Brownsville Independent School District

Brite Elementary

2021-2022 Campus Improvement Plan

Mission Statement

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

Ben Brite Priorities Revise: MAY 27, 2020

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

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

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

2. Foster a College and Career Readiness Community

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

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

Through a partnership of school staff, students, parents, and community, all Ben Brite students will become effective communicators, responsible citizens, self-directed learners and complex thinkers who:

Master effective communication skills.

- Master the ability to monitor and assess their own performance and be responsible for expanding their physical, emotional and intellectual learning.Demonstrate responsible citizenship through positive social interactions in various environments.
- Use innovative complex thinking strategies to solve problems and make decisions in everyday life.

Vision

Ben Brite Strategic Objectives from Five-year Strategic Plan:

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

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

THE STATE OF TEXAS PUBLIC EDUCATION CHAPTER 4 OBJECTIVES

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

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

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

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

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

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained. (prior Obj. 5)

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

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

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (prior Obj. 8)

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

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

Value Statement

Ben Brite Core Beliefs

We believe that:

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

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2021

Demographics

Demographics Summary

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

Demographics Strengths

- Attendance Rate 95.09%
- Communication procedures between home and school on students attendance
- ELL student placement into the Bilingual Program within the 20 day period
- Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
- Early RTI plans are in place and are updated continuously with current academic data
- Early screening for Dyslexia and Special Education Referrals
- TIER II Interventions for Migrant, LEP and At-Risk students

- After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
- Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
- Reports are readily available
- Highly Qualified Staff
- Identification of At Risk Students
- Small class siza
- Implementation of RTI
- GT Program Implentation

Need Statements Identifying Demographics Needs

Need Statement 2 (Prioritized): Need to increase attendance for students and teachers and improve school climate **Data Analysis/Root Cause:** 2019-2020 attendance percentage was 95.09%

Student Learning

Student Learning Summary

During the 2020-21 school year, the Curriculum and Instruction Department and Campus Administration provided support to Campus instructional staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health. Through the analysis of data using Tango software, Eduphoria, TEA summary reports, and various surveys, campus needs were identified and then ranked by the DEIC membership in May of 2020.

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

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

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

Student Learning Strengths

- Strong STAAR Reading, Math, Writing, Science Scores (Met Academic Distinction Designations in ELA/Reading, Mathematics, and Science for 2020-2021 school year
- Progress Monitoring Assessments (Campus and District)and State test results (STAAR, TELPAS) are use to improve instruction
- Vertical and Horizontal Alignment Meetings and Discussion to increase Reading, Math, Writing, and Science scores in all grade levels
- Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
- Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
- Teachers consistently hold high academic expectations for all students

- Strong Progress Monitoring Assessments
- TELPAS/AMAO Progress and Attainment
- Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement

-

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause:** STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

Need Statement 2 (Prioritized): Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause:** Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

Need Statement 3 (Prioritized): Encrourage students to participate in Extra Curricular Activities, such as Chess, Spelling Bee, Science Fair, etc. and provide them with incentives and awards to encourage student success and Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement **Data Analysis/Root Cause:** Increased STAAR performance and attendance compared to prior year

Need Statement 4 (Prioritized): After school program implementation **Data Analysis/Root Cause:** Increased STAAR performance and attendance compared to prior year

School Processes & Programs

School Processes & Programs Summary

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

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

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

- *Curriculum Resources and Materials* *Tango-Trends Reports*
- *Tango-Central and Trends Reports* *TPRI/Tejas Lee/C-PM Reports*
- *Adopted Class Materials* *Report Cards*
- *Enrichment Materials* *Attendance Reports*
- *RTI Materials* *District Bencharks*

- *Technology* **Campus Benchmarks*
- *Lesson Plans and Delivery of Instruction*
- *Campus Schedules*
- *Benchmark Assessments* *Tutorials for At-Risk students*

STAFF RECRUITMENT & RETENTION SUMMARY:

Brite uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession. All teachers and instructional paraprofessionals are highly qualified. The campus Dean of Instruction, Curriculum/Instruction Specialists and campus Administration provide professional development to support learning in the classroom. Most teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are asked to have 6 hours of on-going Bilingual and GT training. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. Throughout the year, a limited amount of teachers are asked to attend Region I training in the areas of Reading, Math, Writing, and Science. Administration ensures that high quality instruction is delivered to all of Brite students and provides support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions. After teachers attend professional development, the implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers.

SCHOOL ORGANIZATION:

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

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

identification of needs:

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

TECHNOLOGY:

Brite Elementary as a whole is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. Instructional programs such as Istation, Brain Pop, REVIEW 3000, and Learning A-Z are available to all students. Brite requires all teachers to be proficient in the area of technology that includes Teacher Access Center (TAC), Tango, and Eduphoria Aware/T-TESS. Teachers are also able to integrate technology to support instruction and learning through Pearson Math, Science, and Social Studies. Each year, teachers are required to complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. 3rd and 5th Grade classrooms have been provided with COWs through state compensatory funds. For the 2020-2021 school year, all 5th grade students and teachers will be provided with tablets.

School Processes & Programs Strengths

- A deeper understanding of the TEKS, both Readiness and Supporting Standards (All Content Areas)
- Implementation of 6 weeks assessments to address students' needs based on data.
- Implementation of District Benchmarks to address students' needs based on data.
- Implementation of RTI interventions for students who are struggling
- Provide Research Based Resources for a well rounded TEKS based instruction in all content areas.
- Implementation of after school tutorial for At-Risk Students
- Implementation of K- 3rd TRPI/Tejas Lee and PreK C-PM BOY, MOY, and EOY
- Knowledge of Curriculum Frameworks
- Knowledge of TEKS and State Assessment Requirements and Expectations
- Knowledge of STAAR Blueprints

- Knowledge of Readiness and Supporting Standards
- Reached "Met Standard" status by implementing all district and campus goals and objectives
- Implementation of district instructional frameworks
- The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
- Support interventions through after-school tutorials and summer school
- Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
- Attend all district and campus staff development throughout the school year (POC and TOT)
- Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
- Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, AWARE 3000, LEARNING A-Z
- Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
- Teacher Fidelity and Commitment to Campus and District Initiative
- Professional Development in the areas of Reading, Math, Writing, and Science to increase percentages on all STAAR tests.
- Increase interventions through after-school tutorials, extended day enrichment, and summer school
- Increase English language proficiency for ELL students through the use of ELPS, LE, and additional instructions materials
- Attend conferences/workshops to become knowledgeable in STAAR requirements and expectations
- Attend all District and Campus staff development throughout the school year (POC and TOT)
- Increase TELPAS rating percentages Increase Technology Training and Application

CURRICULUM, INSTRUCTION, & ASSESSMENT NEEDS:

1. Increase the use of ESL strategies to meet the needs of ELL learners and increase AMOS and TELPAS scores.
2. Purchase supplemental and instructional materials in order to apply learned strategies acquired at various PD sessions.
3. Provide general supplies, additional supplemental resources such as: laminating machines, computers, printers,computer software, I-Pads, and academic subscritions for all student's academic achievement and progress.
4. Increase Number of students reaching Index 1, 2, and 3
5. Provide RTI interventions for all struggling students.
6. Administer Science,Math, Reading, and Writing Campus 6 weeks assessments
7. *Target Testing Content Instruction using Tango Trends data analysis*
8. *Students in BI units will receive incentives to encourage academic success.*
9. *Professional Development on Student Achievement*
10. *Provide student incentives to encourage student success*
11. *Provide vocabulary in all STAAR testing content areas*
12. *Implement TLI strategies in Reading and through-out content areas*
13. *Incorporate technology programs in Science, Math, and Reading*
14. *Implementation of after school tutorials for At-Risk Students*
15. *Implementation of the extended day program*
16. *Dean of Instruction will provide Professional Development Sessions for Campus Staff*
17. *Supplement the Pre-K and PREK 3 Program to provide foundational learning experiences in order to better prepare at-risk students*

18. *Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement,*
19. *Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in public performances.*
20. Fine Arts students and teachers will be provided professional development training annually.
21. Provide school supplies for Migrant students to help them be successful in the classroom.
22. Provide supplemental instructional resources and supplies such as:furntirue, supplental resources, paper and ink to help teachers implent daily instruction.
23. Provide students with curricular activities, field trips, trophies, awards, and incentives to promote acadmic achievement.
24. Implement TPRI/Tejas Lee and PreK C-PM - BOY, MOY, and EOY
25. Target Fluency and Comprehension for sustainablity
26. Students will go to the library on a weekly basis to take AR tests, improve reading skills, and foster a love for reading
27. Parent Liaison will ensure support services for students identified as homeless Population:
28. Implemntation of a Family Engagment Plan with the Librarian and PreK teachers/students to promote the love of reading and parent involvement.

STAFF RECRUITMENT & RETENTION STRENGTHS:

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

STAFF QUALITY, RECRUITMENT, AND RETENTION NEEDS:

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

1. Improve or increase student and teacher attendance by showing appreciation through incentives such a sperfect attendance certificates, ribbons, etc.
2. Teachers & students will be recognized for perfect attendance and teacher appreciation.
3. Increase the level of support for teachers by implementing grade level meetings on a weekly basis to keep teachers informed and provide support to better help students' succeed.
4. One area of improvement is to focus and taget trainings on specific topics and specific groups according to data. Based on our strengths and areas of improvement, we would need training and collaboration with the Curriculum and Technology Department to successfully provide online training to administration, teachers, and staff on the following areas:
5. Implenet award cermonies for student incentives
6. Implent of RTI interventions for at-risk students
7. Implent saturday academies and after school tutorials for at-risk students
8. Implent after school extended day enrichment program
9. Counselor will monitor intervention programs to reduce retention rates

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

SCHOOL ORGANIZATION STRENGHTS:

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

SCHOOL ORGANIZATION NEEDS:

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

TECHNOLOGY STRENGTHS:

- *Use of TAC among administration, teachers, and parents to view students' progress*
- *Use of eSchool on-line grading for all teachers*
- *Two Computer Labs*
- *Computer access for students in all classrooms*
- *School Website*
- *Mobile laptops (COW)*
- *Mimio Pads (teachers)*
- *Mimio Vote (student)*
- *Mimio Bar to activate white board*
- *Web-based software programs:*

TECHNOLOGY NEEDS:

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

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

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 2 (Prioritized): Provide a clean and safe school environment **Data Analysis/Root Cause:** Improved campus survey data about facilities

Need Statement 3 (Prioritized): After school program implementation **Data Analysis/Root Cause:** Increased STAAR performance and attendance compared to prior year

Need Statement 4 (Prioritized): Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause:** STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

Need Statement 5 (Prioritized): Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause:** Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

Need Statement 6 (Prioritized): Need to increase attendance for students and teachers and improve school climate **Data Analysis/Root Cause:** 2019-2020 attendance percentage was 95.09%

Need Statement 7 (Prioritized): Increase parent attendance at campus weekly educational meetings and Title I Parent meeting by providing more invitations via flyers and School Massenger **Data Analysis/Root Cause:** Increase parent attendance from 2020-2021/Agendas, sign-in sheets, parent surveys

Perceptions

Perceptions Summary

FAMILY & COMMUNITY ENGAGEMENT:

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

SCHOOL CULTURE AND CLIMATE SUMMARY:

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Through grade level meeting, Administrators and teachers meet to discuss matters related to providing a positive school culture and climate for everyone. Grade level SBDM representatives bring issues and concerns to the grade level meetings. Campus long range plans, policies and procedures, and safety issues are communicated to all students, parents and community members. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. No drug and alcohol use among students has been reported. Anti-drug, anti-violence, and anti-bullying presentations are offered through our Guidance Department (counselors) and continued monitoring empower students to report bullying. All visitors must report to the front office and sign in and one security officer is assigned to our campus to monitor suspicious behavior and conducts routine checks for campus security. Discipline and classroom management is recorded on Review 360 online Behavior of Concerns data management program to enhance classroom learning and document discipline and monitor student behavior. Students are aware of the academic and behavioral expectations at BrITE Elementary. Students are encourage to participate in clubs such as choir, after school sports, UIL, Science Fair, Destination Imagination, Chess, Spelling Bee, and Coding. The Campus' website features students, parents, and staff recognition accomplishments, events, and activities.

