	48%	48%	51%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SKINNER 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 58% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	59%	59%	62%
2021	60%	60%	63%
2022	61%	61%	64%
2023	62%	62%	65%
2024	63%	63%	66%

Minimum size criteria set to 10 or more students.

District: **BROWNSVILLE ISD**   Campus: **SKINNER 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 20% to 25% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
21%	22%	23%	24%	25%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage
2020	21%	21%
2021	22%	22%
2022	23%	23%
2023	24%	24%
2024	25%	25%

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 58% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage
2020	59%	59%
2021	60%	60%
2022	61%	61%
2023	62%	62%
2024	63%	63%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SKINNER 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 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	36%	34%	33%	9%
2021	37%	35%	34%	10%
2022	38%	36%	35%	11%
2023	39%	37%	36%	12%
2024	40%	38%	37%	13%

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 45% 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	Economic Disadvantage	English Learner	Special Education
2020	45%	43%	44%	18%
2021	46%	44%	45%	19%
2022	47%	45%	46%	20%
2023	48%	46%	47%	21%
2024	49%	47%	48%	22%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SKINNER 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 32% to 37% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	34%	35%	36%	37%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	33%	32%	29%	10%
2021	34%	33%	30%	11%
2022	35%	34%	31%	12%
2023	36%	35%	32%	13%
2024	37%	36%	33%	14%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	53%	52%	51%	28%
2021	54%	53%	52%	29%
2022	55%	54%	53%	30%
2023	56%	55%	54%	31%
2024	57%	56%	55%	32%

Minimum size criteria set to 10 or more students.

	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.

	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.

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

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

Policy

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

1.   Prohibits the bullying of a student;

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

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

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

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

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

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

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

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

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

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

Internet Posting

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

Prevention and Mediation

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

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832