Perceptions Strengths

FAMILY & COMMUNITY ENGAGEMENT STRENGTHS:

- Increased the number of Parent Volunteers
- Parent Center/Parent Liaison
- Parent participation in school events, field trips, and "Meet the Teacher" orientation
- Parents invited to six week/EOY award ceremonies
- Parents work on instructional materials for teachers
- Feedback given from parents regarding school needs through surveys
- Administration and teacher readily available to parents (parent conferences)
- Most of the Parent are knowledgeable of the different programs and services provided by this campus

- Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together
- School participation in different community functions throughout the school year
- School website update continuously with information for parents and families
- **SCHOOL CULTURE AND CLIMATE STRENGTHS:**

- Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
- Parental Involvement Meetings
- Administrative support to teachers
- An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
- Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
- During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
- Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
- Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
- Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
- Nurse involvement on Health Presentations to students
- Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Spelling Bee, Afterschool sports, and Coding)
- "STAAR" Student (per classroom) of the Six Weeks
- Six Weeks Award Ceremonies
- Meet the Teacher Night
- Review 360 for Behavior Plans and Documentation
- College Awareness Day (every Thursday)to emphasize Higher Education
- Charro Days Mini Festival, Christmas Program
- Family Night at Restaurant Fundraiser

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase attendance for students and teachers and improve school climate **Data Analysis/Root Cause:** 2019-2020 attendance percentage was 95.09%

Need Statement 2 (Prioritized): Encrourage students to participate in Extra Curricular Activities, such as Chess, Spelling Bee, Science Fair, etc. and provide them with incentives and awards to encourage student success and Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement **Data Analysis/Root Cause:** Increased STAAR performance and attendance compared to prior year

Need Statement 3 (Prioritized): Increase parent attendance at campus weekly educational meetings and Title I Parent meeting by providing more invitations via flyers and School Massenger **Data Analysis/Root Cause:** Increase parent attendance from 2020-2021/Agendas, sign-in sheets, parent surveys

Need Statement 4 (Prioritized): Provide a clean and safe school environment **Data Analysis/Root Cause:** Improved campus survey data about facilities

Need Statement 5 (Prioritized): After school program implementation **Data Analysis/Root Cause:** Increased STAAR performance and attendance compared to prior year

Priority Need Statements

Need Statement 3: Need to increase attendance for students and teachers and improve school climate

Data Analysis/Root Cause 3: 2019-2020 attendance percentage was 95.09%

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

Need Statement 1: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials

Data Analysis/Root Cause 1: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

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

Need Statement 4: Encrourage students to participate in Extra Curricular Activities, such as Chess, Spelling Bee, Science Fair, etc. and provide them with incentives and awards to encourage student success and Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement

Data Analysis/Root Cause 4: Increased STAAR performance and attendance compared to prior year

Need Statement 4 Areas: Student Learning - Perceptions

Need Statement 2: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress.

Data Analysis/Root Cause 2: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 6: Provide a clean and safe school environment

Data Analysis/Root Cause 6: Improved campus survey data about facilities

Need Statement 6 Areas: School Processes & Programs - Perceptions

Need Statement 5: After school program implementation

Data Analysis/Root Cause 5: Increased STAAR performance and attendance compared to prior year

Need Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 7: Increase parent attendance at campus weekly educational meetings and Title I Parent meeting by providing more invitations via flyers and School Massenger

Data Analysis/Root Cause 7: Increase parent attendance from 2020-2021/Agendas, sign-in sheets, parent surveys

Need Statement 7 Areas: School Processes & Programs - Perceptions

Goals

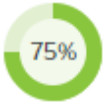
Revised/Approved: May 17, 2021

Goal 1: Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).
Los estudiantes recibiran oportunidades educativas que produciran graduados completos que esten preparados para el futuro, esten listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 1: Brite student performance for all students, all grades, all subjects will meet 2022 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR scores / TPRI/TJL/ mCLASS/CPALLS scores / TELPAS scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary. Population: All teachers teaching core content and special education, dyslexia, 504 students and other academic areas. Proporcionar a los maestros / administracion del campus oportunidades de desarrollo profesional para mejorar la implementacion de estrategias de instruccion que incluyen: Respuesta a la Intervencion (RtI), instruccion protegida (SIOP), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategia cognitiva de comprension de lectura, protocolos de la Iniciativa de Alfabetizacion de Texas que incluyen habilidades de lenguaje oral que aumentan la comprension auditiva / oral y la competencia de lectura / escritura) en todas las areas de contenido a traves de observaciones en el aula con retroalimentacion, co-planificacion, modelado, talleres, compilacion de informes de datos de estudiantes, reuniones de nivel de grado para primaria y reuniones de presidentes de filamentos / departamentos para secundaria. Poblacion: Todos los maestros que ensenan contenido basico y educacion especial, dislexia, estudiantes de 504, y otras areas academicas. **Milestone's/Strategy's Expected Results/Impact:** Formative Evaluation: Student Work; Sign-in-Sheets; Agenda; Transcripts Summative Evaluation: Report Card; Evaluations; STAAR Scores **Staff Responsible for Monitoring:** Principals Dean				

Lead teachers

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Population:** ALL STUDENTS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022 - **Revision Date:** January 23, 2020

Need Statements: Student Learning 1, 2 - School Processes & Programs 4, 5

Funding Sources: SAL/WAGES FOR SUBST. TEACHERS/FRINGES - 211 Title I-A - 211-11-6112-18-140-Y-30-AYP-Y - $2,300, EMPLOYEE TRAVEL - 211 Title I-A - 211-23-6411-23-140-Y-30-0F2-Y - $3,000, EXTRA DUTY PAY/OVERTIME-SUP PE - 211 Title I-A - 211-11-6121-00-140-Y-30-ASP-Y - $5,079.55, SOCIAL SECURITY MEDICARE - 211 Title I-A - 211-11-6146-00-140-Y-30-ASP-Y, TEACHER RETIREMENT/TRS CARE - 211 Title I-A - 211-11-6148-00-140-Y-30-ASP-Y - $91, PROFESSIONAL EXTRA DUTY PAY - 211 Title I-A - 211-11-6118-00-140-Y-30-ASP-Y, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-11-6299-62-140-Y-30-0F2-Y, EMPLOYEE BENEFITS-LOCALLY DEF - 211 Title I-A - 211-11-6148-00-140-Y-30-ASP-Y, EMPLOYEE BENEFITS - 211 Title I-A - 211-11-6149-00-140-Y-30-ASP-Y - $589, EMPLOYEE SALARY/FRINGES - 211 Title I-A - 211-11-6129-06-140-Y-30-0F2-Y - $16,212.70, EMPLOYEE SALARY/FRINGES - 211 Title I-A - 211-11-6129-06-140-Y-30-0K6-Y - $29,023.70 , EMPLOYEE SALARY/FRONGES - 211 Title I-A - 211-12-6129-06-140-Y-30-0F2-Y - $22,746.15, EMPLOYEE SALARY - 211 Title I-A - 211-33-6119-00-140-Y-30-0F2-Y - $25,083.80, EMPLOYEE SALARY - 211 Title I-A - 211-61-6129-00-140-Y-30-0F2-Y - $26,063.60, EMPLOYEE TRAVEL AND RELATED COSTS DURING CONFERENCES AND SEMINARS - 199 Local funds - 199-23-6411-23-140-Y-99-000-Y - $1,000, EXTRA DUTY PAY/OVERTIME-SUP-PE - PARAPROFESSIONAL OVERTIME - 199 Local funds - 199-23-6121-00-140-Y-99-000-Y - $500, State Comp. Substitutes Teachers/Fringes - 162 State Compensatory - 162-11-6112-18-140-Y-30-000-Y - $2,116, GENERAL SUPPLIES-STAFF DEV. - 211 Title I-A - 211-13-6399-00-1440-Y-30-0F2, GENERAL SUPPLIES - COUNSELING - 211 Title I-A - 211-31-6399-00-140-Y-30-0F2-Y - $82, GENERAL SUPPLIES - INSTRUCTION - 199 Local funds - 199-11-63-99-00-140-Y-11-000-Y, GENERAL SUPPLIES -INSTRUCTION - 199 Local funds - 199-11-63-99-00-140-Y-11-000-Y - $9,119, TEMPORARY HELP - 199 Local funds - 199-11-6126-00-140-y-11-000, PROFFESIONAL EXTRA DUTY PAY - 281 ESSER II Grant Funds - 281-11-6118-00-140-Y-24-0CG-Y - $51,015, RECLASSIFIED TRANSPORTATION - 281 ESSER II Grant Funds - 281-11-6494-00-140-Y-24-0CG-Y - $24,869, ACCELERATED LEARNING-PROFESSIONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - 282-11-6118-00-140-Y-24-0CG-1 - $25,683, RECLASSIFIED TRANSPORTATION - 282 ESSER III Grant Funds - 282-11-6494-00-140-Y-24-0CG-1 - $20,000, Stipends/Fringes - 282 ESSER III Grant Funds - $46,230, MISC-CONTRACTED SERVICES - 282 ESSER III Grant Funds - $24,904, SUPPLIES & MATERIAL-SOFTWARE - 282 ESSER III Grant Funds - 282-11-6395-62-140-Y-99-1 - $6,783, GENERAL SUPPLIES - 282 ESSER III Grant Funds - $35,465, JUMPSTAART - 282 ESSER III Grant Funds - $5,679, MISC CONTRACTED SERVICES-SOFTWARE - 281 ESSER II Grant Funds - 281 12 6299-00-140-Y-99-0CG-Y - $702, RECLASSIFIED TRANSPORTATION - 282 ESSER III Grant Funds - 282-61-6494-00-140-Y-99-PFS - $1,200, MISC-OPERATING COSTS - 282 ESSER III Grant Funds - 282-61-6499-53-140-Y-99-PFS - $1,500, FURNITURE, EQUIPMENT, SOFTWARE - 282 ESSER III Grant Funds - 282-51-6639-00-140-Y-99-090 - $10,444, SUPPLIES & MATERIALS-SOFWARE - 282 ESSER III Grant Funds - 282-11-6395-62-140-Y-99-OES-1 - $8,313, EQUIPMENT UNDER 5,000 - 282 ESSER III Grant Funds - 282-51-6398-00-140-Y-99-090 - $3,798, PROFESSIONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - 282-31-6118-00-140-Y-99-MH1-1 - $3,000, PROFESSIONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - 282-61-61-18-00-140-Y-99-PFS-1 - $2,520, EXTRA

DUTY PAY/OVERTINE-SUP-PE - 282 ESSER III Grant Funds - 282-61-6121-00-140-Y-99-PFS-1 - $1,080, PROFESSIONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - $1,236.75, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-140-Y-30-JST-Y - $17,500, FRINGES - 162 State Compensatory - 162-11-6118-00-140-Y-30-JST-Y - $2,625, RECLASSIFIED-TRANSPORTATION - 162 State Compensatory - 162-11-6494-00-140-Y-30-JST-Y - $2,000, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-236118-00-140-Y-24-JST-Y - $5,598.05, GENERAL SUPPLIES-STAFF DEV. - 211 Title I-A - 211-13-6399-00-140-Y-30-OF2-1 - $78, MISC POPERATING COSTS-AWARDS - 211 Title I-A - 211-31-6498-00-140-Y30-0F2-1 - $272, GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-140-Y-30-0F2-I - $5, EMPLOYEE TRAVEL - 211 Title I-A - 211-61-6411-00-140-Y-30-0F2-1 - $266, MISC OPERATING COSTS - 211 Title I-A - 211-61-6499-53-140-Y-30-0F2-1 - $19, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399 - $33,447				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize and provide research-based, technology, supplemental, instructional resources, supplies, books/novels, general supplies, magazines subscriptions, reading materials, and eBooks for classrooms and campus library to target interventions, and instruction, to ensure that all students are prepared to meet the demands of standardized assessments and rigorous instruction. Inventory of library books will also be covered. To purchase precautionary safety equipment for staff and students in order to provide instruction. This includes air filters, latex gloves, face shields, N95 masks, hand sanitizing, desk shields, and thermometers. Items will be purchased for the following content areas to help students be successful in mastering the TEKS objectives: Reading, Math, Science, Writing, Social Studies Utilizar y proporcionar recursos de instruccion, tecnologia, suplementarios e instructivos generales basados en la investigacion (como impresoras, maquinas de laminacion y computadoras portatiles, trofeos, etc.), muebles, suministros, libros / novelas, suministros generales y suscripciones a revistas para aulas y tambien estara cubierto. Comprar equipos de seguridad de precaucion para el personal y los estudiantes con el fin de proporcionar instruccion. Esto incluye filtros de aire, guantes de latex, protectores faciales, mascaras N95, desinfeccion de manos, protectores de escritorio	50%	75%	100%	

y termometros.

Se compraran articulos para las siguientes areas de contenido para ayudar a los estudiantes a tener exito en el dominio de los objetivos de TEKS:
Lectura, Matematicas, Ciencias, Escritura, Estudios Sociales

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

Staff Responsible for Monitoring: Campus Administration

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** June 11, 2021 - **Revision Date:** January 23, 2020

Funding Sources: READING MATERIALS-SUBSCRIPTI - 211 Title I-A - 211-11-6325-00-140-Y-30-0F2-Y , GENERAL SUPPLIES - 211 Title I-A - 211-13-6399-00-140-Y-30-AYP-Y - $2,571, MISCELLANEOUS/SOFTWARE - 211 Title I-A - 211-11-6299-62-140-Y-30-0F2-Y, COPY PAPER - 199 Local funds - 199-11-6396-00-140-Y-11-000-Y, GENERAL SUPPLIES - CONSUMABLES - 199 Local funds - 199-11-6399-00-140-Y-11-000-Y, READING MATERIALS AND LIBRARY BOOKS - 199 Local funds - 199-12-6329-00-140-Y-99-000-Y, GENERAL SUPPLIES - 199 Local funds - 199-12-6399-00-140-Y-99-000-Y , GENERAL SUPPLIES - 199 Local funds - 199-11-6399-45-140-Y-11-000-Y - $700, GENERAL SUPPLIES-CONSUMABLES - 199 Local funds - 199-23-6399-00-140-Y-99-000-Y - $1,500, GENERAL SUPPLIES/INK - 211 Title I-A - 211-11-6399-62-140-Y-30-0F2-Y - $1, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-140-Y-30-0F2-Y - $130, MISC. OPERATING COSTS-AWARDS - 211 Title I-A - 211-11-6498-00-140-Y-30-0F2-Y - $3,000, MISC CONTRACTS - 197 Projects--TRE/Library - 197-12-6299-62-140-Y-99-000-Y - $5,000

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Support all students by providing teacher professional development opportunities to enhance implementation of strategies including: RtI, sheltered instruction, differentiated instruction, reading comprehension cognitive strategy routines in all content areas (oral language skills that increase listening/speaking and reading/writing proficiency) based on student performance data to close the achievement gap and demonstrate progress. Apoye a todos los estudiantes proporcionando oportunidades de desarrollo profesional para los maestros para mejorar la implementacion de estrategias que incluyen: RtI, instruccion protegida, instruccion diferenciada, rutinas de estrategia cognitiva de comprension lectora (TLI) en todas las areas de contenido (habilidades de lenguaje oral que aumentan la comprension auditiva / oral y la competencia de lectura / escritura) basadas en datos de rendimiento estudiantil para cerrar la brecha de rendimiento y demostrar el progreso. **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom observations Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis Workshop agendas and Sign-in sheets Summative: STAAR scores TPRI/Texas Lee/C-PM scores TELPAS mCLASS **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Population:** ALL TEACHERS - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 - **Revision Date:** January 23, 2020	50%	75%	95%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide teachers with the necessary support, including appropriate research-based strategies and resources, to implement the district initiatives and computer assisted supports to meet the needs of the students and ensure their success. Proporcionar a los maestros el apoyo necesario, incluidas las estrategias y recursos apropiadas basadas en la investigacion, para implementar las iniciativas del distrito y los apoyos asistidos por computadora para satisfacer las necesidades de los estudiantes y garantizar su exito. Summit K12 Sharon Wells Imagine Math/Literacy/Espanol Lexia Teach Town	50%	75%	100%	

Writing Portfolios
Tango Software
SIOP / ELPS
Bilingual Model
Adaptive Curriculum
Dyslexia Lab
Stemscopes
Edusmart
Legends of Learning
Discovery Education
Writable
Language Enrichment

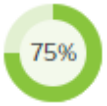
Milestone's/Strategy's Expected Results/Impact: Formative:
Classroom observations,
Benchmark Scores,
BOY/MOY/EOY data analysis meeting PK-3,
Fluency checks noted in elementary report card
Summative:
STAAR scores,
TPRI/Tejas Lee/CIRCLE-PM scores,
TELPAS,
mCLASS

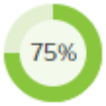
Staff Responsible for Monitoring: Campus administrators
Campus Teachers

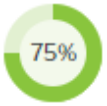
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy** - **Population:** ALL TEACHERS - **Start Date:** August 12, 2020 - **End Date:** June 10, 2021 - **Revision Date:** January 23, 2020

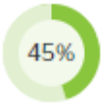
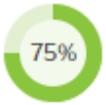
Funding Sources: SUPPLIES & MATERIALS-SOFTWARE - 162 State Compensatory - 162-11-6399-62-140-Y-30-000-Y - $2,620, SOFTWARE CONTRACTED SERVICES - 162 State Compensatory - 162-11-6299-62-140-Y-30-000-Y, Dean of Instruction - 162 State Compensatory - 162-13-6119-00-140-Y-30-000-Y - $63,474, Fringes - 162 State Compensatory - 162-13-6119-00-140-Y-30-000-Y - $9,521.10

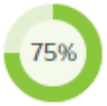
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide annual Response to Intervention (RtI) Training of Trainers (TOT) for campus staff to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success. Proporcionar una respuesta anual a la intervencion (RtI) Capacitacion de instructores (TOT) para que el personal del campus implemente la intervencion a traves del modelo de nivel RtI 3 en para apoyar el crecimiento academico y el exito de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Workshop agenda Sign-in sheets Formative: RtI plans and progress monitoring reports Summative: STAAR scores, TPRI/TJL/CPM data, TELPAS, **Staff Responsible for Monitoring:** Campus administrators PreK -5th Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy** - **Population:** ALL TEACHERS - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 - **Revision Date:** January 23, 2020				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tablets, Sensors/Interface Technology, interactive whiteboards, document cameras, student response systems, and graphing calculators in order to differentiate instruction and meet accessibilities / modifications. Utilice la tecnologia de instruccion modelando dentro del contexto de la instruccion en areas basicas del plan de estudios mediante el uso de una variedad de equipos de tecnologia (laboratorios de computacion, tabletas interactivas, sensores / tecnologia de interfaz, pizarras interactivas, camaras de documentos, sistemas de respuesta de los estudiantes y calculadoras graficas para diferenciar la instruccion y cumplir con las accesibilidades / modificaciones. **Milestone's/Strategy's Expected Results/Impact:** 100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda Formative: Classroom observation, PDS Session Evaluations, Summative: STAAR scores, TPRI/Tejas Lee /CIRCLE PM data, TELPAS, mCLASS **Staff Responsible for Monitoring:** Campus administrators Prek - 5th teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** ALL STUDENTS AND TEACHERS - **Start Date:** August 12, 2020 - **End Date:** June 11, 2021 - **Revision Date:** January 23, 2020				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: In an effort to promote physically and emotionally healthy students, the campus will implement CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as sexual abuse of children. En un esfuerzo por promover a los estudiantes fisica y emocionalmente sanos, el el campus implementara el programa CATCH (Enfoque Coordinado para la Salud Infantil), y un SHAC (Comite Asesor de Salud Escolar) que evaluara la implementacion de las iniciativas del distrito, asi como las politicas como el abuso sexual de los ninos. **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom observation, Professional development evaluations Summative: Fitness Gram results **Staff Responsible for Monitoring:** Campus administrators Lead Teachers, PreK to 5 Teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** January 23, 2020				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Parent Trainers and Parent Liaisons educate parents so that they can better assist their children through the educational process and ultimately increase student achievement and attendance. Padres Entrenadores y Padres Los enlaces educan a los padres para que puedan ayudar mejor a sus hijos a traves del proceso educativo y, en ultima instancia, aumentar el rendimiento y la asistencia de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Trainer Visitation Reports, Contact Logs, Benchmark Scores Summative: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates State Assessment Scores **Staff Responsible for Monitoring:** Campus Administrators Parental Involvement Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** PARENTAL INVOLVEMENT STAAFF - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** January 23, 2020				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Los profesores y los para-profesionales certificados complementaran posiciones asignadas del campus de modo que las necesidades de estudiantes de bajo rendimiento se puedan satisfacer con la instruccion individualizada del pequeno grupo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLEPM BOY, MOY Test Results. Summative: TTESS, Job Description/Evaluations, PDS Session Evaluations, State Assessment Results (STAAR, TPRI, Tejas Lee, EOY, mCLASS **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** AT RISK STUDENTS - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** January 23, 2020				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Los maestros de reduccion del tamano de las clases abordaran las necesidades academicas de los estudiantes a traves de la instruccion en grupos pequenos en un esfuerzo por aumentar el rendimiento academico de los estudiantes. (Titulo II-A) El personal del campus y las partes interesadas asistiran a oportunidades en las conferencias nacionales, estatales, regionales y en el distrito para participar en oportunidades de desarrollo profesional basadas en la investigacion que apoyaran estrategias efectivas de reforma transformacional, mejores practicas y aprendizaje de los estudiantes. (Titulo I-A & Titulo II-A) **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Summative: TTESS, Job Description/ Evaluations, State Assessment Scores (STAAR **Staff Responsible for Monitoring:** Principals, Deans of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL STUDENTS AND ALL TEACHERS - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** January 23, 2020				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Teachers will make academic assessment decisions in the following content areas: Reading, Math, Writing, and Science to improve student academic performance and provide after-school tutorial and extended day opportunities for all students. Los profesores tomaran decisiones de evaluacion academica en las siguientes areas de contenido: Lectura, Matematicas, Escritura y Ciencias para mejorar el rendimiento academico de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom observations P.D. Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis meeting PK-5 Summative: STAAR scores TPRI/C-PM scores TELPAS mCLASS CPA's **Staff Responsible for Monitoring:** Campus Administrators, Lead Teachers, PreK through 5 Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL STUDENTS AND ALL TEACHERS - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** January 23, 2020				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Strategies to attract and keep high quality teachers in our school wide campus include the following: Lead teachers stipends, masters degree stipend, health medical insurance,and incentives for teacher appreciation week. Las estrategias para atraer y mantener a los maestros de alta calidad en nuestro campus de toda la escuela incluyen las siguientes: Estipendios de maestros principales, estipendio de maestria, seguro medico de salud e incentivos para la semana de apreciacion de maestros. **Milestone's/Strategy's Expected Results/Impact:** Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Training Evaluations Summative: PDAS, Job Description/ Evaluations, State Assessment Scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL TEACHERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	80%	100%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Librarian and classroom teachers will work collaboratively and ensure participation of the Accelerated Reading Program to improve reading comprehension and fluency in grades 1st-5th as reflected in TPRI/Tejas Lee and STAAR. Los maestros bibliotecarios y de salon de clases trabajaran en colaboracion y garantizaran la participacion del Programa de Lectura Acelerada para mejorar la comprension y la fluidez de la lectura en los grados 1o al 5o, como se refleja en TPRI / Tejas Lee y STAAR. **Milestone's/Strategy's Expected Results/Impact:** Formative Evaluation: Walkthroughs, student work, Library Lesson plans, Circulation Log, AR Participation, Reading Report Cards Grades **Staff Responsible for Monitoring:** Librarian Classroom teachers Dean **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 23, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020 **Need Statements:** Student Learning 1, 2 - School Processes & Programs 4, 5 **Funding Sources:** Reading Materials - 281 ESSER II Grant Funds - 281-12-6329-00-140-Y-99-0CG-Y - $14,000	50%	75%	100%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Core content area maintenance meetings for grades PK - 5 will be held in order to provide training for classroom teachers on instructional strategies and computer-assisted instructional programs to support student learning throughout the school year. Se celebraran reuniones de mantenimiento del area de contenido basico para los grados PK - 5 con el fin de proporcionar capacitacion a los maestros de aula sobre estrategias de instruccion y programas de instruccion asistidos por computadora para apoyar el aprendizaje de los estudiantes durante todo el ano escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: T.O.T. documentation Sign-in sheets Classroom visitation Coaching documentation PDS documentation Summative: PDS Evaluations **Staff Responsible for Monitoring:** Campus administrators Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL TEACHERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	75%	90%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: As per HB 1886, all students in 1st Grade will be screened during MOY testing and all Kinder students will be screened during EOY testing for potential at-risk dyslexia and/or other related disorders. **Milestone's/Strategy's Expected Results/Impact:** Formative: MOY and EOY mClass and TPRI testing **Staff Responsible for Monitoring:** Dean of Instruction Kinder/1st Grade Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Population:** All Kinder and 1st Grade students. - **Start Date:** August 23, 2021 - **End Date:** June 1, 2022	0%	50%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

Student Learning

Need Statement 2: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

School Processes & Programs

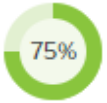
Need Statement 4: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

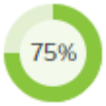
Need Statement 5: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

Goal 1: Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).
Los estudiantes recibiran oportunidades educativas que produciran graduados completos que esten preparados para el futuro, esten listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

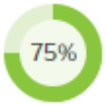
Performance Objective 2: Early childhood performance will increase by 3 percentage points over end-of-year STAAR 2021 results.
El rendimiento en la primera infancia aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano de STAAR 2021.

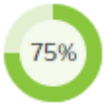
Evaluation Data Sources: TPRI, Tejas Lee, mCLASS, OWL, CPALS, LION and CIRCLE PM

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Campus will support Early Childhood Education and PK 4 in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria (supports Board Goal #1 priority) El Campus apoyara la Educacion de la Primera Infancia y PK 4 con el fin de aumentar la alfabetizacion temprana y la preparacion de la escuela de los estudiantes, las siguientes opciones para programas de alta calidad de 3 anos de edad estaran en su lugar: Titulo I Medio Dia (AM o PM) O sesiones de dia completo para estudiantes que califican bajo los criterios bajos de SES BISD / NINOS Head Start Collaborative para estudiantes que califican bajo los criterios federales de Almuerzo Gratis (apoya el objetivo de la Junta #1 prioridad) **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY C-PM Test results, PK Three Cheers for PK! Student Screening Assessments, CPALLS, PDS Evaluations, Head Start Campus Visits, Walk Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY CPALLS-PM and Three Cheers for PreK screening results **Staff Responsible for Monitoring:** TI-A Three-Year-Old Program Staff, Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PREK 3 STUDENTS - **Start Date:** August 13, 2021 - **End Date:** June 1, 2021 - **Revision Date:** June 2, 2022 **Funding Sources:** Pk4 State Comp. Teachers - 162 State Compensatory - 162-11-6119-00-140-Y-34-000-Y - $87,193, Fringes - 162 State Compensatory - 162-11-6119-00-140-Y-34-000-Y - $13,078.95				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Proporcionar recursos e instruccion asistida por computadora que refuerce la implementacion del plan de estudios y las iniciativas de BISD, incluyendo (pero no limitado a) el desarrollo profesional basado en las necesidades identificadas para la primera infancia. Reading Readiness Learning A-Z Hatch Balanced Literacy Model Cognitive Routines/Strategies 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: CPALLS Data, and Mclass **Staff Responsible for Monitoring:** Campus administrators Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Locally funded Pre-kindergarten Full Day OR half-day sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) Pre-kindergarten full day o sesiones de medio dia financiadas localmente para TODOS los estudiantes a los que no se aplica ningun otro criterio. (apoya el objetivo de la Junta #1 prioridad) **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY C-PM Test results, PK Three Cheers Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, , Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and Three Cheers results **Staff Responsible for Monitoring:** Curriculum and Instruction staff Principals, Deans of Instruction NINOS Head Start Staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PREK 3 STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year-Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Los ninos migrantes de tres anos identificados tendran la oportunidad de inscribirse en el Programa de Tres Anos del Titulo I, Parte A (PK-3) para que puedan recibir la misma experiencia educativa que los estudiantes no migrantes. *Los estudiantes migrantes de tres y cuatro anos que no asistan a la escuela seran invitados a participar en el programa para migrantes en el hogar, A Bright Beginning. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program **Staff Responsible for Monitoring:** Campus Principals/administrators Recruiters Migrant Lead Clerk **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** PREK 3 & 4 MIGRANT STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded. (supports Board Goal #1 priority) Se financiara el personal del Titulo I-A y los servicios de apoyo estudiantil, suministros / equipos para los campus y el departamento. (apoya el objetivo de la Junta #1 prioridad) **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, WalkThroughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results **Staff Responsible for Monitoring:** TI-A Three-Year-Old Program Staff, Principals, Deans of Instruction NINOS Head Start Staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PREK 3 & 4 STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student: teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. (supports Board Goal #1 priority) Apoye la educacion de la primera infancia para aumentar la alfabetizacion temprana y la preparacion de la escuela de los estudiantes con una proporcion de 22: 1 estudiante por maestro con un paraprofesional para las aulas PK3-4 con maestros de apoyo para la instruccion en grupos pequenos segun sea necesario. (apoya el objetivo de la Junta #1 prioridad) **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY C-PM Test results, PK Three Cheers Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, WalkThroughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and Three Cheers results **Staff Responsible for Monitoring:** TI-A Three-Year-Old Program Staff, Principals, Deans of Instruction NINOS Head Start Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** PREK 3 STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

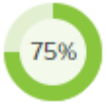
Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Population: Elementary PK-K students Complementar el Programa de Pre-K para proporcionar experiencias de aprendizaje de base con el fin de preparar mejor a los estudiantes en riesgo academicamente. Poblacion: Estudiantes de PK-K de primaria **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:** Campus Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** PREK 3 STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	65%	80%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).
Los estudiantes recibiran oportunidades educativas que produciran graduados completos que esten preparados para el futuro, esten listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

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.
El 80% de los estudiantes estaran en el nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado de aproximacion para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Todos los estudiantes migrantes recibiran utiles escolares apropiados para la calificacion segun sea necesario con el fin de proporcionarles las herramientas necesarias para completar sus tareas en el aula y las tareas escolares; extendiendoles asi la misma oportunidad de enfrentar los desafios academicos de todos estudiantes. Todos los estudiantes migrantes de PFS recibiran servicios de apoyo suplementario antes que otros estudiantes migrantes. tendra la oportunidad de asistir a una Academia de Aprendizaje PFS. Todos los estudiantes migrantes recibiran un paquete de lectura de verano para que puedan continuar afinando sus habilidades de lectura durante los meses de verano. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance **Staff Responsible for Monitoring:** Migrant Funded: Teachers Migrant Counselor Recruiters Campus administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL MIGRANT STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).
Los estudiantes recibiran oportunidades educativas que produciran graduados completos que esten preparados para el futuro, esten listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.
Aumentar el numero de estudiantes en programas co-curriculares y extracurriculares que avanzan en Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes y CTE en un 5% con respecto a la participacion 2019-2020.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level. Los maestros recibiran capacitacion y materiales para promover la participacion en la Competencia robotica a nivel de campus, distrito y regional. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: +Increase number of students in STEM classes Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. **Staff Responsible for Monitoring:** Curriculum Specialists for Math and Science, Science Fair Coordinators, Campus administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL 3RD - 5TH STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	0%	0%	0%	

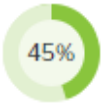
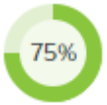
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Los patrocinadores y coordinadores de la Feria de Ciencias recibiran capacitacion y materiales para promover la participacion a nivel de campus, distrito, regional, estatal e internacional al aumentar la conciencia de los estudiantes sobre los conceptos de ciencia, tecnologia, ingenieria y matematicas, construyendo un camino para stem y preparacion para la universidad / carrera. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: Increase number of campus entries **Staff Responsible for Monitoring:** Curriculum Specialists for Math and Science, Science Fair Coordinators, Campus administration, 3 - 5 teachers and sponsor **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** ALL 3RD - 5TH TEACHERS AND STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, UIL Academics, and Night of DI. Las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes se fomentaran a traves de su participacion en los programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional y materiales para promover la participacion en Brainsville Inventions, Chess, Destination Imagination, UIL Academics y Night of DI. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level. +Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels. (4th-5th) 10% increase in student participation at the district level. +UIL Academics (4th-5th) 10% increase in student participation at the district and state level. **Staff Responsible for Monitoring:** Campus Teachers Campus Administration Campus Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Grades K-5 teachers and students (especially G/T identified students) - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020 **Funding Sources:** TRAVEL & SUBSISTENCE - STUDENTS - 199 Local funds - 199-11-6412-00-140-Y-11-000-Y - $1,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. Los maestros recibiran desarrollo profesional y materiales para promover la participacion en las actividades de votacion de los ninos de Brownsville. Los patrocinadores del Dia de la Historia, los patrocinadores de simulacros de juicio y los presidentes de departamento recibiran capacitacion durante todo el ano para aumentar la participacion en la competencia a nivel distrital, regional, estatal y nacional. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. **Staff Responsible for Monitoring:** Campus Administrators, Social Studies Specialists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** K- 5TH TEACHERS AND STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level. Los maestros recibiran capacitacion y materiales para promover la participacion en la American Mathematics Competition (AMC) y Mathcounts a nivel de campus, distrito y regional. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. **Staff Responsible for Monitoring:** Campus administrators, Social Studies Specialists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL 3RD - 5TH TEACHERS AND STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary schools will participate in. El Departamento de Curriculo e Instruccion sera el anfitrion del Plan anual de deletreo del distrito en el que participaran todas las escuelas primarias. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL 3RD - 5TH STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: In-school opportunities and after school clubs to learn coding for 4TH and 5th grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. oportunidades en la escuela y clubes despues de la escuela para aprender codificacion para los estudiantes de 4to y 5to grado. El enfoque de esta iniciativa estara en los beneficios duraderos de la construccion de los siguientes conjuntos de habilidades: Pensamiento logico, Resolucion de problemas, Persistencia, Colaboracion y Comunicacion. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Club rosters Payroll forms Classroom project. Student competitions Test scores Summative Impact: EOY data for student competition participation and performance **Staff Responsible for Monitoring:** Teachers, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** 4TH & 5TH GRADE STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Los estudiantes de bellas artes desarrollaran el pensamiento critico y las habilidades multitarea, y la creatividad, el trabajo en equipo y el caracter al participar en concursos de UIL, concursos de TMEA, concursos que no son de UIL, exposiciones, eventos de distrito / comunidad y actuaciones publicas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases **Staff Responsible for Monitoring:** Campus administrators Campus directors and teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL K- 5TH STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Los empleados migrantes del campus proporcionaran apoyo suplementario a la PFS y a los estudiantes migrantes solamente, con el fin de mejorar la defensa, el estimulo y el apoyo a las necesidades especiales de los estudiantes migrantes segun lo delineado por la Ley NCLB de 2001 (Ley Publica 07-110) Seccion 1301-1309 y se asegurara de que los estudiantes migrantes participen activamente en el Club de Migrantes , recibir la asistencia necesaria para las tareas escolares y socializar con otros estudiantes migrantes durante todo el ano escolar en curso. **Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades Summative: +End of year state assessment scores **Staff Responsible for Monitoring:** Campus Principals Migrant Campus Clerks Migrant Teachers DMC MS **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL PFS AND MIGRANT STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	45%	60%	90%	

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All campus program areas will purposely promote energy savings activities to support implementation of the district's energy savings plan. **Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** CAMPUS FACILITIES - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	75%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. **Milestone's/Strategy's Expected Results/Impact:** Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL CAMPUS FACILITIES - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	75%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Presented draft plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Campus will provide a clean and safe school environment. **Milestone's/Strategy's Expected Results/Impact:** Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Population:** ALL STUDENTS AND STAFF - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020 **Funding Sources:** GENERAL SUPPLIES - MAINTENANCE AND OPERATIONS - 199 Local funds - 199-51-6399-00-140-Y-99-000-Y, EXTRA DUTY PAY/OVERTIME-SUP PE - CUSTODIANS - 199 Local funds - 199-51-6121-47-140-Y-99-000-Y - $100, GENERAL SUPPLIES - 199 Local funds - 199-51-6399-44-140-Y-99-000-Y - $1,000, SUPPLIES FOR MAINTENANCE & OPERATIONS - 199 Local funds - 199-51-6315-00-140-Y-99-000-Y - $5,000	✕	✕	✕	

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Campus will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure report **Staff Responsible for Monitoring:** Campus Administration SBDM Committees **ESF Levers:** Lever 3: Positive School Culture - **Population:** CAMPUS STATEHOLDERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The Campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. **Milestone's/Strategy's Expected Results/Impact:** Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan **Staff Responsible for Monitoring:** Campus administration HR Administration **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** high poverty/ high minority/ low performing campuses students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	85%	95%	

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. **Milestone's/Strategy's Expected Results/Impact:** Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** SBDM Committees campus administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** CAMPUS FACULTY AND STAFF - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	75%	95%	

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will promote the history and origins along with current accomplishments weekly through the website and media venues. **Milestone's/Strategy's Expected Results/Impact:** Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** CAMPUS STAKEHOLDERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	35%	75%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. **Milestone's/Strategy's Expected Results/Impact:** Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** CAMPUS STAKEHOLDERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	75%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will update websites at least monthly including showcasing student and community activities. Population: Campus Stakeholders Timeline: Aug. 2019 - July 2020 Need: Decreasing enrollment/ Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results **Staff Responsible for Monitoring:** Campus Administration	60%	75%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase Parent and Community awareness of Distribution of Campus Wide Attendance Initiatives held each semester by Pupil Services Department. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Published list of campuses receiving awards, Awarding of donated funds and prizes Summative impact: +Increased PEIMS District and Attendance Percentage rates. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Campus will provide information through various media on the District of Innovation Plan. **Milestone's/Strategy's Expected Results/Impact:** Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar **Staff Responsible for Monitoring:** Public Information Officer, Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** CAMPUS STAKEHOLDERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	55%	60%	85%	

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

Evaluation Data Sources: data for 2019-2020 and 2020-2021, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data .

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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 referrals **Staff Responsible for Monitoring:** Campus Behavior Coordinators, Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** :All Students/parents; campus personnel - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data **Staff Responsible for Monitoring:** RtI Administrator/Commitee Campus RtI Administrator Campus Counselor Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL AT RISK STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	85%	90%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC. **Staff Responsible for Monitoring:** Special Services Administration BAC Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** ALL AT RISK STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	0%	0%	0%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus. **Staff Responsible for Monitoring:** Guidance & Counseling Administrator, Campus Behavior Coordinator and/or designee, Campus adminsitrator **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	0%	0%	0%	

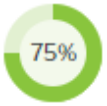
0% No Progress 100% Accomplished Continue/Modify Discontinue

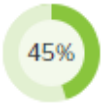
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for Out of school (OSS) and In school suspension (ISS) will decrease by 3% for 2020-2021 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All new teachers will be provided with training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. **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 compared to previous school year. **Staff Responsible for Monitoring:** Behavior Specialists Campus RtI Administrator and RtI committee Campus Counselor Campus administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** ALL TEACHERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	75%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Security Services Administrator Campus administrators **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL TEACHERS, STAFF, AND ADMINISTRATORS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS placements for special populations. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ISS placements of special education and other targeted student groups will decrease by 5% at the campus level Summative Impact: PBMAS (now on DVM Discipline indicators for 2019) discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** RTI Administrator, Campus administrators **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL AT RISK STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. Bullying/harassment Sexual Harassment Guardian Internet Safety Drug, Alcohol, Tabaco Awareness Truancy Suicide Prevention Personal Safety Academic Achievement Mental Health and Wellness Social & Emotional Learning College & Career Planning **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:** Guidance & Counseling Department **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS, TEACHERS, PARENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	55%	80%	90%	

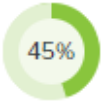
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Target proactive strategies that will reduce disproportionate OSS/ISS placements for SPED population. **Milestone's/Strategy's Expected Results/Impact:** Reduce ISS/OSS placement of SPED population by 3%. **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** SPED - **Start Date:** June 1, 2021 - **End Date:** June 1, 2022	50%	75%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

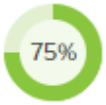
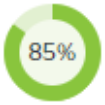
Performance Objective 3: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2020 **Staff Responsible for Monitoring:** Security Services Department **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS AND TEACHERS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Place and assign security officers throughout the year at the campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place **Staff Responsible for Monitoring:** Security Services Department, campus adminsitrations **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Sexual Harassment, Truancy, Emergency Operations Plan (EOP)-Safety Procedures **Milestone's/Strategy's Expected Results/Impact:** Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Security Services Administration, Guidance and Counseling Administration, and Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS/TEACHERS/STAFF/PARENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills. **Staff Responsible for Monitoring:** Security Services Campus Administration **Population:** ALL STUDENTS/TEACERHS AND STAFF - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

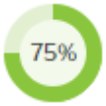
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The campus initiate professional train the trainers for teaching campus faculty and staff appropriate procedures for all hazards with turn around of training within one month of TOT during 2020-21. **Milestone's/Strategy's Expected Results/Impact:** Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT **Staff Responsible for Monitoring:** Security Services Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** Campus faculty and staff - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)
La Junta de Sindicos, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Capitulo 4, Obj. 1)

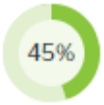
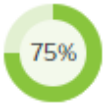
Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.
Habra un aumento del 5% de los padres involucrados en las actividades de participacion de los padres del campus / distrito de 2020-2021 a 2021-2022.

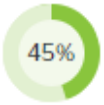
Evaluation Data Sources: Formative:
Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus
Summative:
Increase % parent participation
Increase % student attendance
Increase student STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ben Brite Elementary will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. * Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus. * Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance. * Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate. Ben Brite Elementary continuara financiando un enlace con los padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan los problemas y las expectativas que afectaran las necesidades academicas y de asistencia de sus hijos. * Realizar contactos de padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentar el historial de contacto con los padres para fines de asistencia y contactos de padres en eSchoolPlus. * Parent Liaisons establecera una estacion para padres con un dosel facilmente identificable para obtener firmas de padres en formularios de distrito, conferencias de padres y actividades en la acera relacionadas con el compromiso y la asistencia de los padres y la familia. * Cargar y almacenar la documentacion de los requisitos de cumplimiento del Titulo I-A y de otras actividades principales en la caja del Titulo I. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020 **Need Statements:** School Processes & Programs 7 - Perceptions 3 **Funding Sources:** - 211 Title I-A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ben Brite Elementary will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Ben Brite Elementary will conduct a parent/teacher conference to review the S-P-S Compact. Ben Brite Elementary desarrollara y difundira la Politica de Participacion de Padres y Familias y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y publicara en el sitio web del campus en ingles y espanol. Ben Brite Elementary llevara a cabo una conferencia de padres y maestros para revisar el Pacto S-P-S. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Dean, TST, Principal **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL PARENTS - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees. Parents will participate in the annual review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan (Goal 6) Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en el campus; DPAC, SBDM y otros comites escolares. Los padres participaran en la revision anual y/o revision de lo siguiente para asegurar que se cumplan los requisitos del programa: *Politica de participacion de padres y familias *Pacto Escuela-Padre-Estudiante *Plan de Mejora del Campus (Objetivo 6) **Milestone's/Strategy's Expected Results/Impact:** Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, **Staff Responsible for Monitoring:** Parents , campus Staff, parent liaison. **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL PARENTS - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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. Create partnerships through a campus volunteer program. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Invitar a las agencias/organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas. Crear asociaciones a traves de un programa de voluntariado en el campus. Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos en apoyar las metas del distrito / campus para aumentar el exito de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative results: MOU's/Agreements,Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets Summative impact: +Increased Partnerships and Parent Volunteers by 5% **Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator and Staff Public Information Officer Human Resource Specialist **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL PARENTS AND COMMUNITY - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020 **Funding Sources:** Incentives, Awards - 162 State Compensatory				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas: * Building Capacity through training using appropriate equipment and materials for parent and community access to resources * College Readiness * Community agencies and organizations resources * Drop-out and Violence Prevention * Early Childhood Literacy Strategies * Effective teaching strategies in content areas * Health and Wellness Education * Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life * Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc. Proporcionar horarios de reunion flexibles para las oportunidades de educacion para padres a traves de conferencias para padres y sesiones de capacitacion para padres para abordar las necesidades y / o preocupaciones, pero no limitado a las siguientes areas: * Creacion de capacidad mediante la capacitacion utilizando el equipo y los materiales apropiados para el acceso de los padres y la comunidad a los recursos * Estrategias de alfabetizacion en la primera infancia * Estrategias de ensenanza eficaces en areas de contenido * Educacion para la salud y el bienestar * Procesos, procedimientos y servicios de educacion especial, salvaguardias procesales y transicion a la vida postsecundaria * Recursos y apoyos especiales de poblacion para estudiantes bilingues, dislexia, G.T., migrantes y en riesgo, etc. * Preparacion para la universidad * Recursos de agencias y organizaciones comunitarias * Desercion escolar y prevencion de la violencia * Estrategias de alfabetizacion en la primera infancia **Milestone's/Strategy's Expected Results/Impact:** Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions **Staff Responsible for Monitoring:** Principals Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL PARENTS - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The Parent Liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. El enlace con los padres y /o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las mejores practicas cientificas y basadas en la investigacion mas recientes para apoyar mejor la instruccion, mejorar la comprension, proporcionando asi un apoyo complementario mas completo a los estudiantes y las familias. **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 **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL PARENTS - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020 **Funding Sources:** GENERAL SUPPLIES - COMMUNITY - 211 Title I-A - 211-61-6399-00-140-Y-30-0F2-Y - $900, EMPLOYEE TRAVEL - COMMUNITY - 211 Title I-A - 211-61-6411-00-140-Y-30-OF2-Y - $900, MISC. OPERATING COSTS - 211 Title I-A - 211-61-6499-53-140-Y-30-0F2-Y - $900				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. El personal de participacion de padres y familias, migrantes y padres tendran la oportunidad de asistir a capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las ultimas estrategias de instruccion cientificas basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension, proporcionando asi un apoyo suplementario mas completo a los estudiantes y las familias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments **Staff Responsible for Monitoring:** Parents , campus Staff, parent liaison. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parent and Family Engagement and Migrant funded Staff and Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Proporcionar capacitacion a los padres para construir relaciones entre la familia, los miembros de la comunidad y el personal de la escuela que fomenten el aumento del rendimiento estudiantil en riesgo, al tiempo que disminuyen las tasas de retencion a traves de la confianza y la colaboracion; reconocer la gama de necesidades familiares, asi como las diferencias de clase y culturales y fomentar la comprension y el respeto entre todos los involucrados. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Session Evaluations, Meeting Minutes, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report and State Assessment Scores +Increased parental participation +Decreased Discipline Referral **Staff Responsible for Monitoring:** Parent and Family Engagement Staff **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL PARENTS - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020	55%	65%	85%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the Campus webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers. El plan de participacion familiar en la primera infancia se implementara en todos los campus de primaria. Se vinculara a la pagina web del Campus y sera difundido por los enlaces de padres y los maestros de pre-kindergarten. **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 Pre-K program **Staff Responsible for Monitoring:** Curriculum Early Childhood staff Campus principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** all Pre-kindergarten faculty, staff and parents - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	100%	100%	100%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Parents of migrant PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. *Migrant parents will be provided with strategies and means to access reading and math resources to support their children. Population Timeline: Aug. 2019 -July 2020 Los padres de los estudiantes migrantes de PK-2o grado recibiran sesiones mensuales sobre como acceder a recursos para apoyar academicamente a sus hijos de manera mas efectiva, especialmente para la alfabetizacion. *A los padres migrantes se les proporcionaran estrategias y medios para acceder a recursos de lectura y matematicas para apoyar a sus hijos. poblacion Cronologia: agosto de 2019 -julio de 2020 **Milestone's/Strategy's Expected Results/Impact:** Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate **Staff Responsible for Monitoring:** campus administrators, parent liaison. **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** PFS and Migrant Student and Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Los empleados de migrantes del campus se coordinaran con el Enlace de Padres Migrantes para llevar a cabo un minimo de dos reuniones de padres migrantes para proporcionar a los padres migrantes informacion actualizada sobre el progreso academico de los estudiantes y la graduacion a tiempo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities **Staff Responsible for Monitoring:** District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL MIGRANT PARENTS - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Migrant funded parent liaison will assist the campuses by providing awareness sessions to migrant parents upon request during the campuses monthly meetings in order to keep them current with migrant issues that may be impacting their children's academic special needs. El enlace de padres financiado por migrantes ayudara a los campus al proporcionar sesiones de concientizacion a los padres migrantes que lo soliciten durante las reuniones mensuales de los campus para mantenerlos al dia con los problemas de los migrantes que pueden estar afectando las necesidades academicas especiales de sus hijos. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Sign in sheets Summative: +3% Increase in participation on PAC Meetings +Increase on-time graduation +Parents surveyed with greater understanding of migrant program **Staff Responsible for Monitoring:** Campus Migrant Coordinator Migrant Parent Liaison Campus administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL MIGRNAT PARENTS - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** January 23, 2020	55%	70%	90%	

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

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 7: Increase parent attendance at campus weekly educational meetings and Title I Parent meeting by providing more invitations via flyers and School Massenger **Data Analysis/Root Cause**: Increase parent attendance from 2020-2021/Agendas, sign-in sheets, parent surveys
Perceptions
Need Statement 3: Increase parent attendance at campus weekly educational meetings and Title I Parent meeting by providing more invitations via flyers and School Massenger **Data Analysis/Root Cause**: Increase parent attendance from 2020-2021/Agendas, sign-in sheets, parent surveys

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate 5 percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams. **Staff Responsible for Monitoring:** District Lead Teachers, Principals, Deans/ Deans, Lead Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All teachers teaching core content and special education, dyslexia, and other academic areas - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020	60%	75%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR assessment scores by 5 percentage points. **Staff Responsible for Monitoring:** Specialists/ District Lead Teachers Principals/ Deans Campus teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** All G/T sub-population students and teachers for these students in core content areas and Special Education - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide respective teachers with training for selected resources to adequately implement the district K-5 Science, Technology, and Mathematics initiative and STEM program. **Milestone's/Strategy's Expected Results/Impact:** Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, walkthroughs will indicate implementation of developed project-based learning experiences. **Staff Responsible for Monitoring:** Lead Teachers, Principals/Deans, Campus Lead Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** : Pilot STEAM Teachers - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. **Milestone's/Strategy's Expected Results/Impact:** Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, mCLASS **Staff Responsible for Monitoring:** Principals and Deans Curriculum Specialist, **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL TEACHERS - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) **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 **Staff Responsible for Monitoring:** Special Programs Administrator and Supervisors Principals, Deans of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** PK-3 to 5th teachers - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities. **Staff Responsible for Monitoring:** Special Programs Administrator and Supervisors Principals, Deans of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** PK-3 to 4 faculty and staff - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020	50%	70%	95%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Fine arts students and teachers will be provided professional development training annually. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions **Staff Responsible for Monitoring:** Campus directors and teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** all K-5 students and teachers - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020	35%	80%	90%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skill. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments **Staff Responsible for Monitoring:** Campus Coordinator Campus Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Migrant support staff - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020	30%	60%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, and decrease the retention .Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance **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/EOC and At-risk Retention **Staff Responsible for Monitoring:** Principals, Deans of Instruction State Compensatory Education and Homeless Youth **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students, At-risk Students - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** January 23, 2020	60%	80%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Campus staff will participate in required on-going trainings related to trauma informed care and safety .

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers, principal, and counselors will support a multi-tiered system of support (MTSS) that addresses school climate, the social-emotional learning, and trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders **Population:** All faculty and staff - **Start Date:** June 1, 2021 - **End Date:** June 1, 2022 - **Revision Date:** November 16, 2020	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders **Population:** All staff - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** November 16, 2020	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. The campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting of presentations Summative: end of year reports trainings **Staff Responsible for Monitoring:** Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders **Population:** All faculty and staff - **Start Date:** August 16, 2021 - **End Date:** June 1, 2022 - **Revision Date:** November 16, 2020	100%	100%	100%	

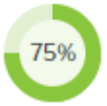
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CPI training for staff members and administration to address SPED and de-escalation. **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** CPI Staff and Admin - **Start Date:** May 26, 2021 - **End Date:** June 1, 2022	0%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Technology-based instruction using a variety of hardware and software will be utilized to provide students easy-to-access information, promote accelerated learning instruction, address the gaps in students who are at risk through adaptive, personalized, flexible and supplemental learning such as (computer labs, laptops, interactive panels, document cameras, projectors, Ipads,) etc.

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 1: 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 through a variety of technology equipment and resources that will promote rigorous instruction to help close achievement gaps in student learning.
Specific settings and purchasing include but are not limited to:
Computer labs
Interactive tablets
Sensors/Interface Technology
Interactive panels
Printers
Projectors
Document cameras
Computers, Laptops, I-Pads, Chrome Books, Charging cart
Student response systems
Graphing calculators
Joey Carts/equipment
E-Books
Educational Software

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, TELPAS, and mCLASS.
The district will have a 5 percentage point increase in the number of students meeting the 2021 state assessment passing standards.

Staff Responsible for Monitoring: District
Lead Teachers,
Principals/Deans,
Dept Chairs &
Campus Lead
Teachers,
Technology Service
Staff

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** ALL STUDENTS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** January 25, 2021

Need Statements: Student Learning 1, 2 - School Processes & Programs 4, 5

Funding Sources: FIXED ASSETS - 162 State Compensatory - 162-11-6398-62-140-Y-30-000-Y - $14,400, EQUIPMENT UNDER 5,000 - 211 Title I-A - 211-11-6399-62-140-Y-30-0F2-Y - $64, ComicPlus eBooks - 281 ESSER II Grant Funds - 281-12-6922-00-131-Y-99-0CG-Y - $701.25

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera
Need Statement 2: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR
School Processes & Programs
Need Statement 4: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera
Need Statement 5: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning. Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The District will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. **Milestone's/Strategy's Expected Results/Impact:** Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data **Staff Responsible for Monitoring:** Campus Administration **Start Date:** July 5, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 4	70%	80%	90%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Need Statements:

Student Learning
Need Statement 1: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera
School Processes & Programs
Need Statement 4: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In order to ensure appropriate WIFI connectivity for all stakeholders, campus will provide hotspots. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Hotspot for appropriate connectivity of wireless networks Summative Results: Hotspots for appropriate connectivity of wireless networks **Staff Responsible for Monitoring:** Campus Administration Campus TST **Start Date:** July 5, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 4				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Need Statements:

Student Learning
Need Statement 1: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera
School Processes & Programs
Need Statement 4: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress **Staff Responsible for Monitoring:** Campus Administration **Start Date:** July 5, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 2 - School Processes & Programs 5				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Need Statements:

Student Learning
Need Statement 2: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR
School Processes & Programs
Need Statement 5: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.
Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Campus Administration **Start Date:** July 5, 2021 - **End Date:** June 30, 2022	50%	75%	90%	

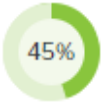
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Campus Administration Counselors **Start Date:** July 5, 2021 - **End Date:** June 30, 2022	50%	70%	85%	

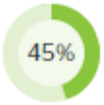
0% No Progress 100% Accomplished Continue/Modify Discontinue

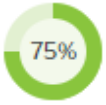
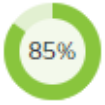
Goal 8: Technology will be implemented and utilized to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Campus will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning. Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. Population: All Educators & Students Timeline: JULY 2020- JULY 2021 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: 1.Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS **Staff Responsible for Monitoring:** Tech Services Professional Development Adm. Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL TEACHERS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** January 25, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Campus will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Survey of staff Summative Results: Survey EOY report **Staff Responsible for Monitoring:** Campus Administration **Start Date:** July 5, 2021 - **End Date:** June 30, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Dean of Instruction **Start Date:** July 5, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 2 - School Processes & Programs 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Need Statements:

Student Learning
Need Statement 2: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

School Processes & Programs
Need Statement 5: Provide teachers with additional supplemental instructional resources, technology equipment, technology software, and staff development in order to increase fluency and rigor to increase student achievement and progress. **Data Analysis/Root Cause**: Student work; walk throughs, sing-in sheets, agenda, reports cards, District/Campus Assessment Data, and STAAR

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. **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 5. Improved fidelity of software use Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. District/Campus Benchmarks **Staff Responsible for Monitoring:** Special Programs Adm. Tech Services Adm. Campus Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** ALL STUDENTS - **Start Date:** July 5, 2021 - **End Date:** June 30, 2022 - **Revision Date:** January 23, 2020				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

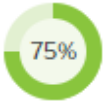
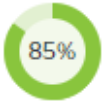
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a plan for change that addresses these components, and others that may arise during the needs assessment. Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success. Accelerate creation of plan to address COVID 19 learning losses. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee agendas and minutes Summative Results: Agendas **Staff Responsible for Monitoring:** Administration **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 - **Revision Date:** May 27, 2021	0%	60%	85%	

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)
A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 95.09% with a target of 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.
Aumente la tasa general de asistencia al campus a 95.09% con un objetivo de 97.5% para las escuelas primarias y mejore la tasa de asistencia de estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PEIMS Training on the implementation of new TSDS statewide system for Student Accounting will be provided to new Campus staff. Population: Campus attendance Personnel Timeline: 2019 Fall Semester Peims capacitacion sobre la implementacion del nuevo sistema estatal de TSDS para la contabilidad de estudiantes se proporcionara al nuevo personal del campus. Poblacion: Personal de asistencia al campus Cronologia: Semestre de Otono 2019 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PEIMS Sign-In Sheets, PEIMS Reports Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors **Staff Responsible for Monitoring:** PEIMS Administrator and Staff, Campus Administration Campus Attendance Personnel **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. Para reducir el ausentismo estudiantil, el personal del campus sera proactivo al monitorear la asistencia de los estudiantes y despues de la 3a ausencia del estudiante, comience las Medidas Preventivas de Absentismo Escolar (TPM, por sus) que incluyen la emision de un "Plan de Asistencia estudiantil" para los padres y el estudiante durante las conferencias de padres celebradas en la escuela para evitar mas ausencias de los estudiantes. **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:** Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons **ESF Levers:** Lever 3: Positive School Culture - **Population:** all Student with absenteeism T - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available.				

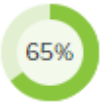
Distribucion de incentivos del campus al final de cada semestre a todos los campus que cumplan con las metas de asistencia estudiantil del distrito de donaciones disponibles. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates **Staff Responsible for Monitoring:** Pupil Services Administrator PEIMS Administrator Campus Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	60%	60%	85%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)
A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

Performance Objective 2: The campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.
Los campus desarrollaran estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum - **Targeted Support Strategy** - **Population:** AT RISK STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020 **Funding Sources:** SSI TUTORIAL - 162 State Compensatory - 162-11-6118-00-140-Y-24-SSI-Y - $5,779.90, PROFESSIONAL EXTRA DUTY PAY/FRINGES - 162 State Compensatory - 162-11-6118-00-140-Y-30-000-Y - $21,238, COPY PAPER - 162 State Compensatory - 162-11-6396-00-140-Y-30-000-Y - $920, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-16-140-Y-30-000-Y - $920, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-140-Y-30-000-Y - $8,436, RECLASSIFIED TRANSPORTA EXP/EX - FIELD TRIPS - 199 Local funds - 199-11-6494-00-140-Y-11-000-Y - $1,000, MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-23-6499-53-140-Y-99-000-Y - $4,500, AWARDS - RIBBONS, CERTIFICATES, PLAQUES - 199 Local funds - 199-11-6498-00-140-Y-11-000-Y - $1,000, GENERAL SUPPLIES-HEALTH SERVICE - 199 Local funds - 199-33-6399-00-140-Y-99-000-Y, GENERAL SUPPLIES-HEALTH SERVICE - 199 Local funds - 199-33-6399-65-140-Y-99-000-Y, MISCELLANEOUS OPERATING COSTS-AWARDS - 199 Local funds - 199-11-6498-00-140-Y-11-000-Y - $2,500, MISCELLANEOUS OPERATING COSTS - EX. ADVERTISING, GRADUATION EXPENSES - 199 Local funds - 199-11-6499-53-140-Y-11-000-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide campus with additional core area Teachers that will offer supplemental instruction during after-school programs to at-risk students in order to improve student achievement, increase attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary, At-risk Students Timeline: Aug. 2019 -July 2020 Proporcionar al campus maestros adicionales del area central que ofreceran instruccion complementaria a los estudiantes en riesgo para mejorar el rendimiento de los estudiantes, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion. Poblacion: Estudiantes de primaria en riesgo Cronologia: agosto de 2019 -julio de 2020 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Campus Administration	55%	60%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Proporcionar a los Decanos de Instruccion que lleven a cabo sesiones regulares de desarrollo profesional basadas en la investigacion con el fin de capacitar y retener a personal altamente calificado que tendra un impacto positivo en el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuira las tasas de retencion y la tasa de desercion. **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/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** AT RISK STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	65%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. Complemente el Programa de Dislexia para proporcionar intervenciones de lenguaje y alfabetizacion (segun sea necesario) para mejorar el rendimiento de los estudiantes, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion escolar. **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:** Campus Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Elementaryl At-risk Students; Dyslexic Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	55%	80%	90%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Proporcionar instruccion basada en computadoras en el plan de estudios de la fundacion y dispositivos asistidos por adaptacion para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, , and Completion Rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** AT RISK STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	60%	70%	90%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. El progreso academico de los estudiantes de 1er grado sera monitoreado por personal financiado por migrantes para garantizar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al 2do grado. **Milestone's/Strategy's Expected Results/Impact:** Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: Assessment results Increased promotion rates **Staff Responsible for Monitoring:** Campus Principals Migrant Funded teachers DM Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** 1ST MIGRANT STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	50%	85%	95%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Elementary migrant students will have an equal opportunity to attend the school campus summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de la escuela de verano del campus de la escuela para garantizar la promocion si es necesario o para participar en el programa de verano de enriquecimiento para migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance **Staff Responsible for Monitoring:** Campus Principals Migrant Teachers Migrant Clerks MSC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** MIGRANT STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020	45%	70%	85%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Campus counselor will monitor and coordinate intervention programs to improve student achievement, attendance, and reduce the retention rate and dropout rate. SCH. CULT. #2,3,7 El consejero del campus supervisara y coordinara los programas de intervencion para mejorar el rendimiento y la asistencia de los estudiantes y reducir la tasa de retencion y desercion. SCH. CULTO. # 2,3,7 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** counselor Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020 **Funding Sources:** GENERAL SUPPLIES - COUNSELOR - 199 Local funds - 199-31-6399-00-140-Y-99-000-Y				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and tri-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child. Capacitacion anual de Respuesta a la Intervencion (RtI) sobre el Modelo RtI 3 para el personal del campus y reuniones tres-semanales con el equipo de RtI Core para monitorear el progreso academico de los estudiantes y apoyar al personal docente con toda la documentacion necesaria para el exito de la intervencion temprana. Tiempo de aprendizaje adicional para cumplir con los estandares y asistencia adicional que se adapta a cada nino. **Milestone's/Strategy's Expected Results/Impact:** Walkthroughs PDS Sessions RTI Meetings Tango Progress Monitoring Summative: PDS Evaluations Transcripts Feedback **Staff Responsible for Monitoring:** Teachers SPED Teachers Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** General Ed Teachers - **Start Date:** August 12, 2021 - **End Date:** June 1, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 4	50%	70%	90%	

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

Performance Objective 2 Need Statements:

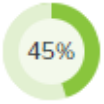
Student Learning
Need Statement 1: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera
School Processes & Programs
Need Statement 4: Increase student acheievement and STAAR Assessment scores amongst ALL students through the use of the core curriculum, instructional technology, and additional resources and instructional materials **Data Analysis/Root Cause**: STAAR scores TPRI/TJL/CPALLS Data TELPAS and TERRA NOVA/Supera

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)
A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 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.

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To promote physically and emotionally healthy students, the campus will utilize the -CATCH (Coordinated Approach to Child Health) program, and sexual abuse of children. Para promover estudiantes saludables fisica y emocionalmente, el campus utilizara la -CATCH (Enfoque coordinado de la salud infantil), y abuso sexual de ninos. **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:** Campus administrators, Campus Lead Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** - **Population:** ALL STUDENTS - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020 **Funding Sources:** GENERAL SUPPLIES - HEALTH - 211 Title I-A - 211-33-6399-00-140-Y-30-0F2-Y - $43				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). La asistencia en la planificacion y ejecucion del programa de salud general a nivel del campus, en un esfuerzo por mejorar la salud general de los estudiantes, lo que aumenta la asistencia y el rendimiento academico de los estudiantes, sera realizada por los servicios de salud (enfermeras). **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. **Staff Responsible for Monitoring:** Health Services Administrator, Campus administration **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** - **Population:** District Health Services and Campus Nurses (licensed medical professional RN and LVN). - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** January 23, 2020 **Funding Sources:** GENERAL SUPPLIES - NURSE - 199 Local funds - 199-33-6399-00-140-Y-99-000-Y, GENERAL SUPPLIES - NURSE - 199 Local funds - 199-33-6399-65-140-Y-99-000-Y				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Brite Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 2.5
Brief Description of SCE Services and/or Programs

Personnel for Brite Elementary

Name	Position	FTE
ANABEL SALAZAR	PRE-KINDER TEACHER	0.5
DELIA BATTISTA	PRE-KINDER TEACHER	0.5
MICHELLE YBARRA	PRE-KINDER TEACHER	0.5
ROSA CERVANTES	DEAN OF INSTRUCTION	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

Meetings that were held to review data and re-assess progess:

May 24, 2021

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

May 24, 2021

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

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

2.4: Opportunities for all children to meet State standards

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

opportunities across the campus.

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

The SBDM Committee Members (please refer to committee memeber plan) and the following parents assisted with the development of the Parent and Family Engagement Policy:

Rosario Velez - parent

Ana Gonzalez - parent

Gloria Ruiz - parent

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

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

3.2: Offer flexible number of parent involvement meetings

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

Title 1 meetings - September 16 and/or October 28, 2021

Examples: on campus and other district sites

Campus: Wednesdays at 1:00 p.m. and once a month at 5:30 pm.

Title I Personnel

Name	Position	Program	FTE
DELIA WERBISKI	PRE-KINDER 4 AIDE	TITLE I-A AIDE	1
JESUS GARZA	2nd GRADE AIDE	TITLE-A AIDE	1
KRISTA PENA	NURSE	TITLE 1-A	.40
LETICIA LONGORIA	PARENT LIAISON	TITLE-I-A	1
ROSARIO GOMEZ	LIBRARY AIDE	TITLE I-A AIDE	1

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nicole Clint	PRINCIPAL
Non-classroom Professional	Rosa Cervantes	ASSISTANT PRINCIPAL
Facilitator	Grisel Gonzalez	DEAN OF INSTRUCTION
Classroom Teacher	SANDRA BARREDA	2ND GRADE TEACHER
Classroom Teacher	OLGA ZAMORA	1ST GRADE TEACHER
Special Programs Teacher	ALICIA TREVINO	SP.ED. TEACHER
Classroom Teacher	Irma Olvera	5TH GRADE TEACHER
Classroom Teacher	PERLA GOMEZ	KINDER TEACHER
Classroom Teacher	DAHLIA MENDOZA	PREK TEACHER
Classroom Teacher	DENISE RAMIREZ	4TH GRADE TEACHER
Business Representative	REBECCA SANCHEZ	BUSINESS REP.
Community Representative	VICENTE MENDEZ	COM. REP.
Community Representative	JOEY TAMAYO	COM. REP.
Parent	ROSARIO VELEZ	PARENT
Non-classroom Professional	JESUS GARZA	PREK Paraprofessional
Classroom Teacher	ANABEL SALAZAR	PREK4 TEACHER
Classroom Teacher	GABRIELA PINEDA	3RD GRADE TEACHERS
Classroom Teacher	Alma Prado	BI TEACHER
Non-classroom Professional	ROEL RAMIREZ	Clerical Assistant II
Parent	Ana Gonzalez	Parent
Parent	Gloria Ruiz	Parent
Business Representative	JOSH OLAZARAN	SALESMAN
District-level Professional	Sandra Lopez	AA
Counselor	Liliana Hernandez	Counselor

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	EMPLOYEE TRAVEL AND RELATED COSTS DURING CONFERENCES AND SEMINARS	199-23-6411-23-140-Y-99-000-Y	$1,000.00
1	1	1	EXTRA DUTY PAY/OVERTIME-SUP-PE - PARAPROFESSIONAL OVERTIME	199-23-6121-00-140-Y-99-000-Y	$500.00
1	1	1	GENERAL SUPPLIES -INSTRUCTION	199-11-63-99-00-140-Y-11-000-Y	$9,119.00
1	1	1	GENERAL SUPPLIES - INSTRUCTION	199-11-63-99-00-140-Y-11-000-Y	$0.00
1	1	1	TEMPORARY HELP	199-11-6126-00-140-y-11-000	$0.00
1	1	2	COPY PAPER	199-11-6396-00-140-Y-11-000-Y	$0.00
1	1	2	GENERAL SUPPLIES - CONSUMABLES	199-11-6399-00-140-Y-11-000-Y	$0.00
1	1	2	READING MATERIALS AND LIBRARY BOOKS	199-12-6329-00-140-Y-99-000-Y	$0.00
1	1	2	GENERAL SUPPLIES	199-12-6399-00-140-Y-99-000-Y	$0.00
1	1	2	GENERAL SUPPLIES	199-11-6399-45-140-Y-11-000-Y	$700.00
1	1	2	GENERAL SUPPLIES-CONSUMABLES	199-23-6399-00-140-Y-99-000-Y	$1,500.00
1	4	3	TRAVEL & SUBSISTENCE - STUDENTS	199-11-6412-00-140-Y-11-000-Y	$1,000.00
2	2	1	GENERAL SUPPLIES	199-51-6399-44-140-Y-99-000-Y	$1,000.00
2	2	1	SUPPLIES FOR MAINTENANCE & OPERATIONS	199-51-6315-00-140-Y-99-000-Y	$5,000.00
2	2	1	GENERAL SUPPLIES - MAINTENANCE AND OPERATIONS	199-51-6399-00-140-Y-99-000-Y	$0.00
2	2	1	EXTRA DUTY PAY/OVERTIME-SUP PE - CUSTODIANS	199-51-6121-47-140-Y-99-000-Y	$100.00
9	2	1	RECLASSIFIED TRANSPORTA EXP/EX - FIELD TRIPS	199-11-6494-00-140-Y-11-000-Y	$1,000.00
9	2	1	MISCELLANEOUS OPERATING COSTS	199-23-6499-53-140-Y-99-000-Y	$4,500.00
9	2	1	AWARDS - RIBBONS, CERTIFICATES, PLAQUES	199-11-6498-00-140-Y-11-000-Y	$1,000.00
9	2	1	GENERAL SUPPLIES-HEALTH SERVICE	199-33-6399-00-140-Y-99-000-Y	$0.00
9	2	1	GENERAL SUPPLIES-HEALTH SERVICE	199-33-6399-65-140-Y-99-000-Y	$0.00
9	2	1	MISCELLANEOUS OPERATING COSTS-AWARDS	199-11-6498-00-140-Y-11-000-Y	$2,500.00
9	2	1	MISCELLANEOUS OPERATING COSTS - EX. ADVERTISING, GRADUATION EXPENSES	199-11-6499-53-140-Y-11-000-Y	$0.00
9	2	8	GENERAL SUPPLIES - COUNSELOR	199-31-6399-00-140-Y-99-000-Y	$0.00
9	3	2	GENERAL SUPPLIES - NURSE	199-33-6399-00-140-Y-99-000-Y	$0.00

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	3	2	GENERAL SUPPLIES - NURSE	199-33-6399-65-140-Y-99-000-Y	$0.00
				Sub-Total	$28,919.00
				Budgeted Fund Source Amount	$28,919.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	State Comp. Substitutes Teachers/Fringes	162-11-6112-18-140-Y-30-000-Y	$2,116.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-140-Y-30-JST-Y	$17,500.00
1	1	1	FRINGES	162-11-6118-00-140-Y-30-JST-Y	$2,625.00
1	1	1	RECLASSIFIED-TRANSPORTATION	162-11-6494-00-140-Y-30-JST-Y	$2,000.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	162-236118-00-140-Y-24-JST-Y	$5,598.05
1	1	4	SUPPLIES & MATERIALS-SOFTWARE	162-11-6399-62-140-Y-30-000-Y	$2,620.00
1	1	4	SOFTWARE CONTRACTED SERVICES	162-11-6299-62-140-Y-30-000-Y	$0.00
1	1	4	Dean of Instruction	162-13-6119-00-140-Y-30-000-Y	$63,474.00
1	1	4	Fringes	162-13-6119-00-140-Y-30-000-Y	$9,521.10
1	2	1	Pk4 State Comp. Teachers	162-11-6119-00-140-Y-34-000-Y	$87,193.00
1	2	1	Fringes	162-11-6119-00-140-Y-34-000-Y	$13,078.95
6	1	4	Incentives, Awards		$0.00
8	1	1	FIXED ASSETS	162-11-6398-62-140-Y-30-000-Y	$14,400.00
9	2	1	SSI TUTORIAL	162-11-6118-00-140-Y-24-SSI-Y	$5,779.90
9	2	1	PROFESSIONAL EXTRA DUTY PAY/FRINGES	162-11-6118-00-140-Y-30-000-Y	$21,238.00
9	2	1	COPY PAPER	162-11-6396-00-140-Y-30-000-Y	$920.00
9	2	1	GENERAL SUPPLIES	162-11-6399-16-140-Y-30-000-Y	$920.00
9	2	1	GENERAL SUPPLIES	162-11-6399-00-140-Y-30-000-Y	$8,436.00
				Sub-Total	$257,420.00
				Budgeted Fund Source Amount	$257,420.00
				+/- Difference	$0.00

197 Projects--TRE/Library					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	MISC CONTRACTS	197-12-6299-62-140-Y-99-000-Y	$5,000.00

197 Projects--TRE/Library					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SAL/WAGES FOR SUBST. TEACHERS/FRINGES	211-11-6112-18-140-Y-30-AYP-Y	$2,300.00
1	1	1	EMPLOYEE TRAVEL	211-23-6411-23-140-Y-30-0F2-Y	$3,000.00
1	1	1	EXTRA DUTY PAY/OVERTIME-SUP PE	211-11-6121-00-140-Y-30-ASP-Y	$5,079.55
1	1	1	SOCIAL SECURITY MEDICARE	211-11-6146-00-140-Y-30-ASP-Y	$0.00
1	1	1	TEACHER RETIREMENT/TRS CARE	211-11-6148-00-140-Y-30-ASP-Y	$91.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	211-11-6118-00-140-Y-30-ASP-Y	$0.00
1	1	1	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-62-140-Y-30-0F2-Y	$0.00
1	1	1	EMPLOYEE BENEFITS-LOCALLY DEF	211-11-6148-00-140-Y-30-ASP-Y	$0.00
1	1	1	EMPLOYEE BENEFITS	211-11-6149-00-140-Y-30-ASP-Y	$589.00
1	1	1	EMPLOYEE SALARY/FRINGES	211-11-6129-06-140-Y-30-0F2-Y	$16,212.70
1	1	1	EMPLOYEE SALARY/FRINGES	211-11-6129-06-140-Y-30-0K6-Y	$29,023.70
1	1	1	EMPLOYEE SALARY/FRONGES	211-12-6129-06-140-Y-30-0F2-Y	$22,746.15
1	1	1	EMPLOYEE SALARY	211-33-6119-00-140-Y-30-0F2-Y	$25,083.80
1	1	1	EMPLOYEE SALARY	211-61-6129-00-140-Y-30-0F2-Y	$26,063.60
1	1	1	GENERAL SUPPLIES-STAFF DEV.	211-13-6399-00-140-Y-30-OF2-1	$78.00
1	1	1	GENERAL SUPPLIES	211-61-6399-00-140-Y-30-0F2-I	$5.00
1	1	1	GENERAL SUPPLIES - COUNSELING	211-31-6399-00-140-Y-30-0F2-Y	$82.00
1	1	1	EMPLOYEE TRAVEL	211-61-6411-00-140-Y-30-0F2-1	$266.00
1	1	1	MISC POPERATING COSTS-AWARDS	211-31-6498-00-140-Y30-0F2-1	$272.00
1	1	1	GENERAL SUPPLIES	211-11-6399	$33,447.00
1	1	1	GENERAL SUPPLIES-STAFF DEV.	211-13-6399-00-1440-Y-30-0F2	$0.00
1	1	1	MISC OPERATING COSTS	211-61-6499-53-140-Y-30-0F2-1	$19.00
1	1	2	READING MATERIALS-SUBSCRIPTI	211-11-6325-00-140-Y-30-0F2-Y	$0.00
1	1	2	GENERAL SUPPLIES	211-13-6399-00-140-Y-30-AYP-Y	$2,571.00
1	1	2	MISCELLANEOUS/SOFTWARE	211-11-6299-62-140-Y-30-0F2-Y	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	MISC. OPERATING COSTS-AWARDS	211-11-6498-00-140-Y-30-0F2-Y	$3,000.00
1	1	2	GENERAL SUPPLIES/INK	211-11-6399-62-140-Y-30-0F2-Y	$1.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-140-Y-30-0F2-Y	$130.00
6	1	1			$0.00
6	1	6	GENERAL SUPPLIES - COMMUNITY	211-61-6399-00-140-Y-30-0F2-Y	$900.00
6	1	6	EMPLOYEE TRAVEL - COMMUNITY	211-61-6411-00-140-Y-30-OF2-Y	$900.00
6	1	6	MISC. OPERATING COSTS	211-61-6499-53-140-Y-30-0F2-Y	$900.00
8	1	1	EQUIPMENT UNDER 5,000	211-11-6399-62-140-Y-30-0F2-Y	$64.00
9	3	1	GENERAL SUPPLIES - HEALTH	211-33-6399-00-140-Y-30-0F2-Y	$43.00
				Sub-Total	$172,867.50
				Budgeted Fund Source Amount	$172,867.50
				+/- Difference	$0.00

281 ESSER II Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	PROFFESIONAL EXTRA DUTY PAY	281-11-6118-00-140-Y-24-0CG-Y	$51,015.00
1	1	1	MISC CONTRACTED SERVICES-SOFTWARE	281 12 6299-00-140-Y-99-0CG-Y	$702.00
1	1	1	RECLASSIFIED TRANSPORTATION	281-11-6494-00-140-Y-24-0CG-Y	$24,869.00
1	1	13	Reading Materials	281-12-6329-00-140-Y-99-0CG-Y	$14,000.00
8	1	1	ComicPlus eBooks	281-12-6922-00-131-Y-99-0CG-Y	$701.25
				Sub-Total	$91,287.25
				Budgeted Fund Source Amount	$91,287.25
				+/- Difference	$0.00

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SUPPLIES & MATERIALS-SOFWARE	282-11-6395-62-140-Y-99-OES-1	$8,313.00
1	1	1	RECLASSIFIED TRANSPORTATION	282-11-6494-00-140-Y-24-0CG-1	$20,000.00
1	1	1	FURNITURE, EQUIPMENT, SOFTWARE	282-51-6639-00-140-Y-99-090	$10,444.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	282-31-6118-00-140-Y-99-MH1-1	$3,000.00
1	1	1	Stipends/Fringes		$46,230.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	282-61-61-18-00-140-Y-99-PFS-1	$2,520.00

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	RECLASSIFIED TRANSPORTATION	282-61-6494-00-140-Y-99-PFS	$1,200.00
1	1	1	SUPPLIES & MATERIAL-SOFTWARE	282-11-6395-62-140-Y-99-1	$6,783.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY		$1,236.75
1	1	1	GENERAL SUPPLIES		$35,465.00
1	1	1	JUMPSTAART		$5,679.00
1	1	1	ACCELERATED LEARNING-PROFESSIONAL EXTRA DUTY PAY	282-11-6118-00-140-Y-24-0CG-1	$25,683.00
1	1	1	EQUIPMENT UNDER 5,000	282-51-6398-00-140-Y-99-090	$3,798.00
1	1	1	EXTRA DUTY PAY/OVERTINE-SUP-PE	282-61-6121-00-140-Y-99-PFS-1	$1,080.00
1	1	1	MISC-OPERATING COSTS	282-61-6499-53-140-Y-99-PFS	$1,500.00
1	1	1	MISC-CONTRACTED SERVICES		$24,904.00
				Sub-Total	$197,835.75
				Budgeted Fund Source Amount	$197,835.75
				+/- Difference	$0.00
				Grand Total Budgeted	$753,329.50
				Grand Total Spent	$753,329.50
				+/- Difference	$0.00